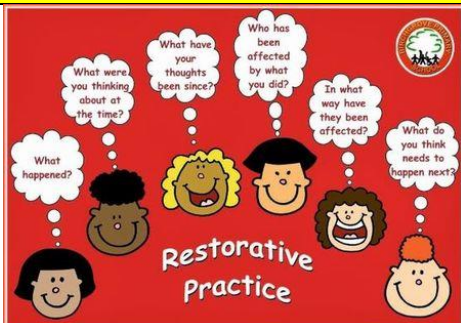


TIERED CONSEQUENCES & RESTORATIVE PRACTICE SUMMARY FOR FAMILIES



In any class, children will behave in different ways for a variety of reasons. Although people sometimes think that a child's behaviour is always a conscious choice, it is in fact affected by a wide variety of factors including

- diagnosed learning needs like dyslexia
- diagnosed neurological conditions like ADHD and autism
- childhood trauma caused by adverse childhood experiences which has impacted on a child's social and emotional development.

Within an average class, up to 25% of the children can have additional needs. As a "Trauma-Informed School" (TIS), we are committed to providing as inclusive an education as we can for every child in our care.

POSITIVE BEHAVIOUR FOR LEARNING is our whole-school approach to supporting positive relationships and creating a safe and supportive learning environment for everyone. We take a proactive, preventative approach to ensure all pupils receive the appropriate level of support to help them to be successful at school.

1.Expected Behaviour: We teach the children about our expected behaviour which makes us feel **calm, happy, and safe.**

We use positive and restorative language:

I am sorry that you have been hurt/upset.

Let's have a **restorative chat**

Let's have **class circle time**

Let's **make it right/better**

Let's **say sorry or show sorry**

2.Unexpected behaviour: We teach the children about our unexpected behaviour which makes us feel **uncomfortable, upset or upset.**

We don't use phrases like:

- **Bad behaviour**
- **Naughty children**
- **Punishment**
- **Telling tales/snitching**

We don't name or shame anyone.

We don't look for anyone to "get in trouble"

3.We support the development of self-regulation & control

- **I will own my behaviour**
- **I will not make excuses or blame someone else.**
- **I will accept my consequences.**
- **I will be self-aware and recognise if I need to work on part of my character**
- **I will work on my behaviour target**
- **I will use strategies to help me to be in control of my own behaviour**

4.We support the development of class regulation & control

- **We will learn about Expected Behaviour together.**
- **We will all work on the targets on our Class Recognition Board.**
- **We will understand and help anyone in our class who shows Unexpected Behaviour.**
- **We will be "upstanders" and speak up when it is right to do so.**
- **We will use Class Circle Time to talk things through and solve problems**
- **We will work as a team and be proud of ourselves as a Class Family**

5. We support the children to be in control of their own choices.

We have developed a **Recognition and Rewards system** where positive choices and expected behaviours lead to positive consequences.

We **recognise and reward** expected behaviour.

Daily: Pupil's name on Recognition Board. general Class Dojo Points (individual, whole-class,) and Team Tokens

Weekly: Star of the Week certificate ("best seat in the house"),

Half-Termly: House Cup Celebration Award (Children take part in a "team treat" activity)

Termly: School values certificates, Wills Award



We recognise and reward **Over & Above** behaviour.

Friday Afternoon Tea with the headteacher based on nomination by class teacher or phase leader
Positive Headteacher Dojo point based on recognition of exceptional effort, attitude or behaviour by a pupil



6. We have developed a **Tiered Consequences system** where poor choices and unexpected behaviours by children lead to restorative consequences. The key question that we have to ask ourselves whenever we apply a consequence is – **What will the pupil learn from this consequence?** Children who make poor behaviour decisions are not defined by their behaviour. We use their “memorable mistakes” as a learning opportunity to teach new responses. Our consequences are proportionate and fair & they mark the start of our Making It Right process.


Tier	Engagement with parents	Low-level consequences	Mid-level consequences	High-level consequences
Tier 1	Needs Work dojo home Playtime slip dojo home Follow up with parents	Restorative chat with adult: “You owe yourself” 5 minutes	Restorative chat with adult: “You owe yourself” 10 minutes	Restorative chat with adult: “You owe yourself” 15 minutes
Tier 2	Needs Work dojo home Playtime slip dojo home Behaviour conversation with parents Making It Right sheet to complete	Partial loss of a lunchtime (restorative time) Time spent in partner teacher classroom	Loss of a lunchtime or partial loss of a series of lunchtimes Time spent in other teacher/Phase Leader classroom	Loss of a lunchtime or partial loss of a series of lunchtimes Time spent with AHT/DHT/HT
Tier 3	Needs Work dojo home Playtime slip dojo home Behaviour conversation with parents Making It Right sheet to complete Fellowship Plan (if appropriate)	Recorded restorative conversation Catch Me Being Good Plan (weekly check by phase leader) Some time at lunchtime with HT/DHT/AHT Period of time at lunchtime Play Club	Recorded restorative conversation Catch Me Being Good Plan (weekly/daily check by phase leader) More time at lunchtime with HT/DHT/AHT Weekly attendance at lunchtime Play Club	Recorded restorative conversation Catch Me Being Good Plan (weekly/daily check by phase leader) All lunchtime with HT/DHT/AHT Daily attendance at lunchtime Play Club
Tier 4	Needs Work dojo home Playtime slip dojo home Behaviour conversation with parents Making It Right sheet to complete Fellowship Plan (if appropriate)	Weekly PRAG Plan Lunchtime Play Club	Daily PRAG Plan Chunked lunchtime Lunchtime Nurture Club	Daily PRAG Plan (checked by HT/DHT/AHT) Chunked lunchtime Lunchtime Nurture Club

Tier 5 We need to make special, bespoke adjustments. We may suspend a child for a day or two. This is NOT a punishment for being “bad”. We just need some time to make things safe and to come up with a new plan. We may start a reduced timetable for a while and make the day a little shorter and easier for someone for a little while

A consequence may be automatically escalated to senior leader level as a sign to the child and to the class that a particular unexpected behaviour is not acceptable.

It may be decided that an additional, individualised consequence is appropriate e.g. a restorative act, an act of community service.

Within Tiers 3 & 4, an individualised home-school consequence will also be agreed.

	<p>7. Our Making it Right process involves home and school working together to support our children to understand how they have caused hurt or harm and to be able to accept responsibility for their actions. To support this, parents can use these 7 restorative questions at home. This gives each child the opportunity to Say Sorry or Show Sorry to others within the safety of their home and with the support of their family</p>	<ol style="list-style-type: none"> 1. What happened? 2. How did it make others feel? 3. What do you feel about the incident now? 4. What are your consequences? 5. What will you do now to help make things right? 6. Do you have behaviour targets that you need to work on? 7. Is there anything you would like to say or share with the other child
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We know that parents will want to support us with their child’s behaviour. Following a behaviour incidence, the teacher/leader will decide if a **Making it Right (MIR) sheet** needs to go home. If this is the case, we ask parents/carers to talk through the steps on the MIR sheet with their child to help them to gather their thoughts. Following this discussion,

- Our KS1 pupils can choose to draw something or stick in something that they would like to share with their teacher or other children.
- Most of our KS2 pupils will be able to write down their thoughts. Parents/carers can help their child to complete this sheet and it may be that parents will scribe their child’s thoughts for them.