The Societas Trust: Ellison Primary Academy

Positive behaviour and relationships policy 2025-26

'Developing a caring family of creative, critical and collaborative learners.'

Academy Behaviour Policy

At Ellison Primary Academy we believe that all children should feel happy and safe in school so that they achieve to their full potential within their learning. We expect all children to be respectful to each other, as well as all members of the school community. We want them to be the very best versions of themselves and to flourish socially and academically, learning how to be responsible, kind and well-rounded citizens.

We believe in fostering a positive and inclusive learning environment where every student feels safe, respected, and supported. Our behaviour policy is designed to promote restorative practices that prioritise understanding, empathy, and accountability. By embracing restorative approaches, we aim to develop responsible and respectful members of our school community. This policy applies to all students, staff, parents, and visitors.

Core Principles
a. Restorative Approach: Our primary focus is on building and maintaining relationships, promoting empathy, and resolving conflicts through dialogue and understanding.
b. Respect and Responsibility: We expect all members of our community to treat each other with respect, take responsibility for their actions, and consider the impact of their choices on others.
c. Positive Reinforcement: We acknowledge and celebrate positive behaviour through encouragement, rewards, and recognition, fostering a culture of appreciation and support.

Expectations of Students
a. Respect: Students are expected to respect themselves, peers, staff, school property, and the wider community.
b. Responsibility: Students should take responsibility for their actions, including completing learning, attending school regularly, and participating actively in their learning.
c. Safety: Students must prioritise their safety and the safety of others, reporting any concerns or hazards promptly.
d. Inclusion: Students should embrace diversity, treat others fairly, and refrain from any form of discrimination, bullying, or harassment.

Behaviour Management
a. Restorative Conversations: When a student's behaviour does not meet the expected standards, staff will engage in restorative conversations to understand the underlying reasons, promote empathy, and guide the student towards resolution.
b. Restitution and Repair: Students will be encouraged to take responsibility for their actions, make amends, and repair any harm caused to others or the school community.
c. Consequences and Support: While consequences may be necessary, they will be used as a learning opportunity rather than punishment, and support will be provided to help students learn from their mistakes.
d. Individual Behaviour Plans: For students who require additional support, individual behaviour plans may be developed in collaboration with teachers, parents, and relevant professionals such as our SENDCO.

Reporting and Communication
a. Reporting Incidents: Students, staff, and parents are encouraged to report incidents promptly using the designated reporting channels.
b. Confidentiality: Information shared during restorative conversations will be treated with confidentiality, except in cases where there are concerns for the safety and well-being of individuals involved.
c. Parental Involvement: We believe in the importance of partnership between the school and parents, and regular communication will be maintained to keep parents informed about their child's behaviour, progress, and any support provided.

By adhering to this behaviour policy, we aim to create a nurturing environment where all individuals can thrive academically, socially, and emotionally. We believe that restorative practices will help our students develop essential life skills, foster positive relationships, and contribute to a harmonious and inclusive school community.

We are committed to promoting equality and good relationships, tackling discrimination quickly and effectively to make equality of opportunity a reality for our children. Staff take measures to prevent all forms of bullying (including cyberbullying, prejudiced- based and discriminatory bullying) through our curriculum (promoting E-Safety in every Computing lesson, exploring these themes through RE, PSHE and P4C). We recognise and pay attention to the different groups of learners within our academy:

- Learners with different sexual orientations and gender identities (including LGBTQ+);
- Minority ethnic and faith groups;
- Learners with English as an additional language (EAL);
- Learners with special educational needs (SEN);

- Learners with a disability;
- Gifted and Talented learners;
- Learners who are at risk of disaffection or exclusion;
- Children who are looked after (LAC).

How do we support children?

We have three school rules, making them easy to remember and refer to at all times. They are: **ready, respectful, safe.** Adults refer to these often and use to explain to children exactly what they mean.

Attachment and Trauma

This is about recognising that a lot of a child's challenging behaviour is not through choice. It is about recognising that there has been trauma in a child's past that is causing a child to react in a certain way. It is a sign of distress and dysregulation. Attachment trauma occurs when there has been a disruption in the healthy bond formation between a baby or child and his or her primary caregiver. Healthy attachment occurs when the caregiver provides comfort, affection and basic needs on a regular basis and with consistency. Poor attachment means inappropriate responses to a baby or child's distress, lack of affection, abusive behaviours or the absence of the caregivers can all cause a traumatic experience for the child.

All staff at our school have had training on how to support children demonstrating attachment and trauma issues. Our aim is to ensure that all staff feel confident and empowered to help and support children in our care. As a school, we want to ensure that each learning space is calm and trauma informed.

Emotion Coaching

Emotion Coaching is a tool or approach in supporting children's behaviour, emotional mental health and well-being. This is a method of support to assist with attachment and trauma (as mentioned above). Emotion coaching is all about:

- Teaching the child 'in the moment' about the world of emotion
- Supporting the development of strategies to deal with emotional ups and downs
- Accepting all emotions as normal and valid
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- Building trusting and respectful relationships

There are 4 recommended steps. These are

1) Recognising a child's needs and empathising with them. Don't just agree with the child but view from their perspective. Recognise they do not have a choice in how they feel but look for physical and non-verbal signs in how they are feeling.
2) Label these feelings and validate them.
3) Set limits on the behaviour together and meet the need of the child.
4) Problem solve alongside the child.

Emotion coaching isn't about agreeing with the behaviour but putting ourselves in the child's shoes. Rarely does a response make the child feel better but they need to know that an adult is there for them. It is also about the adult helping the child to co-regulate rather than self-regulate. It might be assisting with creating rhythmic and repetitive patterns e.g. drumming, walking or something as simple as having a drink of cool water. Some key phrases that could be used are:
'I understand how you feel- you are not alone'
'What were you feeling at the time?'
'What needs to happen to put things right?'
'It seems you are feeling really angry at the moment- what caused that?'
'Let's decide what we can do the next time you feel like this.'

Restorative Conversations

At Ellison Primary Academy, we encourage our pupils to strive to achieve their full potential and we provide a range of pastoral, safeguarding and emotional well-being strategies to support this. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment they provide.

We expect all pupils to respect the feelings of others and to treat everyone how they would like to be treated. This is at the heart of our Philosophy for Children (P4C) sessions and we explore how to work on this through our sessions. (Please see our P4C statement on our school website for more information).

Restorative conversations build and repair after doing wrong and causing harm. It engages the person who has been harmed and the person who has caused the harm. It allows the child to move from feeling shame and guilt to a more positive, restorative place.

Best practice shows that setting some time aside for the conversation to take place. Instead of starting the conversation with 'Why?' start with 'Tell me what happened.' As the child does not always know why they have reacted the way

they have. Ask the pair to agree to be kind, respectful and to listen to each other before proceeding. Ask both children what has happened and then what has happened since. Then enquire about who has been affected by this and what needs to happen to put things right.

Expectations of behaviour and relationships around the school.

We expect pupils to be:



Have all equipment required for learning (right equipment – looking after resources, putting things away etc.

Have the correct uniform e.g. have names in uniform and put jumpers / coats in the correct place when they are taken off.

Wear our school uniform with pride.



Be respectful to one another, to speak calmly and courteously.

Work restoratively to avoid conflict and respect the rights of others to be different.

Listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views.

Show respect and politeness to all adults who work in our setting and visitors to our school.



Handle all school equipment with care.

Speak to their class teacher if they are worried about anything or send a message through the school's online Worry Box.

Move around the school in a calm and orderly manner

We expect that staff will be:



Ready for each day, greeting children in a polite and happy manner.

Well-planned and prepared for every day and every lesson.

Ready to support and care for each child and their peers.



Be positive role models for pupils and peers.

Support the academy's commitment to equity, equality and diversity and encourage pupils to show respect for members of the community and the environment.

Speak politely and calmly and respect everyone's personal space.

Treat all members of the community fairly, meeting their individual needs.



Develop positive relationships with pupils and parents.

Conduct themselves in a safe way and help to keep everyone else safe in and around school.

We expect that parents and carers will be:



Work with the school to help their children to make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term time holidays.



Encourage their child to show respect for members of the community and environment.

Support the school in modelling polite, positive relationships.



Work with the school to ensure their child follows school's expectations and procedures.

Work in partnership with the school staff to ensure their child is able to reach the best of their ability e.g. support with the completion of homework.

Foundation Stage

Good behaviour strategies and management during the early stages of Academy life are essential in promoting opportunities for children to develop self-discipline, take responsibility for their own actions and have respect for others and for their surroundings. We encourage good behaviour through praise and provide clear limits through introducing simple rules gradually. Strategies used include:

- rewarding good behaviour with praise, attention and appropriate rewards;
- distracting children by offering a positive and attractive alternative;
- withholding rewards if necessary;
- telling the child not to do something firmly but without anger;
- removing the child from the situation for a short time.

Routines are introduced gradually during the course of the Foundation Stage so that by the end of the Foundation Stage children are aware of the Academy rules

and the system of rewarding good behaviour that applies in KS1 and KS2.

We are eager to work with parents/carers to support children in developing good patterns of behaviour and will inform them of any serious incidents involving their child.

Key Stages One and Two

Rewards

Rewards to recognise good behaviour are an important part of the behaviour policy. Staff reward children with Dojo points. One Dojo per example of positive behaviour. There can be three points for superb behaviour. These points are added up at the end of the week and the children get to celebrate in a group situation with other Dojo winners. Praise, congratulations and approval all reward children in an informal manner.

Additional Rewards

- Star of the Week Award and the 4C's award– a certificate is awarded and celebrated in our Key Stage Collective Worship. A special note may also be sent home to acknowledge significant positive behaviour or achievement.
- Attendance – is celebrated in the school newsletter every other week.
- Stickers will be awarded at the discretion of staff for good work, behaviour, improvement etc.

Good behaviour in schools is central to a good education. We want to manage behaviour well so we can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Where behaviour is not at the expected standard, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some; it is a reason why they leave the profession.

Staff are trained to make sure that they collectively embody our school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. This may be through a pastoral approach using restorative conversations.

Where required, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When pupils do misbehave, our school will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded.

Staff have the power to use the following should they be required;

- Screening and searching pupils (see Searching, screening and confiscation Policy);
- Using physical intervention (to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and behaviour in the classroom);
- Liaising with pupils over incidents that happen beyond the school gate;
- Confiscating property (if items are prohibited, banned or may cause personal upset or injury).

Most breaches of school and academy rules are not expected to go beyond this stage. It has been designed to deal efficiently and effectively with what are, hopefully, only minor or isolated infringements but, if necessary, to proceed step-by-step to handle persistent or severe breaches of school or academy rules.

Consequences for serious breaches of good behaviour should not lead to children being denied access to the curriculum or enrichment opportunities by, for example, preventing them from attending swimming sessions or taking part in P.E., unless there is a clear risk to the safety of themselves or others, as there are important legal considerations.

It is important that consequences are reasonable, measured, and incremental. Emphasis should be placed on putting right what has been done wrong. Damage to property should be followed by restitution, repair or compensation.

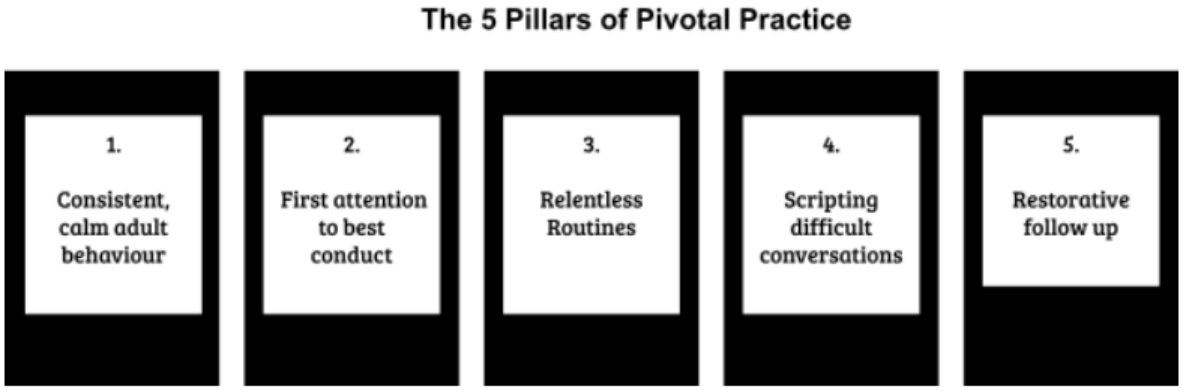
School Expectations

We expect every child to:

- Take responsibility for their own behaviour.
- Follow the school rules.
- Reflect on their actions and recognise they are part of a community.

We expect every adult to:

- Meet and greet proactively at the door.
- Refer to 'Ready, Respectful, Safe'.
- Consistently model positive behaviours and build relationships.
- Relentlessly model and practise routines.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Offer specific praise generously and issues rewards as appropriate.
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the positive behaviour steps. Prevention rather than sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not following the rules.
- Follow the policy consistently.



We expect senior leaders to:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at transitions.
- Celebrate staff, leaders and learners whose effort goes over and above expectations.
- Regularly share good practice.
- Support teachers with more complex negative behaviours.

- Use behaviour data to target and assess our behaviour policy and practice.
- Stand alongside colleagues to support, guide, and show a unified consistency to the learners.

We expect parents to:

- Uphold the school rules and values.
- Support the school behaviour policy to support and improve pupil behaviour.
- Raise behaviour concerns with the class teacher in the first instance.
- Make appointments to see SLT if concerns continue.
- Follow the parent/carer code of conduct at all times.

Behaviour Levels

Level	Description	Actions
0	-Being ready -Being respectful -Being safe -Doing the right thing -Trying their best -Following adult instructions -Helping others -Asking for help -Being caring, collaborative, creative or thinking critically	-Specific praise -1 dojo point -3 dojos for going above and beyond (superstar dojo) -dojo award for 2 children each week - Stickers - A note home (roughly 2-5 a week per class). -Star of the week -Ellison Values Award -Headteacher's award – celebrated in the newsletter
1	-Low-level disruption -Misusing equipment - Purposefully avoiding working -Interrupting others when they are speaking -low level name calling -wondering around -distracting others	Follow the Positive Behaviour Steps
2	-Deliberate provocation - Swearing (undirected) -Deliberate damage to equipment -Defacing school property/others property -Being disrespectful to staff - Deliberate unkindness - Play fighting	Begin at step 6 in the Positive Behaviour Steps.
3	-Physical assault of a member of our community -Deliberate significant damage to	-SLT involvement -Parents informed Actions will be considered on a 1:1

	property -Willful use of discriminatory language -Bullying -Swearing at staff -Other behaviour deemed serious	basis. These could include: - Internal seclusion - Break and lunch seclusion - Fixed term suspension

Positive Behaviour Steps (detail)

Step	Action	Description
1. Redirection	Gentle encouragement	A 'nudge' in the right direction. **Non-verbal:** A look, standing close by **Verbal:** Praising nearby positive behaviour, asking if they are ok/have what they need
2. Reminder	Three simple rules and expectations	A reminder of our three simple rules: **Ready, Respectful, Safe** (delivered privately where possible). The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3. Warning	Clear verbal warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. **Use the phrase:** "This is a warning. Think carefully about your choice."
4. Final Warning	30-second scripted intervention	Speak to the pupil privately and 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:** • **"I have noticed that"** (you are having trouble getting started, wandering around etc.) right now. • **"At Ellison, we..."** (refer to the 3 school rules – ready, respectful and safe) • **"I need you to..."** • **"This is your final warning. If you choose not to... I will need to speak to you at break/lunch"**
5. Short Reflection	2-5 minutes during break	See me for 2 (or up to 5) minutes during break or lunch with the class teacher. Staff use the restorative questions to encourage children to reflect.
6. Time Out	5-minute	**When issuing a time out:**

	classroom time out	• Aim to discuss it as privately as possible • Be calm and precise (remain calm and composed, and precisely explain the reason for the sanction) • Express regret (make it clear it isn't 'you' issuing the sanction – the student's behaviour has left you no choice) **5-minute time out in a nearby classroom.** Work can be taken if appropriate. When the learner returns, the teacher reminds them of the school rules and explains to them what they expect. For example: "We have 5 minutes left, please complete your learning." Support is offered if required.
7. Break Time Reflection	Reflection during break	Follow the same process as issuing a time out. Learner reflects on behaviour during break time. Record on Arbor.
Restorative Conversation (after 5-7)	Restorative questions	This might be a quick chat in or out of the classroom or a more formal conversation. **3 questions are usually enough from the following:** • 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?
8. Follow Up with Parents	Parental contact	If a child has two break time reflections in a half term, the class teacher informs the parents.
9. Follow Up with SLT	SLT involvement	If a child has 3 break time reflections, the class teacher will discuss concerns with SLT.
10. Teacher and SLT meet parents	Teacher, SLT and parents meet.	If 5 reflections are reached, parents will be invited in to discuss the behaviour with the class teacher and a member of SLT.

If a child is on an IEP or positive behaviour plan, it needs to be followed for the correct manner of dealing with that particular behaviour. An immediate sanction may be given.

<u>6. Racist/Homophobic/Religious/ Child on Child (including online) Incidents</u>

Any incident of a racial, homophobic, transphobic, biphobic or religious nature should be reported to the Senior Leadership Team (collect a report form from the

school office and complete as required). This includes any prejudiced based or discriminatory bullying. It is also reported to the LA (Local Authority) and to our LGB (Local Governing Body). Parents of the victim and perpetrator need to be informed and support to the children offered to prevent the situation from reoccurring. Online incidents refer to Cyberbullying, this is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

7. Lunchtime Incidents

Lunchtime Supervisors monitor the behaviour during the lunchtime break and record any incidents that require reporting to the class teacher in a behaviour book or speak to the class teacher face to face. Teaching staff ensure that they are on the yard five minutes prior to the end of the break for a handover with the allocated member of lunchtime staff. All lunchtime staff follow the same positive behaviour approach used across the school. They reward positive behaviour with awarding Dojo points, stickers and can nominate individuals for the active lunchtime sport award certificates. Any incidents that occur during the lunchtime are dealt with by the lunchtime staff and are reported to the teaching staff during the handover. This ensures that children are not spoken to twice and teaching and learning time is not affected. With more serious incidents, lunchtime supervisors will work alongside teaching staff to ensure children understand the serious nature of their actions.

Seclusion and Suspension

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm and supportive environments.

A serious breach of the school behaviour policy may result in a period of seclusion from class where the pupil is isolated from their peers for a limited time.

The suspension (previously referred to as an exclusion) must be for a fixed period or permanent. The power to suspend a pupil may be exercised only by the Headteacher or a member of SLT in the Headteacher's absence who will use the sanction only in serious cases. The procedures for suspension are laid down by the L.A. and the Governors. They must be followed exactly.

When a child returns to the academy following a suspension there will be a meeting with the child's parents and a planned programme will be put into place which will stress that the restoration of normality has to be earned. If the conditions of return are broken, and the pupil continues to be disruptive, further suspension (fixed term or permanent) may follow.

Additional Expectations

Personal Property
The academy discourages children from bringing toys or other items of personal property to the academy as they often interfere with the health and safety of pupils, or disrupt learning. Pupils are responsible for their own personal property, which should be labelled clearly with their name.

Food
Children are not permitted to eat sweets and chewing gum in the academy.

Clothing
Pupils are expected to wear the correct academy uniform. Jewellery is not to be worn.

Pastoral Advice

In a primary academy, most counselling will be of an informal nature aimed at building up an understanding and a relationship with the child and at providing an awareness of any underlying problems the child may have.

The responsibility for most pastoral work lies with the child's class teacher, who should be kept informed by other staff of any problems that arise.

Support for specific pupils may also be provided by the Family Liaison Support Worker following a referral.

To be reviewed: Spring 2027

Appendices-Ellison Primary Academy

Appendix 1

Behaviour Logs – How to Record Effectively (ABC Approach)

Purpose of Behaviour Logs
Behaviour logs help us to understand behaviour, identify patterns and triggers, and ensure consistent responses across staff. Logs should always be factual, neutral and professional.
We record behaviour to support children, not to judge them.

Use the ABC Approach

	Record	Examples
A – Antecedent **What happened just before the behaviour?**	• The lesson or activity • Location • Instruction or expectation given • Any transition, change to routine or demand	• "Whole-class literacy input." • "Asked to stop iPad use and begin maths task."
B – Behaviour **What did the child do?**	• Exact actions and/or words • Frequency or duration if relevant • What you saw or heard Use **clear, descriptive language**.	• "Called out repeatedly and spoke over the teacher." • "Pushed worksheet away and said 'I'm not doing it.'" • "Returned from time out and continued to call out."
C – Consequence **What did adults do and what was the**	• Adult responses and behaviour steps used • Support or sanctions given • What happened next (settled, returned	• "Given reminder, warning and final warning." • "Completed breaktime reflection with an adult." • "Returned to class

outcome?	to learning, reflection completed) •	and engaged with support." •

What makes a strong behaviour log?

A strong log is:

- Short and clear
- Factual, not emotional
- Written so someone who wasn't there can clearly understand what happened
- Focused on actions, not opinions Stick to observable behaviour

Language to use / language to avoid

Avoid	Use
• Disruptive • Naughty • Refused • Attention-seeking	• "Did not follow adult instruction" • "Called out repeatedly" • "Left seat without permission" • "Used a swear word - ****" Include the direct word.

Behaviour Logs: Poor vs Strong (ABC Approach)

Strong behaviour logs are **clear, factual and consistent**.
Poor logs are often **vague, emotional or judgemental**, which makes them unhelpful for support, patterns or evidence.

Example 1: Lesson Interruption

✗ Poor behaviour log

"He was disruptive again and wouldn't stop talking. He was being attention-seeking so had to be sent out."

Why this is poor:

Uses labels (*disruptive*, *attention-seeking*)

- No clear detail of what happened
- No context or outcome
- Includes opinion and assumption

☑ Strong behaviour log (ABC)

A: Whole-class literacy input.
B: Child repeatedly called out and spoke over the teacher about irrelevant subjects. Reminders, a warning and final warning were given. After returning from time out in another classroom, the child continued to call out despite adult reminders.
C: Child completed a breaktime reflection with an adult and returned to learning with support.

Why this is strong:

- Clear, factual description
- No judgement or assumptions
- Someone not present can understand exactly what happened

Key differences at a glance

Poor Logs	Strong Logs
Opinions	Facts
Labels	Descriptions
Vague	Specific
Emotional	Neutral
Short but unclear	Short and clear

Appendix 2
Child overview

Ellison Primary Academy



Be Ready



Be Respectful



Be Safe

When we follow the rules and do our best, adults may…

- Praise us and say kind things
- Give us **Dojo points** (1 point)
- Give us a **Superstar Dojo** (3 points)
- Reward us with a **Dojo award**
- Send a **note home**
- Choose us as **Star of the Week**
- Give us an **Ellison Values Award**
- Give us a **Headteacher's Award**



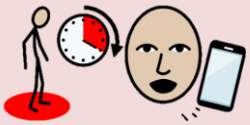
If we do not follow the rules, adults will…

- Gently remind us of the rules
- Help us understand what we need to do
- Tell us what they expect from us
- Remind us of times we made good choices
- Give us time to make a better choice
- Explain what will happen if the rules are not followed
- Tell us when we are on our final warning



If we continue to not follow the rules, adults may need to…

- Talk to us at break or lunchtime
- Give us time out in another classroom
- Ask us to think about our choices at break or lunchtime
- Ask another adult to talk to us
- Talk to our family about our choices



Appendix 3

Useful conversation prompts

1. Redirect (gentle nudge, praise nearby, after if they're ok/what they need)
2. Reminder (Ready, Respectful and Safe) – Praise if improvement.
3. Warning – "This is a warning, think carefully about your choice."
4. Final warning –
   "I have noticed that _____
   At Ellison, we _____
   I need you to _____
   This is your final warning, if you choose not to make the right choice, I will see you for 5 minutes at breaktime."
5. Short reflection – 2-5 mins at breaktime.
6. Time out – explain the reason for the sanction, "It isn't me giving you this consequence, your behaviour has left me no choice.

Appendix 4

Restorative Conversations- C.H.E.C.K.

Calm and Ready- Have all parties had time to calm down? Brains? Amygdala?

Heard- Have you gone through all the questions with all parties? Have all voices been heard?

Equipment- Questions? Chairs? Location? Buddy? Paperwork?

Consider- Who will ask what questions and when?

Keep the rules of engagement clear- Can they be kind? Listen? Be respectful?

Restorative Questions:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?