

# Relationships Policy 2026

## Wheelwright Lane Primary School



*Learning For Life*

At Wheelwright Lane, we recognise that most children learn to self-regulate their emotions and behave in a safe manner without requiring additional support. We strive to encourage these children while supporting those who may struggle to regulate their emotions to manage their behaviour positively.

*"Visible Consistency and Visible Kindness"*

Relationships at Wheelwright Lane School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy and friendly environment.

*'Be kind, Be safe, Be fair'*

## **Aim and Expectation**

At WWL School our Relationship Policy is important in promoting children's and adults' health and wellbeing. We believe that children need to learn about feelings and behaviour and how we can all manage this effectively. We regard behaviour management as a lifelong skill. We strive to develop positive behaviour for learning as an integral part of the whole curriculum. Our values (see website) <https://www.wheelwrightlane.warwickshire.sch.uk/> are at the heart of everything that happens at our school and are a key part of our behaviour support and management. They inform and support how we always respond to others. We want to enable all pupils to learn effectively and make good progress. To do this, we need to secure high standards of behaviour which are clear and understood by pupils, staff, parents and members of the school community. We want to ensure every member of the school community feels valued, respected and safe. We believe that teaching and learning can only take place effectively when the support for behaviour is clear, fair and consistent.

*2 minutes of inconsistency can undo 2 weeks of consistency.*

### **Pupils' voice:**

The children have an active School Council, where two children from each class (KS1/2) are elected to represent the views of the class.

Our children would like a school that is quiet, calm and relaxed, where everybody behaves in a kind, polite and patient manner. All year groups regard good listening and clear communication as key to understanding others and developing better relationships. Most children highlighted the significance of respect, honesty and the feeling of belonging as solid foundations to build trust, openness and ultimately the feeling of safety for all. The older children also felt guidance regarding the finer nuances of relationships was needed, for example misplaced loyalty. All the children were keen for clear rules and for taking responsibility for their actions; they had many ideas how this could be achieved:

- Classroom Rules
- Playground Rules
- Dojo points
- Be Kind Be Safe Be Fair Jar
- Buddy Benches
- Time out areas around school
- Playground monitors and litter pickers
- Rewards for going 'over and above' our motto of Be Kind, Be Safe, Be Fair.

### **Staff voice:**

The staff would like a school that is calm and where everyone feels safe and well cared for. We want a shared understanding of our aims and to work together in a consistent way. We want to utilise our extensive SEMH training to further develop the school's caring, nurturing ethos. Through our training, we understand that all behaviour is a form of communication. We realise that sometimes this can be different for every child and so we may need to address each individual case differently. We believe our learning behaviours are intrinsic when working together to solve problems and reflect on our relationships. All emotions should be recognised and everyone has a right to be heard. We lead by example, showing good manners and by being respectful and thoughtful to others.

### **The curriculum and behaviour:**

Expected learning behaviours are a permeating theme throughout the curriculum:

- We are consistent in our approach to behaviour and how we teach it, our expectations and how we respond to our pupils.
- As curriculum, context and age change, we teach, reteach and recall behaviour expectations - the behaviours we expect in different places in our school and in different lessons. We support our children in learning about behaviour across the curriculum.
- We endeavour to give the children the necessary vocabulary to discuss their feelings and behaviour through the Zones of Regulation approach to self-regulation.
- Class teachers plan differentiated work and consider how the style of learning supports good behaviour.
- Our SEMH training has a strong focus on children's health and wellbeing as well as the relationships they will make at school and in the wider world. We emphasise emotions, how we recognise and manage these and how we are all responsible for our behaviours and actions.
- Some topics will be explicitly taught through the Jigsaw P.S.H.E scheme, RSHE program, and effective learning behaviours and through emotion coaching. We will also seek opportunities to teach Social Emotional Learning skills when they arise.
- Staff will plan for opportunities to further enhance PSHE through a range of curriculum based activities during enrichment activities such as trips and visits.

### **Expectations**

We believe our expectations of day-to-day behaviour in school help to support relationships. We are consistent in our expectations and our responses to the children. The children need to be clear on how we behave at Wheelwright Lane

- We involve the children in deciding our expectations. Each school year starts with an age-appropriate lesson sharing the neuroscience that underpins behaviour throughout the year.
- Age-appropriate class rules will be decided and agreed by the children and staff.
- The school values will be a driving force for our expectations.
- The expectations will be the same throughout the school and will be shared, understood and enforced by all members of the community. Adaptations are made for children with additional needs outlined in the 4 areas of the SEND code of practice
- Our expectations will be a simple mantra: 'Be kind, Be safe, Be fair', pursued relentlessly, which is workable and memorable for all.

### **How adults in school support and respond to behaviour**

- We are consistent and believe in 'Visible Consistency and Visible Kindness'.
- All staff will greet the children with a positive message in the morning and at the end of the day, showing they *'keep the child in mind'*.
- All staff will expect the children to move around the school in a safe manner. Stopping at doors to ensure safe supervision by staff
- All staff will support and monitor this using positive reinforcement e.g. *fantastic walking*.
- All staff will promote a positive message and praise appropriate behaviour verbally and through class dojo points, adding their name to 'the jar' placed in the head teacher's room or by rewarding with Learning behaviour stickers
- All adults talk quietly and calmly to pupils at all times - modelling mutual respect
- When addressing the whole class or larger groups, adults wait for children to be silent. This ensures that staff are not using loud voices and modelling quietness

At Wheelwright Lane we promote the behaviour we want and reinforce it enthusiastically.

### **Rewards and Celebrations**

- Celebration Assemblies take place weekly for KS1/2 and monthly for EYFS. The children are awarded a certificate for displaying one of our Effective Learning Behaviours.

*Being Brave, Being Resilient, Being Determined, Showing curiosity and Being Collaborative.*

- The children's certificates and work will be displayed at the front of the hall for all to see.
- Each class will have a Zones of Regulation display to reinforce self-regulation.
- Every child will be celebrated in a celebration assembly at least once a year for their Learning Behaviours.

- Daily rewards will be simple and accessible using stickers, dojo points and gaining team points for their respective houses and being acknowledged on the Recognition Board
- All staff can give stickers and team points across the school.
- All rewards will be given with a comment as to why they are being given, reinforcing our Relationship's Motto and Learning Behaviours.
- Stamps and stickers may be used on work as a motivator when appropriate to the situation and child. A visit to the head teacher as a reward may also be used.
- Class dojo points are given for showing our motto and being Ready to Learn. This is motivational for pupils.
- When children have saved their dojo points, they can visit the Class Dojo shop to exchange their points for rewards.
- When a child is spotted doing something extra special, any staff member can request they 'put their name in Mrs Perry's Kind, Safe and Fair jar. Each half term 12 children are selected at random from the jar and a special treat is given with Mrs Perry. We refer to this as going 'Above and Beyond'.

### **Responding to children in distress who may express this in behaviour that challenges**

At Wheelwright Lane, we believe persistent low-level behaviour to be detrimental to children and adults alike and will be treated as a part of behaviour that challenges.

*The children in our school agreed they wanted the adults to respond firmly and fairly when there is an incident and remind children what to do. They wanted the adults to help by suggesting ways we can be calm and to share choices with them and their parents. They want the adults to be:*

- Adults will respond calmly with controlled emotion, making it apparent to the child when a behaviour is not the expected agreed one (to avoid giving attention to behaviours we are not seeking).
- Remind children of the agreed expectations.
- Remind them of when they have showed this behaviour.
- Give them a choice and state a consequence appropriate to the child/age/action.
- If the situation escalates, the child or others in the area may have to be removed to keep everyone safe. Adults will use safer handling if necessary.
- The adult will seek support of another adult if necessary but will aim to resolve the situation with the child themselves.
- If a child needs to discuss their behaviour with another member of staff (in case of a serious incident), they will be taken by an adult who can explain the circumstances.
- Positive intervention plans will be in place for children who may need to be helped to a safe place- see Appendix 3.

- Staff will ask children to stay with an adult where a restorative meeting will take place.
- Behaviour at lunchtime will be dealt with by the lunchtime supervisors according to age and severity of the incident.
  - Consequences could involve holding hands / staying by the side of an adult on the playground and a discussion about agreed expectations.
  - Time out in an appropriate place and a discussion about agreed expectations before re-joining the rest of the children.
- Children will be encouraged to accept the decisions made by the MDS and draw a line under the incident when returning to class.
- In the case of serious incidents and repeated behaviours, the member of staff may need the support of a senior member of staff. The restoration process may involve both adults to ensure respect for all members of staff.
- Once a senior member of staff is involved, the incident may need to be logged in a using our CPOMS system. Any incidents of Safer Handling (RPI) will be recorded ON cpoms and parent's will be notified by a senior leader in school (Head Teacher or Deputy Head)

### **Consequence and Restoration**

We aim to give children a consequence as soon as possible after they have a chance to make the right choice. Where possible, it will be discretely applied for the individual and appropriate to the child/age/action. We help children to learn that behaviour has consequences and that inappropriate choices do not cancel good ones. With this in mind, we do not remove children from treats they have already earned, curriculum activities, or enrichment afternoon. Children will be supported to complete any consequence of their behaviour as appropriate with a member of staff they have a pre-existing relationship with. The appropriate staff will decide a consequence appropriate to the child. This will be based on a good relationship and an understanding of the child, using appropriate language based on age and understanding.

### **Restoration**

It is important that this happens with the adult dealing with the situation.

**Low level (stage 1)** - adult will speak quietly and privately with the child showing the undesired behaviour.

**Persistent (stage 2)** - adult will repeat stage 1 and explain that continuation of the undesired behaviour will require a restorative discussion when the lesson has finished (this may be at playtime, lunchtime or after school).

**Continuous (stage 3)** - A conversation with child will take place as outlined above. The format of restorative practice will take place with the adult dealing with the incident.

**High Level** - Senior Leaders will assist with restorative conversation. Parents will be informed of the incident either via a telephone conversation or face to face.

### **Emotion coaching**

We use emotion coaching to support children to understand, regulate, and reflect on their behaviour. We encourage our parents to use this approach too. To help children learn how their feelings relate to an emotion, children are encouraged to reflect on which 'Zone of Regulation' they are in (Appendix 5). Emotion coaching teaches children about the world of emotions 'in the moment' and uses unsafe behaviour as an opportunity for reflection and learning. We use the five steps of Emotion Coaching as a guide for these conversations.

Steps of emotion coaching:

1. **Be aware of the child's emotions**
2. **Recognise emotion as an opportunity for connection or teaching**
3. **Help the child label their emotions and validate**
4. **Communicate empathy and understanding**
5. **Set limits and problem solve**

### **Restorative conversations**

Restorative conversations will take place when the following has occurred:

Trust has been broken

Behaviour has fallen below the expected standards

Tempers have frayed

Manners have disappeared

Something has been said/done that should not have been.

There are 6 stages to our restorative meetings. They are based around the 6 fundamental questions of restorative practice.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected?
5. How have they been affected?
6. How can we do things differently in the future?

| <b>Traditional</b>                | <b>Restorative</b>                                                                                   |
|-----------------------------------|------------------------------------------------------------------------------------------------------|
| <i>What did you do?</i>           | <i>What do you think has happened?</i>                                                               |
| <i>Who's to blame?</i>            | <i>Who's been harmed and in what way?</i>                                                            |
| <i>How should we punish them?</i> | <i>What needs to happen in order to put things right and ensure that this does not happen again?</i> |

When using restorative questioning, the following questions may be used and will always be asked in a quiet and appropriate area of the learning space by the relevant adult.

Tools learned from emotion coaching such as, comic strips, social stories or behaviour restoration form will be used if deemed necessary. High level incidents will be recorded using our CPOMS system.

If incidents are serious, sustained, or reoccur, a restorative conference will take place with the Head Teacher, child and parent. Any consequences are linked directly to the incident and will be agreed between all participants involved.

Feedback to parents will be given when a child has been harmed. Staff use their professional judgement as to whether the parent of the harmer should be informed of the incident. It is made clear to the parent that the situation has been dealt with in a restorative manner.

### **Consequences**

At Wheelwright Lane, we teach pupils about the consequences of their actions - both positive and negative. We believe that pupils need to understand the possible effects of their actions for themselves and others and work with them to help 'put things right' as part of the restorative process. Instead of focusing on who is to blame, we focus on what can be done to repair the situation and move forward.

We do not use punishments or sanctions where the goal is to bring shame, guilt or impose authority or harm as this can be damaging. Instead, we focus on natural and logical consequences which involve pupils. This forms part of the final step in the emotion coaching process.

**Natural consequences** are those which happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it.

**Logical consequences** may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident. In certain circumstances this may mean spending time with a member of SLT in the Headteacher's office to reflect on what has happened and to complete a behaviour restoration form.

### **Serious acts of misbehaviour**

These include kicking, punching, pinching, persistent teasing, persistent name calling, making racist/sexist/gender remarks or using unacceptable language, spitting and inappropriate throwing.

- Members of staff, the Headteacher and parents are informed as appropriate. This may include an immediate phone call to parents.
- Serious incidents are recorded on our CPOMS system
- Extreme acts of behaviour will be dealt with on an individual basis.
- A meeting with the parent will be necessary.
- The school will not tolerate any form of bullying. See Anti- Bullying policy.

## **TEAM TEACH – safe handling**

Teaching staff will only ever intervene physically to prevent injury to another child, member of staff or if a child is in danger of hurting themselves. De-escalation will always be our first point. Core staff have been trained with 'Team Teach' methods for handling and moving children and a member of the senior leadership team will have oversight. Handling plans will be in place for those children who need one and agreed by staff and parents.

The actions we take are in line with Government and Warwickshire guidelines on the restraint of children.

<https://www.safeguardingwarwickshire.co.uk>

All acts of physical restraint are recorded in the school's Team Teach Log Book as part of the guidance.

## **Exclusions**

In our school, it is rare that school support will not have a positive effect on pupil behaviour and emotional regulation. However, the school does, and will, exclude pupils for persistent abusive or violent behaviour and escalating disruptive low-level behaviour if necessary. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are unsafe, violent or prevent the education and safety of others, fixed term or permanent exclusions may be applied. We follow the DfE guidance on this and report any exclusions to the local authority. The governing body will monitor the rate of exclusions and ensure the Exclusion Policy is administered fairly and consistently.

## **The Role of Parents:**

- To try using the same restorative processes as we do at school.
- Always be consistent and follow through what you say with definite actions.
- At school we work on the principle that children feel secure with clear boundaries.
- Communicate with school if there are any issues at home which may affect children's behaviour in school.
- To support the actions of the school when dealing with behaviour and sanctions.
- To engage in a supportive dialogue between home and school.
- To model respectful behaviour when interacting with others, including adults and children.

If parents have concerns about the way their child has been treated, they should initially ask to speak to the class teacher. If the concern remains, they should ask to speak to the Headteacher. If they do not feel the matter has been dealt with, they will need to contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Complaints Policy.

### **Impact Monitoring**

- Staff meetings have consistency as an item on the weekly agenda to monitor any new behaviour support, we have implemented.
- Report progress back to all stakeholders.
- Any further actions? Adjust and improve any strategies that are not making a positive impact.

### **Equal Opportunities, SEND, Differentiation and More Able Pupils**

Many of our children work in small groups or one-to-one with teachers and teaching assistants who provide high quality and well-informed support. We make sensitive adjustments for all children, but may need additional advice and support. The class teacher will liaise with external agencies, as necessary to support and guide the progress of each child. This will be carried out in consultation with the school SENCO. Children have Stages of Crisis plans which include the child's and parent's voice which identifies unique behaviours that in-turn signify observable tension, recovery behaviours, signs of anxiety and signs the child is ready to respond and communicate. Alongside each of these, are individualised suggestions for positive handling responses.

We work hard to meet the needs of those pupils who are not emotionally at age expectancy. We work with a variety of outside agencies to support both the child and staff to develop strategies to support day to day behaviour in school. We also strive to meet the needs of those pupils with SEND, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this.

For further details see separate policies: Special Educational Needs and Disability; Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL)

### **Transition**

- Staff approach all transitions with an understanding, supportive and nurturing attitude to ensure every pupil experiences change positively.
- We recognise that some children may feel anxious or uncertain during periods of transition and respond with sensitivity and reassurance.
- Staff prioritise building strong, trusting relationships with pupils and families ahead of any change to promote confidence and emotional security.

- We communicate clearly and consistently so pupils know what to expect, helping to reduce worry and increase readiness.
- Staff work collaboratively to ensure transitions are well-planned, calm and child-centred, with the individual needs of each pupil carefully considered.
- We provide opportunities for pupils to visit new environments, meet new adults and explore upcoming routines, supporting a smooth and positive adjustment.
- Staff remain attentive to pupils' emotional responses throughout the transition process and offer ongoing encouragement, kindness and support.

### **Other things we do as a school**

- Included in this policy is our anti-bullying policy statement. (**Appendix 1**)
- We liaise very closely with outside agencies such as the integrated disability team, Specialist Teacher Service, Educational Psychologists and the school nurse.
- We have a clear home school agreement. (**Appendix 2**).
- The school council comment in meetings with staff about their views and opinions on all aspects of school life and are able to make suggestions for improvements.
- We have a lunch time club which is led by familiar staff in school. This is a place where children can play together quietly and where adults can support with sharing, turn taking and building positive relationships.

When children are out on school visits, the same standards of behaviour as in school are expected. Children who will not comply with an adult's instruction or who act in a way that is likely to cause harm or danger of harm to others will:

- Be collected by a member of the school's senior leadership team (where this is practicable) and returned to school.
- Be collected by a parent (or nominee of the parent) and returned to school.
- Run the risk of being excluded from future visits unless accompanied by a parent.

### **Linked Documents**

SEND Policy

Staff Code of Conduct Policy

Anti Bullying Policy

Equal Opportunities Policy

Safeguarding Policy

Home Learning

Acceptable Use Policy

Continuity of Learning Policy

- The policy is available to read on our website.

This policy has been reviewed by all staff on 13<sup>th</sup> May 2026

This policy has been approved by the Governing body on 21<sup>st</sup> May 2026

This policy will be reviewed annually and updated as necessary.

## Appendix 1

### Anti Bullying Policy Statement

#### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

#### What Is Bullying?

Bullying is the ***continued*** use of aggression or intimidating behaviour with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional                      being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical                        pushing, kicking, hitting, punching or any use of violence
- Racist                            racial taunts, graffiti, gestures
- Sexual                            unwanted physical contact or sexually abusive comments
- Homophobic                because of, or focussing on the issue of sexuality
- Verbal                           name-calling, sarcasm, spreading rumours, teasing
- Cyber                            All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities

#### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Our School has a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Procedures**

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

## Appendix 2

### WHEELWRIGHT LANE PRIMARY SCHOOL HOME/SCHOOL AGREEMENT

#### The Parents/Carers

##### We shall

- See that our child attends school regularly, on time (8.45am for 8.55am registration) and properly equipped
- Telephone the school on the first morning before 11am to give a reason why our child is absent
- Ensure our children are dressed in school uniform, including sensible footwear (no trainers) and do not contravene school guidelines on jewellery and extreme hair styles.
- Make the school aware of any concerns or problems that might affect our child's work or behaviour
- Support the school's policies and guidelines for behaviour and anti-bullying and the school ethos of "no hitting back"
- Support our child in homework and sign their homework book.
- Attend parents' evening and discussions about our child's progress
- Not take our child out of school in term time for family holidays except in exceptional circumstances
- Support any special needs requirements
- Support the provision of a broad and balanced curriculum, including educational visits to museums, art galleries, sports venues and places of worship

Signed \_\_\_\_\_ (Parent/Carer)

#### Wheelwright Lane Primary School

##### The school will

- Care for your child's safety and happiness
- Support your child in achieving their full potential as a valued member of the school community
- Provide a balanced curriculum and high quality teaching to meet the individual needs of your child
- Provide a variety of rich experiences to enhance the curriculum and the social and emotional development of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters and about your child's progress in particular
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Encourage your child to take care of their surroundings
- Welcome your suggestions for improvement
- Encourage your child to lead a healthy lifestyle

Signed \_\_\_\_\_ (Teacher)

#### The Pupil

##### I shall

- Attend school regularly and on time
- Bring all the equipment I need every day
- Wear the school uniform and be tidy in appearance
- Do all my classwork and homework as well as I can
- Be polite, helpful and kind to others
- Look after the school and keep it free from litter

Signed \_\_\_\_\_ (Pupil)

### Appendix 3

#### Positive Intervention Plan - based on stages of a crisis (Team Teach workbook)

This plan is intended to support everyone in returning to a calm stage as effectively as possible.

Pupil \_\_\_\_\_

|   | Signs of agitation for this pupil                             |   | Staff interventions which work for this pupil |
|---|---------------------------------------------------------------|---|-----------------------------------------------|
| 0 | ALL CALM<br>Pupil on task and behaving appropriately          | 0 |                                               |
| 1 | Low level behaviours which signify observable tension/anxiety | 1 | Supportive responses                          |
| 2 | Medium level behaviours                                       | 2 | Limit setting responses                       |

|   |                       |   |                                                                   |
|---|-----------------------|---|-------------------------------------------------------------------|
| 3 | High level behaviours | 3 | High level responses<br>JUDGEMENT re use of Physical Intervention |
|---|-----------------------|---|-------------------------------------------------------------------|

|   |                                                                                            |   |                                          |
|---|--------------------------------------------------------------------------------------------|---|------------------------------------------|
| 4 | Recovery behaviours                                                                        | 4 | Recovery responses                       |
| 5 | Depression<br>After serious incident people can become depressed, may not want to interact | 5 | Depression supportive handling responses |
| 6 | Pupil ready to respond and communicate<br>- Positive Debrief                               | 6 | Follow up                                |

Agreed by

Pupil\_\_\_\_\_

Parent/Carer\_\_\_\_\_

School staff\_\_\_\_\_

Support/agency staff\_\_\_\_\_

Date\_\_\_\_\_ To be reviewed on\_\_\_\_\_

#### Appendix 4

##### Natural and Logical Consequences

##### Examples of logical consequences:

| Incident                                               | Possible conversations                                                                                                                                                            | Possible logical consequences                                                                                                                                                                                 |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deliberately hurting another child during football.    | -What happened?<br>-Who has been harmed?<br>-How can we put this right?<br>-How do you think they feel?<br>-What could you have done instead?                                     | -Have a restorative conversation about the incident in own time to reflect on what happened.<br>-Spend remaining break time inside to calm down/discuss.<br>-Apologise<br>-Not play football next break time. |
| Disrupting learning for others and not doing own work. | -When we shout out, we stop others from learning.<br>-Are you finding something tricky? How can I help?<br>-Would you be able to concentrate more in this quiet area on your own? | -Finish work in own time.<br>-Conversation at break time about impact on other pupils.<br>-Work in a quiet space away from others.                                                                            |
| Making a mess.                                         | -When we make a mess, it takes a long time to clean up.<br>-This area will need to be tidy before we can start the next activity.                                                 | -Tidy up at break time.<br>-Unable to join in next activity until area is tidy.                                                                                                                               |