

Tarbiyyah Primary School

Behaviour Policy KS2

Date: September 2021

Prepared by: Headteacher & Assistant Headteacher

Agreed with: Chair of Trustees

To be reviewed and updated: September 2022

Behaviour Policy KS2

Rationale

Tarbiyyah Primary School (TPS) believes in establishing and maintaining a positive learning culture, whereby every child has the right to work purposefully, diligently, securely and confidently.

Our curriculum is intended to:

- **Develop and sustain our knowledge: what we learn**
- **Develop and sustain our hearts and character: who we are**
- **Develop and sustain our actions and attitudes: how we live and learn**
- **Develop and sustain our moral compass: the role we play in this world**

At TPS we understand that we play a significant role in a child's academic and social development. Therefore, TPS has a set of **five core values**, which encompasses our intent and belief that children can behave impeccably of their own volition.

The **five core values** are:

- **We respect ourselves, others and our environment, as all life comes from Allah (subhana wa ta'Ala)**
- **We use our best manners at all times, following the best of examples, Prophet Muhammad (may the peace and blessings be upon him).**
- **We help those in need and share what we have.**
- **We are patient and preserve when things do not go as we want them to.**
- **We expect the best from ourselves and aim to achieve excellence.**

These core values have been translated into single words with an anagram, making it simpler for the children to remember and adhere to:

- **Patience**
- **Excellence**
- **Resilience**
- **Kindness**
- **Sharing**

These are known as the **PERKS** of being part of the Tarbiyyah family.

They also form the expectations we have of all our children to take personal responsibility for their behaviour, attitude towards themselves and others and learning. **Please refer to Strands of Expectations.**

These intentions and core values are to be applied and acknowledged by management, staff, children, parents and guardians.

Staff Code of Conduct

Staff are expected to demonstrate high levels of personal and professional conduct.

Staff are expected to uphold this trust within this profession and maintain high standards of ethics and behaviour, within and outside of TPS, by:

- Treating children with dignity, building relationships rooted in mutual respect.
- Observing the proper boundaries appropriate to a teacher's professional position.
- Having the need to safeguard the children's' well-being.
- Showing tolerance and respect for the rights of others.
- Having a proper and professional regard for the ethos, policies and practices of the school.
- To maintain high standards within their own practices, attendance and punctuality.

Staff are expected to use positive language that encourages and reinforces behaviour that children are constantly reminded of the values and the intent of TPS. Thus, a set of questions are used by staff to prompt and aid children. These are known as the **ARE YOU & YOU CAN** questions & prompts:

- **Are you** showing me that you can be **patient**? **You can** be **patient** by waiting for your turn. I won't be long In'shaa'Allah.
- **Are you** showing me **excellence** in your behaviour/manners/work? **You can** show me **excellence** in your manners by using your indoor voice. I would really appreciate it. Jazaak'Allahu Khayrun.
- **Are you** showing me **resilience**? **You can** be **resilient** today by trying to attempt ALL your questions in mental maths In'shaa'Allah.
- **Are you** being **kind** towards each other? You can be **kind** by making sure you ask each other how they are feeling today In'shaa'Allah. I know it makes me feel good when someone asks me how I am feeling, Alhumdulillah.
- **Are you** showing me good **sharing**? **You can share** by taking it turns to play the game. It makes me feel so happy when I am sharing with my friends. Jazaak'Allahu Khayrun.

High Expectations

To ensure that high standards of behaviour and conduct are ingrained into our children and maintained throughout TPS, the school expects all children, staff, parents and guardians to abide by this policy.

Agreement and acceptance of this policy is implicit.

Attendance and punctuality for all children is expected to be at and no less than 95% each term.

These will be closely monitored every term. Those children in non-compliance will be cautioned verbally and parents/guardians will be notified with a letter to attend a formal meeting with the Head Teacher and/or SENCo.

Parents and guardians are expected to encourage, support and take responsibility for the behaviour of their child/children both inside and outside of TPS. Any form of negative behaviour which brings the school into disrepute will lead to the child's parents being formally notified in writing and a meeting with the Head Teacher will be held to discuss next steps.

Parents and guardians should ensure that students are prepared and equipped with the necessities for school. For example, ensuring they have the correct equipment, their books and textbooks, lunch, water bottles etc. If a child is found without the necessities, they will be reminded, and parents/guardians will be notified. If a child is found persistently in non-compliance for missing equipment, including books and textbooks, this may result in a formal meeting with the Head Teacher.

At TPS we aim and will work in partnership with parents and guardians in assisting and maintaining these high expectations and standards of exceptional behaviour.

Children's Code of Behaviour

In order to ensure that high standards of behaviour are achieved and maintained we expect the children to:

- Attend school.
- Arrive punctually, ready to learn, with the correct equipment and books.
- Comply with instructions from all adults they encounter.
- Demonstration of respect towards teachers, other students and visitors. For example, greeting them, opening doors, directing them to their place of interest, assisting them.
- Encouraging others to do the same through example and wisdom.
- Be an exemplary example of exceptional behaviour to students in younger year groups
- Demonstrating exceptional teamwork, fostering brotherhood and sisterhood.
- Supporting, mentoring and volunteering around the school.
- Be respectful of and responsible in taking care of the school and its property.
- Respect the property of other students and adults within the school.
- Keep work areas and social areas clean, tidy, safe and free from litter.
- Focus on their learning, taking pride in their work, excellent presentation, making exceptional effort in any aspect of their learning and providing outstanding quality of work.
- Complete class and homework on time and to a high standard.
- Adhere to the etiquettes of salaah.
- Be mindful of the health and safety of others by complying with health and safety rules and instructions in lessons and around the school.
- Move around the school in an orderly manner; to walk and where required form orderly queues. Refrain from being in large groups.
- Not leaving designated areas or classes without permission; even for the toilet, which is not permitted during learning time.
- Maintaining exemplary behaviour to and from the school and within the wider community, remembering that you are a representative of Tarbiyyah Primary School.
- Be mindful and respectful of the school's neighbours and the local community.

These behaviours set the benchmark for our children in the aim that they will understand what is expected of them.

Rewards

As a school we believe strongly in the role of rewards in promoting and rewarding exemplary behaviour. Our staff are encouraged to recognise and reward students, so they can develop a positive image of themselves and nurture a self-confidence to feel responsible and committed towards their learning. These are achieved by using the following strategies, as well as the **ARE YOU/YOU CAN** questions/prompts, that are given as and when required at the discretion of the class teacher. If other staff feel the need to reward the children, they will inform the class teacher who will carry this out.

- Verbal recognition
- Class or individual Dojos
- Star of the week- announced in assemblies
- Good news postcards
- Class based reward charts: Golden Time
 - Treasure box
 - Dress up day!
 - Lunch with the Head Teacher (written invitation to be given)
 - Class party
- Formal certificate assemblies held on a termly basis
- Commendation letters from the Head Teacher for any child/ren showing exemplary behaviour reflecting the PERKS of TPS.

For exceptional and outstanding achievements and behaviours, TPS teachers hand out to the child/ren 'Golden Tickets'.

These are then taken to Umm Yusuf/Umm Ruqayyah to be logged into the 'Golden Folder'. The folder is displayed in a central place, on view, for staff, children and parents to.

The child/ren with the most 'Golden Tickets' will receive a trophy (name engraved and the year group they are in), to be received in half term assemblies.

Formal letters will be sent out to parents/carers, notifying them of their child's exemplary and outstanding behaviour/achievements.

Steps

Children must adhere to and follow with due diligence the code of behaviour, which stems from the school's core values.

The expectations of all children are that they meet the high expectations and exemplary behaviour set out in this policy.

Year 1 continue to use the EYFS Behaviour System for the Autumn Term. Please see the EYFS Behaviour Leaflet. This is to continue to support the children with their transition, taking onto account the 3A's, from EYFS to Year 1. Children in the **Spring Term** will begin to gradually use the Steps for primary, so they are accustomed to the system by the end of Year 1 and have become familiar and have a good understanding of the expectations for Year 2 and Key Stage 2.

The children have a set of rules that they are expected to follow when they are in the park. **Please refer to the Park Rules.**

Where children choose not to comply with the systems put in place by TPS, consequences are in place to ensure children accept responsibility for their actions. These will be formally recorded by the school as part of any investigation or disciplinary action that may arise.

The table below sets out clear guidelines for the types of unacceptable behaviours and their Steps:

<p><u>Verbal Reminders (VR's):</u></p> <p>Verbal Reminders, known as VR's, are given in a clear, firm tone directed at the child/ren. These are always given before any Steps are actioned. Teachers will put a child's name on the board as a reminder that they have received a VR.</p>		
<p><u>Formal Warnings (FW's):</u></p> <p>Formal Warnings, known as FW's, are actioned on the FW Tracker and are shared with the child/ren. Please see the Process Document for the FW Tracker. <u>If a child/ren receive(s) 3 FW's over half a term, they automatically move onto Steps for level 1.</u></p>		
<p><u>Level</u></p>	<p><u>Behaviour</u></p>	<p><u>Steps for Level 1</u></p> <p>These Steps are to be followed over the duration of a week. For example, if a child receives a negative dojo on Tuesday, and continues to disrupt others learning (or any other Level 1 Behaviours) on Wednesday, you move the onto the next step which is 15 minutes deducted from their lunchtime play.</p> <p>Steps are to be recorded on the Behaviour Steps Tracker and are to be shared with the child/ren. Every Monday is a fresh start.</p>
<p>1</p>	<ul style="list-style-type: none"> ● Unruly entrance into the school or class. ● Refusal to follow instructions. ● Not following the PERKS of the school. ● Not wearing school uniform correctly- <u>taking the 3 A's into consideration.</u> ● The use of inappropriate language- being unkind/not being polite. ● Disrupting the learning of others. ● Talking in class without permission. ● Shouting/calling out repeatedly- not being patient. ● Leaning or rocking on chairs. ● Unsatisfactory class or independent work- not showing excellence. ● Lack of focus/poor effort- <u>taking the 3 A's into consideration.</u> 	<ul style="list-style-type: none"> ➤ Negative dojo <p><u>If the behaviour continues, or another behaviour becomes evident move to the next step:</u></p> <ul style="list-style-type: none"> ➤ To be sent to Year 2 for 10 minutes- use the Time Out card by the HT's office. <p><u>If the behaviour continues, or another behaviour becomes evident move to the next step:</u></p> <ul style="list-style-type: none"> ➤ 15 minutes deducted from lunchtime play on the same day.

	<ul style="list-style-type: none"> ● Lack of personal organisation- including books, reading books, book bags and PE kit. ● Moving around the class or school without explicit permission. ● Not taking responsibility for our own actions- <u>taking the 3 A's into consideration.</u> ● Littering. ● Not respecting school property. ● Not respecting property belonging to others. ● Eating in areas not designated by the school as eating areas. ● Littering ● <u>ANY PHYSICAL CONTACT</u> (see below) between children, such as play fighting, shoving, punching, pushing, nudging, elbowing will lead to a direct STEP 3. 	<p>Use Restorative Practice and complete a Restorative Form. Use the form that is for your Key Stage.</p> <p>Parents/guardians to be informed.</p> <p><u>If the behaviour continues, or another behaviour becomes evident move to the next step:</u></p> <p style="padding-left: 40px;">➤ 30-minute deducted from lunchtime play on the same day.</p> <p>Use Restorative Practice and complete a Restorative Form. Use the form that is for your Key Stage.</p> <p>Parents/guardians should be notified to attend a meeting with the class teacher and Umm Ruqayyah. This should be done on the same day, if convenient.</p>
<p><u>Physical Contact:</u></p> <ul style="list-style-type: none"> ● Each incident will be considered on its own merits. ● The child/rens age, aptitude, and attitude (3 A's) will be taken into consideration before Steps are actioned. This is also, to ensure that the needs of the children are at the forefront, and any pastoral support is directed effectively and promptly by staff. 		
<p><u>Level</u></p>	<p><u>Behaviour</u></p>	<p><u>Steps for Level 2</u> These are to be followed over the duration of a week. Steps are to be recorded on the <u>Behaviour Steps Tracker</u> and are to be shared with the child/ren.</p>
<p>2</p>	<ul style="list-style-type: none"> ● Repeated Level 1 incidents. ● Persistent disruptive behaviour. ● Aggression. ● Mock/play fighting OR ANY PHYSICAL CONTACT in, around or outside of the school. ● Refusal/defiance. ● Disregard for one's own safety and that of others in the class and school. ● Inappropriate racist, sexist, homophobic, extremist or intolerant ideals, behaviour and language. 	<p style="padding-left: 40px;">➤ Report (1 week).</p> <p>All privileges removed. This includes any trips/workshops that are taking place during the duration.</p> <p>Meeting with parents/guardians are informed and a formal meeting will take place after the 1 week with Umm Yusuf and Umm Ruqayyah.</p> <p><u>If the behaviour continues, or another behaviour becomes evident move to the next step:</u></p>

	<ul style="list-style-type: none"> ● Bullying and harassment of either children or staff. ● Lack of due care towards the school premises and property. ● Not adhering to online safety guidance outside of school which affects other children. 	<p style="text-align: right;">➤ Internal exclusion (3 days).</p> <p>All privileges removed. This includes any trips/workshops that are taking place during the duration.</p> <p>Parents/guardians to be notified by a formal letter.</p>
<p><u>Level</u></p>	<p><u>Behaviour</u></p>	<p><u>Steps for Level 3</u> These are to be followed over the duration of a week. Steps are to be recorded on the <u>Behaviour Steps Tracker</u> and are to be shared with the child/ren.</p>
<p>3</p>	<ul style="list-style-type: none"> ● Repeated Level 2 incidents. ● Persistent disruptive behaviour. ● Theft. ● Defiance or refusal to do what a senior member of staff says ● Fighting/physical assault ● Violence and threatening behaviour towards other children, staff or any other adults within the school-verbal or non-verbal. ● Taking unauthorised images. ● Mobile phone use, iPods or any other unauthorised devices. ● Smoking, taking or being in the possession of illegal substances, lighters, matches, E-cigarettes, cigarettes, tobacco, alcohol on the premises and on the way to and from the premises. ● Destruction of property including malicious damage and graffiti, both within the school and the local community. ● Bringing the school into disrepute. 	<p style="text-align: right;">➤ Formal meeting to be held with parents/guardians, the Headteacher and Behaviour Co-ordinator to discuss next steps.</p> <p>Trustees to be notified of the outcomes.</p>

STRANDS OF EXPECTATIONS

At TPS we will ensure that by the end of each Key Stage pupils are able to:

<u>Key Stage</u>	<u>Strand</u>	<u>Expectation</u>	<u>How</u>
EYFS	<ul style="list-style-type: none"> ➤ Respectful ➤ Looking after other those around them ➤ Looking after myself and my environment ➤ Resilience 	<ul style="list-style-type: none"> ● Saying and responding to greetings; 'As'salaamu'Alaay'kum' or Good Morning/ Afternoon. ● Saying and responding to giving and taking; 'Jazaak'Allahu Khayrun' 'Wa'iyaki' / 'Please' / 'Thank you'. ● Using kind words with my friends and teachers. ● Taking turns. ● Tidying up my classroom and the playground. ● Taking care of my things and putting them away. ● Taking care of my uniform; making sure I am wearing the right clothes for the type of weather. ● Telling adults when I don't feel safe or comfortable. ● Lining up safely; trying not to hurt myself or anyone else. ● Always trying new things. 	<ul style="list-style-type: none"> ● Tarbiyyah ● SMSC- social stories ● Carpet time ● Assemblies- linked to 'Themed Weeks' ● Visual reminders in the environment ● Modelling and questioning ● Communication with parents- Newsletters, text messages, emails ● Observations

		<ul style="list-style-type: none"> ● Always trying again; giving it another go; working it out. 	
KS1	<ul style="list-style-type: none"> ➤ Respectful ➤ Appreciative ➤ Resilience ➤ Becoming responsible pupils ➤ Inquisitive ➤ Ambitious ➤ Keeping myself safe 	<ul style="list-style-type: none"> ● Giving and responding to greetings. ● Saying pleasantries. ● Being prepared to give your best effort. ● Speaking and acting responsibly- listening to other contributions and efforts. ● Using good language always, in an appropriate voice. ● Using good manners always, such as being considerate- waiting for my turn. ● Walking in the hallways always; walking on the right side as I go up the stairs. ● Being positive. ● Explore opportunities appropriately. ● Ask relevant questions. ● Dressing appropriately for the day; uniform. ● Being prepared- making sure I have my book bag, lunch, water bottle and books for the day. ● Letting my teachers know if I don't feel safe, happy or I don't understand something; in class or out of class. 	<ul style="list-style-type: none"> ● Tarbiyyah- short stories about the Prophet (Peace be upon Him) and the companions. ● SMSC- books related to key aspects of strands such as respect, appreciating differences in one another. ● Carpet time ● Assemblies- linked to 'Themed Weeks' ● Visual reminders in the environment ● Modelling and questioning ● Communication with parents- Newsletters, text messages, emails <ul style="list-style-type: none"> ● Observations ● Visitors
KS2	<ul style="list-style-type: none"> ➤ Respectful ➤ Appreciative ➤ Resilience ➤ Inquisitive ➤ Ambitious ➤ Articulate ➤ Mindfulness 	<ul style="list-style-type: none"> ● I take pride in myself and aspire to do my best. ● I always show respect to others by being polite and kind. 	<ul style="list-style-type: none"> ● Tarbiyyah- stories of the Prophet (Peace be upon Him) and the companions. ● SMSC- books related to key aspects of strands such as

	<ul style="list-style-type: none"> ➤ Having acceptance & tolerance of others ➤ A responsible citizen 	<ul style="list-style-type: none"> ● I work to the very best of my ability, even when I find the work challenging. ● I understand that I represent the school and I dress and behave accordingly. ● I show that I am prepared to learn by bringing the correct equipment/kit and actively taking part in all areas of school life. ● I do what is asked of me, the first time I am asked. ● I arrive where I should be on time and am always in the right place. ● I celebrate my own successes and the successes of others. ● I do not use language that is rude or offensive. ● I am proud of our school and I help to look after the school environment. ● We should all act and behave in a way that encourages and supports learning. ● We should be courteous, kind and show respect and generosity of Tarbiyyah by listening, valuing and encouraging others. ● We should look for the good in people. ● We should be ready for learning, join in activities both inside and outside the 	<p>respect, appreciating differences in one another, adversities, triumphs- true life stories</p> <ul style="list-style-type: none"> ● Assemblies- linked to 'Themed Weeks' ● Visual reminders in the environment ● Modelling and questioning ● Communication with parents- Newsletters, text messages, emails ● Observations ● Visitors ● Community trips, talks and schemes- volunteering, camping, tournaments/sporting events.
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		<p>classroom and be prepared to cooperate with others.</p> <ul style="list-style-type: none">• We should respect others, their property and the environment and accept the consequences of our actions.	
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TPS Park Rules

We are patient with each other and wait our turn.



We are kind and helpful towards each other.



We share and listen to everyone's ideas and games.



We are gentle towards each other when we play.



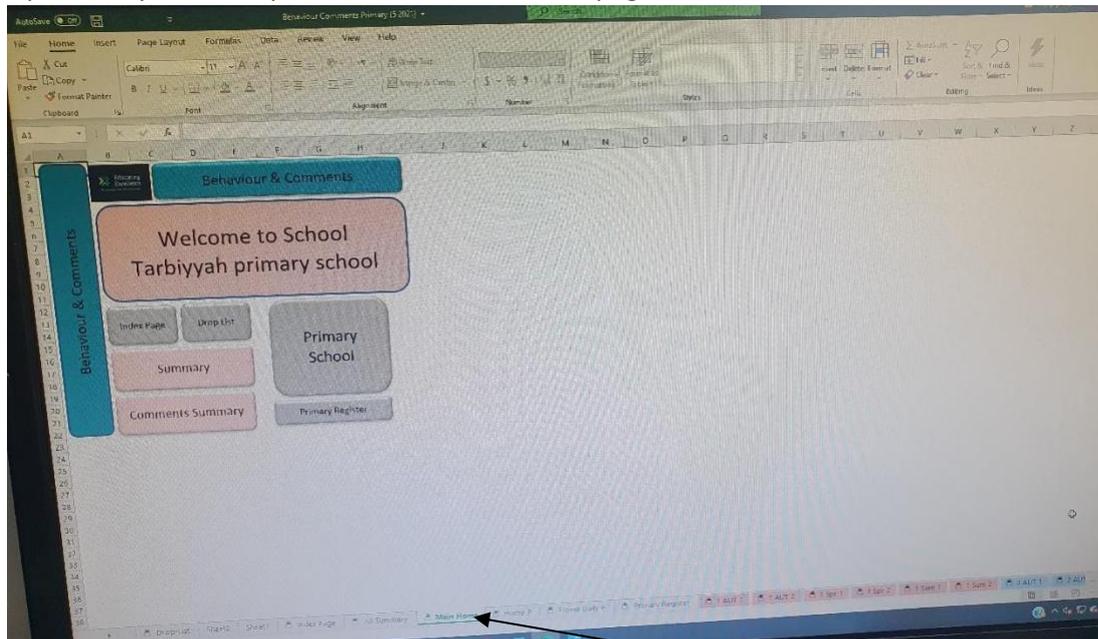
We take care of the playground.

We listen to and keep these playground rules to stay

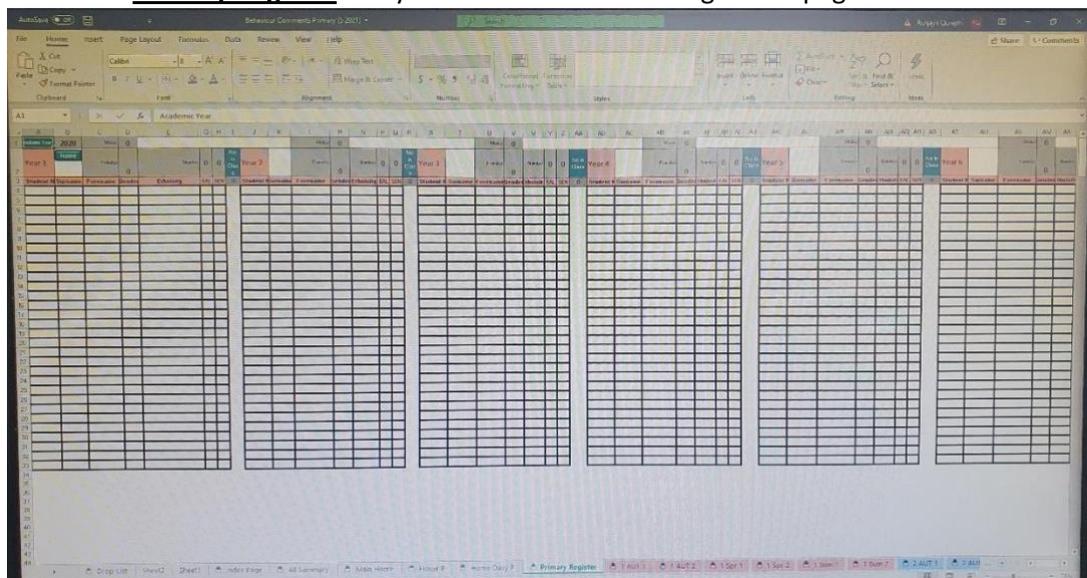


Formal Warnings (FW's) Process Document – Behaviour Log

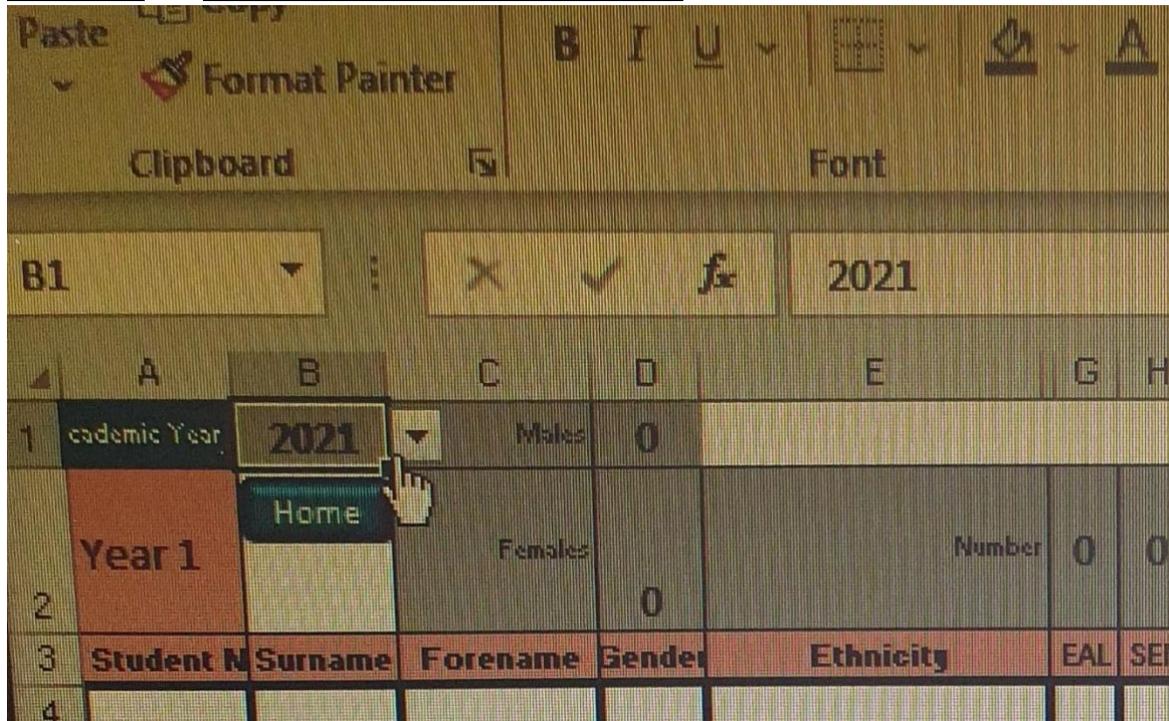
Open the system and you should arrive onto this page:



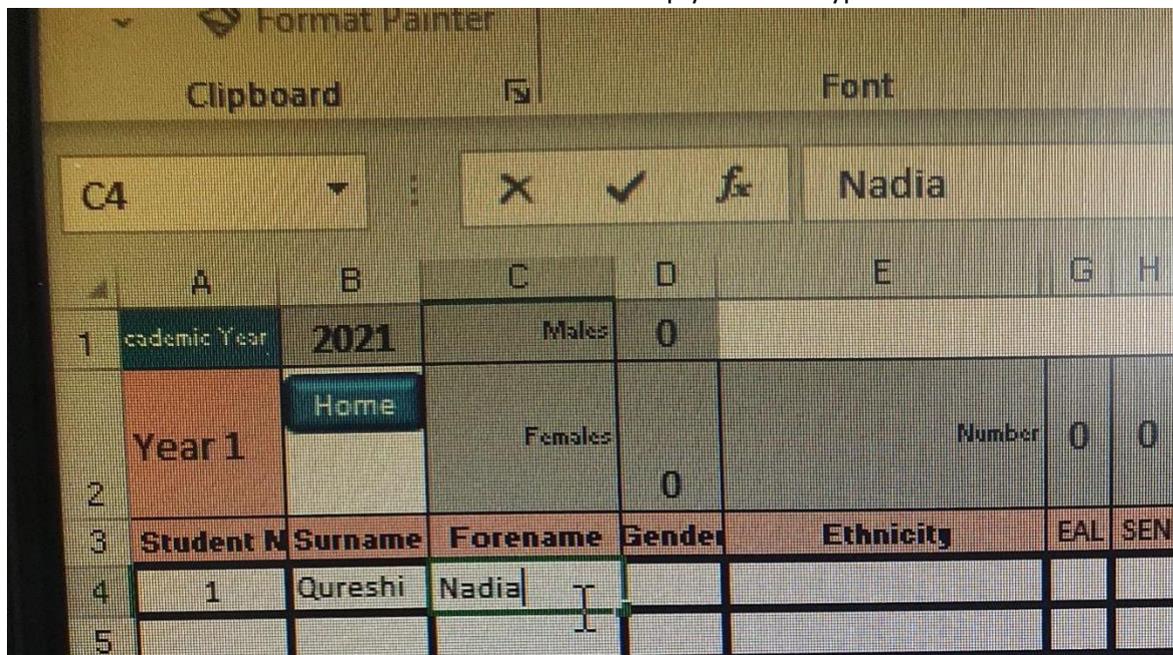
If you have not, please look at the tabs below and click on to the tab **Main Home Page**. Click onto **Primary Register** and you should now be looking at this page:



Please check that the Academic Year is 2021. If not click on the tab and from the drop-down list, select 2021 and SAVE. SAVE AGAIN. THEN SAVE AGAIN.



In your **OWN** year group, using the Attendance Register fill in your pupil's names in ALPHABETICAL order- surname first and then forename. To do this simply click and type within the correct sections:



Do not worry about the student number, this will automatically change once all the details have been put in.

Next select their gender, ethnicity, whether they are EAL and or on the SEN Register. **If you do not know this information at this point, please complete the pupils full name and gender.**

Academic Year	2020	Males	0			
Year 1	Home	Females	0	Number	0	0
Student N	Surname	Forename	Gender	Ethnicity	EAL	SEN
1	QURESHI	Nadia	M			

	Year 1	Home	Females	0	Number	0	0
2							
3	Student N	Surname	Forename	Gender	Ethnicity	EAL	SEN
4	1	QURESHI	Nadia				
5					Mixed White / Black African		
6					Mixed White / Indian		
7					Mixed White / Pakistani		
8					Mixed White / Bangladeshi		
9					Mixed White / Chinese		
10					Asian Indian		
11					Asian Pakistani		

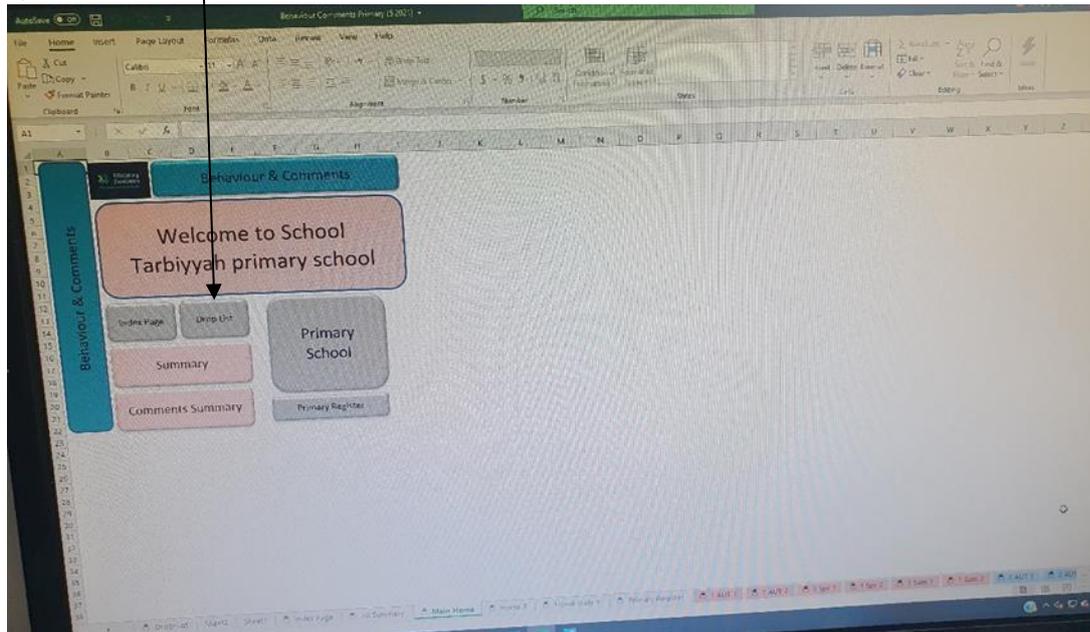
NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.

Repeat these steps for all your pupils in your class.

NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.

Look at the tabs below and select **Main Home Page.**

Now select **Drop Lists**. Here you can see all the codes and what they stand for when using this system:



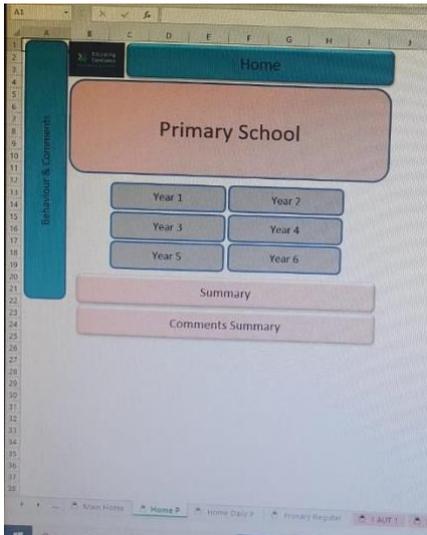
The codes include staff, location and period (lesson) which you will be using to complete the new system:

The screenshot shows a spreadsheet with a table of behavior codes. The table has columns for Comment, Teacher, Location, and Period. The data is as follows:

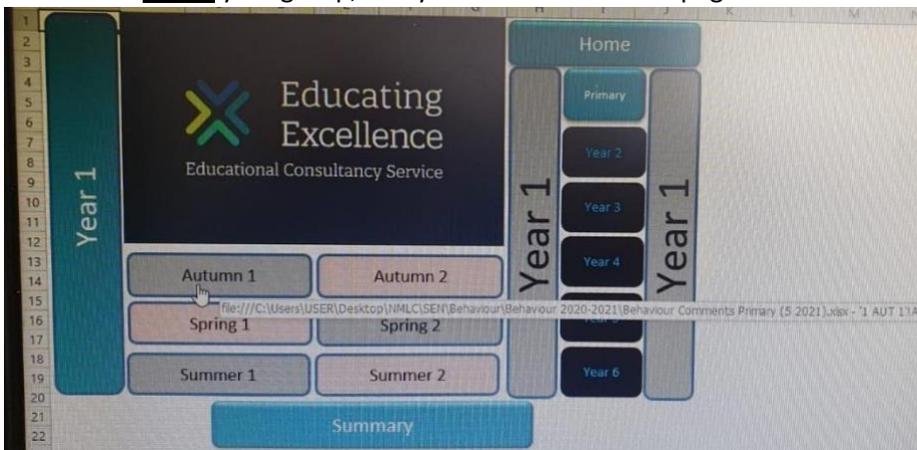
Comment	Teacher	Location	Period
RFI Refusing to follow instruction	SA	Class	Registration
OT Off task	MF	Hall 1	1
T&F Touching & fidgeting	IA	Hall 2	2
LCP Leaving class without permission	IS	Outside	Break
DB Disruptive behaviour	AH	Park	3
SO Shouting out	ET	Salaah	4
RSO Repeatedly shouting out	RA		Lunch
DTP Disrespectful to peers	US		Salaah
DTT Disrespectful to teachers	U Sa		5
DiP Distracting peers	U F		6
Mequ/PE Missing equipment/PE	U AK		Line up
MH/W Missing homework	U Ac		
IBS Improper behaviour in salaah	U Y		
T Talking	U Ruq		
DSP Disrespectful towards school property			Yes
IW Incomplete work			No

At the bottom of the spreadsheet, there are several tabs: 'Drop-List', 'Sheet2', 'Sheet1', 'Index Page', 'All Summary', 'Main Home', 'Home P', 'Home Daily P', and 'Primary Register'. An arrow points from the text below to the 'Home P' tab.

Return to the **Home Page** by selecting it from the tabs at the bottom of your screen.



Now select **YOUR** year group, and you should come to a page similar to this:

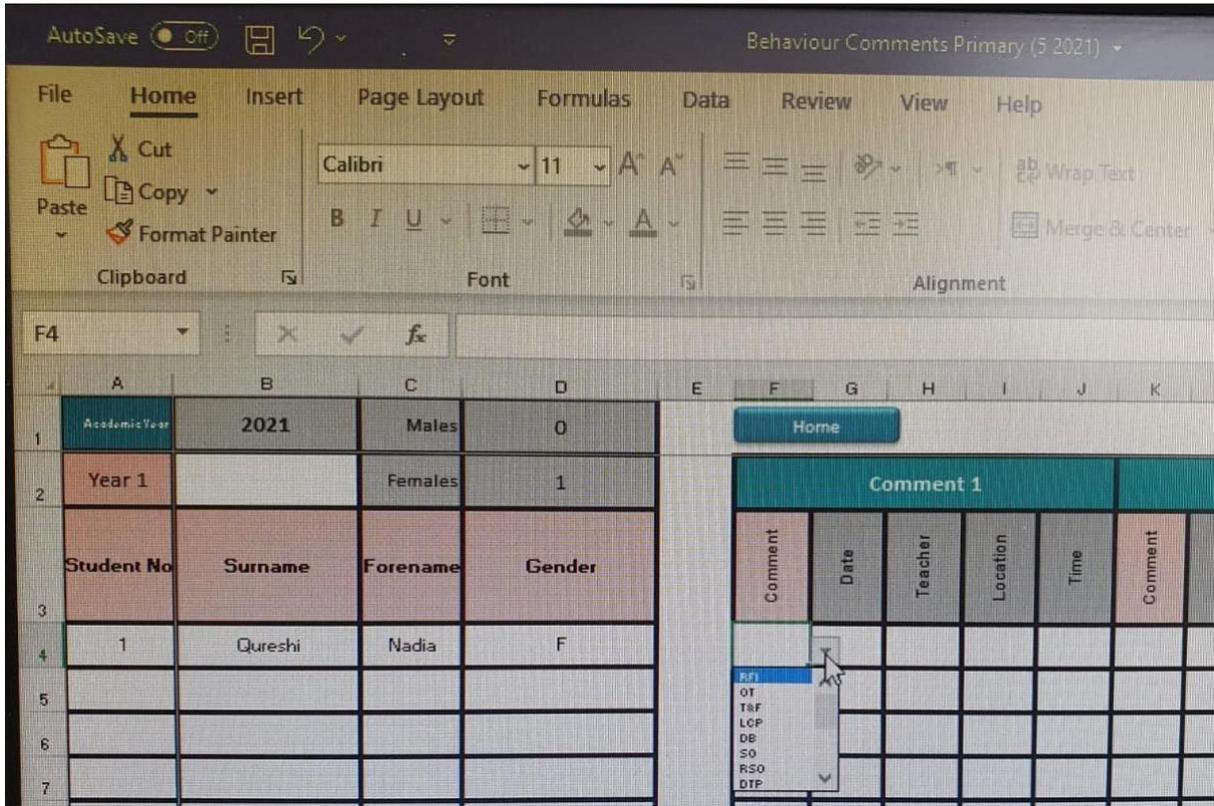


Select the correct term and you arrive to:

Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Please CHECK that the Academic Year is 2021. If it is not click on the year (2020) and from the drop-down box, select 2021. Your pupil's names should appear in the left-hand columns, along with their student numbers and gender.

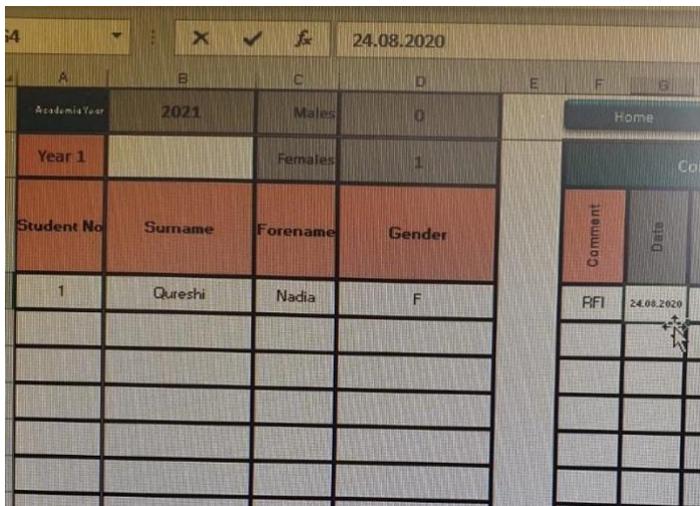
When you have given a warning to a child, find that child in your list. Select **Comment** and select the code appropriate for the behaviour.



So, for example RFI stands for refusing to follow instructions.

Next, select the next box **Date**. Type the date with the date, month and year. For example,

24.08.2020:



Then select the **Teacher** member that has issued them with a warning:

Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Comment	Date	Teacher	Location	Time
			SA	
			MF	
			IA	
			IS	
			AH	
			ET	
			RA	
			US	

Now move onto the **Location**, and from the drop-down list select WHERE the incident took place:

Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Comment	Date	Teacher	Location	Time
			Class	
			Hall 1	
			Hall 2	
			Outside	
			Park	
			Salaah	

Finally, the **Time**, so WHICH lesson the incident took place:

Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Comment	Date	Teacher	Location	Time
				Registration
				1
				2
				Break
				3
				4
				Lunch
				Salaah

After completing all the steps, below is what your page should look like:

Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Comment 1					
Comment	Date	Teacher	Location	Time	Comment
RFI	24.09.2020	SA	Class	registratic	

NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.

Repeat these steps for all any pupil in your class that is issued with a warning.

NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.

Please note if you have a new pupil that joins at later date you will need to return to the Primary Register and add them, as you have done so before.

If a pupil leaves mid-way, please DO NOT delete them.

Restorative Practice Guidance

Key Stage 2

The goal is to identify any needs of the child identify strategies to resolve and repair the issue and equip the child with the self-awareness to regulate their own behaviour moving forwards. To facilitate the child during the Restorative Practice Conference the following questions need to be asked:

1) What happened?

This is an opportunity to model the empathy and respect we want the child to develop. At this stage, the objective is for the child to feel understood and heard.

- Listen (use facial gestures and body language, and small words e.g. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (Do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the child is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'Are you saying that this happened?'

2) How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

- Suggest feelings and needs if necessary
- Respond with empathetic body language and facial expressions.
- Use the needs and feelings sheet

3) What were you thinking?

The objective at this stage is to help the child express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any existing conflict and lays the groundwork for encouraging the child to empathise with others in the next question.

- Listen
- Ask questions
- Check understanding

4) Who else has been affected? What do you think might they be feeling?

The objective at this stage is to help the child/ren to develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the child in the previous stages will directly impact how well the child/ren will be able to empathise with others now.

- Listen
- Use the needs and feelings sheet
- Ask questions
- Make suggestions if necessary

5) What have you learnt and what will you do differently next time?

This is an opportunity to work with the child to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another:

- Listen
- Ask questions
- Check understanding
- Summarise

6) How can the damage be repaired?

We know and acknowledge at TPS giving the responsibility to the child to correct their behaviour is far more effective than a Step for many reasons. The process of apologising to the class, replacing broken equipment, wiping clean a table they have drawn on etc. deters them from doing it again without the need for a Step, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

Restorative Form

Key Stage 2

<u>Name:</u>	<u>Year:</u>	<u>Date:</u>
<u>What has happened?</u>		
<u>Who has been harmed or affected?</u>		
<u>How can we involve everyone in repairing the harm and moving forward?</u>		
<u>How can we do things differently in the future?</u>		
<u>Ustada/Ustad name:</u>	<u>Signature:</u>	<u>Date</u>