



HOLY CROSS CATHOLIC PRIMARY SCHOOL

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Learn, Grow, Love, Live

This policy follows the statutory guidance Part 1 of Keeping children safe in education (KCSIE).

Behaviour Policy 2023-2024

Version	Date	Description of changes and person/organisation responsible
1.0	Nov 2019	Revision of policy to reflect partnership working with Romero/ST JCC
2.0	September 2020	Review – addition of COVID updates
3.0	September 2021	Review – reflection changes in structural set up of school and removal of references to Romero.
4.0	February 2023	Review – adjustments to improve suitability to primary aged children.

People Responsible:	Headteacher Governing Body
Reviewed date:	01.02.2023
Next review date:	February 2024

Mission Statement

At Holy Cross Catholic Primary School,
we learn about ourselves and about the world.

We grow in faith,
we act with kindness, generosity and love
to ourselves and others.

We live life to the full and have a future full of hope.

1. Introduction and purpose

The purpose of our policy is to:

- promote and sustain the highest standards of behaviour from all members of the community so we can all work and learn in a friendly, safe, caring and ordered environment;
- to create a clear structure of rewards and consequences, communicating this to all members of the community;
- to develop an ethos of success for all.

The success of our policy rests on the agreed understanding that behaviour is the shared responsibility of all. In order to uphold our values, rewards and sanctions need to be consistently applied by all staff to all young people in our care.

1.1. Aims

We aim to foster an ethos that through encouragement, praise and reward for appropriate and responsible behaviour, reflects the principles outlined in our vision statement.

As a school we aim to: -

- provide a calm, safe environment in which all pupils can achieve their very best;
- develop self-confidence and self-esteem so that they will feel valued and supported by adults and by each other;
- recognise that each pupil is an individual with their own needs;
- help pupils to become aware of the needs of others and form good relationships;
- help our young people become considerate, courteous and respectful of other people and property;
- teach children the skills and attitudes needed to achieve and maintain positive behaviour;
- employ a consistent approach to behaviour throughout the school;
- involve parents in the good behaviour of their children and encourage them to support our code of conduct.

1.2. Whole school behaviour policy

Good behaviour and effective discipline are essential to the smooth running of our Catholic school. These help to promote a happy, caring and secure environment in which learning can take place and where there is respect between all members of the school community. Discipline involves a respect for oneself, others and property. It encourages tolerance, courtesy and consideration for others as reflected in the teaching of the gospels.

MT 22:37 Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: "Love your neighbour as yourself."

2. Roles and Responsibilities

2.1. Responsibilities of children:

- respect everyone's right to a safe environment;
- alert a member of staff to any inappropriate behaviour towards another child;
- treat other children and adults with respect;
- speak politely to other people;

- behave in a manner that is conducive to both their learning and that of those around them;
- to follow the agreed class rules.

2.2. Responsibilities of staff:

All members of staff, teaching and non-teaching are required to share the responsibility of guiding our children in their behaviour. Specifically, class teachers are responsible for employing effective classroom management strategies and delivering a differentiated curriculum using a variety of teaching styles. The headteacher is responsible for overseeing the implementation of this policy and co-ordinating this area, which includes identifying any training needs and issues as they arise. All staff use this policy so that a consistent approach can be achieved.

Staff should:

- be a good role model;
- follow the school's code of conduct;
- create a safe and pleasant environment, physically and emotionally;
- treat all children and adults with respect;
- praise children's efforts and achievements;
- explain to children what they should have done or said when they get it wrong.

2.3. Responsibilities of parents and carers:

- work in partnership and support the school to benefit their child's welfare and education;
- inform the school of any issues or concerns that may affect their child's behaviour or emotional wellbeing;
- make their child aware of inappropriate behaviour;
- encourage independence and self-discipline.

3. Parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of issues as relevant. If there are issues at home e.g. change/loss of job or the loss of a family member or pet, parents should inform the class teacher, who is the key professional in this process of communication. Early warning of concerns should be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required. If parents are concerned, it is essential that they communicate this with the school.

They can do this by contacting:

- the class teacher;
- the phase leader;
- the SENDCo – Elaine O'Neil;
- the deputy head teacher – Tara Moran;
- the headteacher – Sam Dowdeswell.

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in engaging with the Early Help process, and any further disciplinary action will be discussed and communicated clearly. Please see the link below for further information about this process: <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/early-help-landing-and-content-pages/early-help/>

If the school is concerned about a child's behaviour, parents will be informed. This may be through verbal communication at the end of the school day, an email, telephone call or through a face-to-face meeting.

Any reported matter is normally dealt with through a series of meetings and discussions, including pupil and staff accounts that were relevant.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of our school's life is encouraged and this assists the development of positive relationships. The school may contact parents to seek support when dealing with behaviour and if a satisfactory outcome is not reached, the issue will be escalated to the governors who will decide on next steps. This may include a letter to invite parents to meet with staff and governors so that everyone can work together.

4. The Governors

The governors will monitor the impact of the behaviour policy and practice.

5. School rules and routines

5.1 School rules

As a Catholic School, all adults in school are expected to actively follow and live out our mission statement:

Learn, Grow, Love, Live
At Holy Cross Catholic Primary School we learn about ourselves and about the world,
We grow in faith, we act with kindness, generosity and love to ourselves and others.
We live life to the full and have a future full of hope.

The mission statement reflects how the family of Holy Cross Primary School is to conduct itself at all times.

All communication and interaction between members of the family of Holy Cross - staff, children, parents, carers and visitors - must reflect our mission statement.

5.1. Classroom routines

Each teacher is advised to begin the new school year establishing with the children a set of class routines that will encourage positive behaviour and assist in good classroom practice. It is recognised by the staff that working with the children gives them a sense of involvement in the structures put in place within their own learning environment and will encourage them to respect these more.

The classroom routines should be a reflection and/or development of the wider school values and ethos. Reference to these rules and the reasoning behind them should be a regular feature in assemblies and personal and social education lessons. Children should be familiar with expected patterns of behaviour.

The School Rules and Routines should help to keep children safe and happy. They need to be reviewed regularly to ensure that they are pertinent.

5.2. Outside the school

The headteacher will investigate reports of inappropriate behaviour in the local community outside of school hours.

6. Specific programmes for individual children

If a child continually behaves inappropriately on a regular basis, he/she might need an Early Help programme. The SENDCo will be involved in deciding a strategy that might include: achievable targets; additional and different strategies to help the child to achieve the targets; responsibility for implementation; parental involvement etc. Early Help will follow the guidelines of the Code of Practice and will be additional to and different from the whole school behaviour policy but they will remain within the general ethos of the School.

These adjustments may be temporary and are designed to meet the needs of the child. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviours are considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach is applied to assess, plan, deliver and then review the impact of the support being provided.

The SENDCo will be involved in deciding a strategy that will include: achievable targets; additional and different strategies to help the child to achieve the targets; responsibility for implementation; parental involvement etc.

Triggers of misbehaviour are anticipated and support is put in place to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

7. Secondary transfers and mid-year arrivals

In preparation for transfer to KS3, our aim is that pupils in the Summer Term of Year 6 will be given opportunities, through the PSHE Scheme of Work, to develop strategies to help them cope effectively with the transition to secondary school.

Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals. These may be in the form of a friendship group or ELSA group.

8. Physical intervention

(To be read in conjunction with Positive Handling Policy 2021)

The use of restraint/reasonable force government guidelines

The use of force or restraint is only deemed acceptable when the pupil:

- is at risk of injuring themselves or others;
- is at risk of causing damage to property;
- is engaging in behaviour that prejudices the good order or discipline of the school.

The headteacher will be informed of any incidents, they will be recorded and parents will be informed. Incidents will be handled in accordance with relevant government guidelines. A booklet relating to such

matters is kept in the staff room and training will be provided. See the policies section on the school website for further information.

9. Bullying and child on child abuse

See Child Protection and Safe Guarding Policy and Anti-Bullying Policy

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice which follows Government Guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Bullying incidents are recorded using CPOMS and monitored by the Headteacher.

The senior leadership team will work with home and the child to modify behaviour, engaging ELSA support or nurture group as necessary.

Anti-bullying week and our Relationships, Sex and Health Education (RSHE) curriculum develops pupil/students' understanding of healthy relationships, acceptable behaviour and keeping themselves safe.

Holy Cross Primary School has developed an RSHE programme adapted from the TenTen scheme in consultation with parents, staff and governors. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.

E-safety is also taught in every year group and supported through visits from within both our local and the wider community. These might include: the local police, the Junior Good Citizen scheme and the NSPCC.

Children are encouraged to participate in groups that form and sustain the safeguarding ethos of school, such as the school council.

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated;
- intended to hurt someone either physically or emotionally;
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault;
- teasing;
- making threats;
- name calling;
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger);
- racist and religious bullying: a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- sexual, sexist and transphobic bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- homophobic bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- disablist bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

9.1. Reporting procedures

The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Our RSHE scheme of work, assemblies, classroom discussions ('circle time' for younger children) and the designated pupil notice boards in school, all remind pupils how to respond if they are worried about peer on peer abuse.

We create an atmosphere and environment where pupils can confidently report abuse, knowing their concerns will be taken seriously. Work around promoting 'trusted adults' is a live theme in circle times, classroom discussions, assemblies and RSHE sessions. Peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff are trained in the types of child on child abuse and data from CPOMs is analysed to identify trends. In addition to a support framework, the school will respond to bullying as outlined in Choices and Consequences below.

Any report of child-on-child sexual violence or sexual harassment offline or online, must be reported directly to the designated safeguarding lead (DSL).

Sexually abusive language or behaviour should never be treated as 'banter', an inevitable fact of life or an expected part of growing up. It is considered a high-level behaviour incident and is reported directly to the DSL and headteacher.

10. Racism

We will not tolerate racism in any form. Cases of racism will be reported to the headteacher and recorded. The headteacher will deal with such incidents. Parents will be informed and sanctions discussed with them. Refer to The Holy Cross Primary School 'Equalities Policy' for further details.

11. Behaviour online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school premises.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying; the use of inappropriate language; the soliciting and sharing of nude or semi-nude images and videos; and sexual harassment, will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

12. Specific guidelines

In the light of Covid-19, it is important to continue with the increased hygiene measures implemented during the pandemic.

12.1. Hygiene

Children will be taught how to wash their hands and will also be expected to use sanitiser to maintain good hygiene at set points throughout the day. Children will be taught the "catch it, bin it, kill it" for sneezing and coughing.

Tissues are readily available in classes. The child must dispose of used tissues in the class flip top bin and then wash their hands following the guidance. Children will be taught to avoid touching their mouth, nose

and eyes. Children will be taught that to cough at, spit at or bite another person, will be taken very seriously, and be interpreted as an intention to cause harm. Any incident where a child spits, bites, or intentionally coughs towards another person be that a child or adult, could result in parents being contacted and the child being sent home.

Children are to bring their own labelled water bottle and this is not to be shared with anyone else.

12.2. Conduct around school

Children will be expected to follow guidance and will be supported in maintaining safe practices, where possible according to age, when socialising at school and moving around school. Children will be expected to walk sensibly to their play areas at break times, led by the teacher or TA.

12.3. Use of toilets

Children will be expected to join a queue outside of the toilet, if it is in use, and behave sensibly and safely. Each key stage will be assigned a specific toilet to use.

12.4. Playtimes, lunch breaks and P.E.

Children will be assigned an outside play area and equipment for their year group to use. Children should share and use the equipment respectfully. Lunch will be eaten in the hall and children are expected to be polite and show good manners at all times. All children are reminded of the following guiding principles:

- look after each other;
- try to include other children in your games;
- ask for help with a playground problem;
- no ball games before school;
- use equipment properly;
- line up at the end of break and lunch time in a quiet and orderly way;
- walk quietly and sensibly around school to and from class and the lunch halls.

Children should not be on the playground without adult supervision.

The midday supervisory assistants (MDSAs) are in charge of the management of behaviour during the lunch hour and follow the same procedures for good behaviour and consequence as stated in Section 12. Children are praised for their politeness and good table manners in the dining hall and positive praise is used to reward good behaviour.

MDSA's and LSPs (Learning Support Partners) are a very important part of our school team and follow the codes of behaviour as the teachers.

The Restorative Justice approach will be used by adults to resolve playground disputes (see Appendix 2). Children will be expected to do their best to follow these rules. Where children are deliberately not keeping to rules they will be spoken to by their teacher. If the behaviour persists or is deemed to present a risk to anyone's health, a member of the Senior Leadership Team will be called to assess whether, according to our Risk Assessment, the child should remain in school. A discussion will be had with parents.

13. Rewards and consequences

13.1. Rewards

The emphasis of rewards at Holy Cross Catholic Primary School is to reinforce good behaviour and also to have a motivational role in helping children to understand that good behaviour is valued. All school staff use a variety of rewards that might include:

- non-verbal gestures providing instant positive feedback on behaviour to the child;
- verbal praise, both informal and formal, public and private (to individuals and groups);
- motivational stickers;
- house points linked to our 4 houses;
- meeting another teacher/phase leader;
- recognition from Headteacher;
- recognition in Celebration Assembly.

The recognition of achievement is an important part of personal growth. We recognise that the measure of success is individual and ensure praise is not limited to academic attainment.

Children are encouraged to praise each other and celebrate success as a class. Children who engage in activities outside of school are encouraged to share their achievements during assembly time or when representing the school during out of school activities.

Rewards and sanctions are used in conjunction with school and class rules. We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the school.

13.2. Sanctions

Children should be dealt with calmly and firmly and the sanction should 'fit' the offence. It will generally have two steps: the first step is to stop the misbehaviour and the second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Adults set clear and consistent boundaries and there should always be a focus on positive relationships in the classroom.

Teachers should avoid raising the profile of children who are behaving inappropriately as this often leads to an escalation of poor behaviour.

If behaviour in class is consistently inappropriate, it will be recorded in a class behaviour book at the discretion of the class teacher. It is imperative that any sanction is applied fairly and the consequences fully explained. Consequences might include:

- non-verbal warning - a frown/look;
- verbal warning – discrete explanation of behaviour and possible consequence;
- second verbal warning;
- time-out within classroom area or designated area of playground for minor playtime incidents;
- removal of some playtime;
- time-out (sent to a different class) – to be sent with an adult helper if necessary.

Repeated minor incidents or a sudden change in behaviour pattern will mean that the class teacher should arrange an informal meeting with parents at this stage.

13.3. Consequences for serious level unwanted behaviour

If unacceptable behaviour is serious or persistent, it may be necessary to apply any or all of the following:

- the referral of the incident to the headteacher or deputy headteacher who will decide a course of action and refer back to the class teacher with a recommendation;
- logging of the behaviour and the action taken in CPOMS;
- phone call or letter to parents to make an appointment to visit the school to discuss unacceptable behavior.

A child and parent might be issued with a warning that unless the child's behaviour improves, a fixed term exclusion (i.e. for a named period) or a permanent exclusion might be invoked

Please note: Letters home or contact with parents because of unacceptable behaviour should only be carried out after consultation with the headteacher or deputy head.

13.4. Exclusions

The Headteacher, in consultation with the governors, has the right to exclude pupils if the need arises. Swindon Education Authority sets the criteria for this and when such an occasion does present itself, these guidelines will be followed. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with other agencies – e.g. the Educational Welfare Officer, Social Services or county support teams.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in an academic year) or permanently. A fixed period exclusion does not have to be for a continuous period.

Exclusions, whether fixed-term or permanent, may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the school's Behaviour Policy:

- physical assault against a pupil or adult;
- verbal abuse/threatening behaviour against a pupil or adult;
- bullying;
- racist abuse;
- theft;
- persistent disruptive behaviour;
- sexual misconduct.

This is not an exhaustive list and there may be other situations where the headteacher judges that exclusion is an appropriate sanction.

Further Reading: Exclusion Policy

14. Children who give cause for concern

There may be times when individual children give cause for concern. It may be that this has reference to one particular aspect of their school life i.e. one area of school work or some specific behavioural problem. Sometimes, a change in home circumstances can affect the way a child performs/behaves at school and some incidents, such as a family bereavement, can temporarily cause concern. It is always helpful if parents can keep the school informed when circumstances change or alter, as even minor changes can affect children.

If concern persists, there are set procedures for staff to follow so that the correct help and support can be given.

Procedures for dealing with children who give cause for concern:

1. Teachers should speak to the child's previous teacher to see if this is repeated behavior.
2. An informal discussion between the class teacher and the parent should be held so that the concern can be shared.
3. With parental permission, a Graduated Response Record may be used to monitor and record behaviour support received by the child.
4. Regular reviews should take place and discussion between school and home so that successes might be shared and support evaluated.

5. If necessary, and after parental consultation, further assistance may be sought from the School SENDCo, or outside agencies e.g. the educational psychologist or behavior support team.
6. Regular reviews with all interested parties should take place.
7. All staff will need to be informed of any strategies or structured programmes that have been introduced for particular pupils.

Appendix 1 – Unacceptable Behaviours

<p>Low level behaviours</p> <p>Make eye-contact Use a non-verbal prompt Verbal Warning – discrete explanation of behaviour and possible consequence</p>	<p>Running in school building Interrupting in class Not lining up quietly and sensibly Not sharing Wasting time Making noises in order to cause disruption Not listening to others Swinging on chairs Fidgeting/not listening</p>
<p>Medium level behaviours</p> <p>Non-verbal warning - a frown/look Time-out Removal of 5/10 minutes of playtime Time-out (sent to a different class) – to be sent with an adult helper if necessary. The Teacher should speak to the parents at the end of the school day or as soon as possible. Speak to SENDCo for strategies to support pupil’s mental wellbeing</p>	<p>Inappropriate talk Destroying others’ work Taking things that don’t belong to you Throwing resources Damaging property Rough play Pushing/shoving Chewing gum Unkind remarks Misuse of toilets Tone of voice Teasing Lying to adults Repeated wrong uniform wearing Drawing on things you shouldn’t</p>
<p>Medium / High level behaviours</p> <p>Should any of these incidents occur they must be recorded and reported as soon as possible.</p> <p>A meeting is to be arranged to discuss an incident.</p>	<p>Throwing food Leaving class without permission Bad language/gestures/name calling to a child Refusal to follow instructions Dangerous play Hurting another child Stealing Deliberately spitting on another child or member of staff Deliberately coughing on another child or member of staff</p>
<p>High level behaviours</p> <p>Incidents are very serious and could lead to an exclusion</p> <p>Should any of these incidents occur they must be recorded and reported immediately.</p> <p>A meeting is to be arranged to discuss an incident.</p>	<p>Intended violence to another Repeated stealing Bullying Fighting Graffiti or vandalism - The intentional destruction of school property Inappropriate touching Walking out or away from school without permission Any use of language or physical act that discriminates against another for their gender, sexual orientation, religion, belief, colour, race, nationality, ethnic or national origin Directing bad language at an adult Any improper sexual behaviour Any behaviour that could be deemed to be a racist incident</p>

<p>Severely high level behaviours</p> <p>Incidents are very serious and are highly likely to lead to an exclusion</p> <p>Should any of these incidents occur they must be recorded and reported immediately.</p> <p>A meeting is to be arranged to discuss an incident.</p>	<p>Any verbal or physical aggression towards a member of staff</p> <p>Any transgression of school protective measures, such as coughing or spitting at someone, or biting, to intentionally cause harm Injury requiring doctor/ambulance</p> <p>Malicious serious damage</p> <p>Theft from people outside of school</p> <p>Extreme behaviour away from school – e.g. on a trip or before/after school</p>
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No list of behaviour is exhaustive. There will always be variations and degrees of behaviour and teachers need to exercise their own professional judgment.

Certain factors that need to be taken into consideration are:

- a) the seriousness of the incident;
- b) the child's background;
- c) the frequency of the behavior;
- d) the context within which the behaviour occurred.

When dealing with unacceptable behaviour, a positive approach should always be endorsed and the child should always be given the opportunity to put right what is wrong.

The child should be helped to understand that it is the behaviour that is considered to be wrong - not the person.

Persistent offenders should have their behaviour logged on CPOMS in case further assessment or support is required.

The senior leadership team are there to assist should any behaviour seem to require their intervention and colleagues should also support each other in this way.

Parents need to be informed about what constitutes unacceptable behaviour.

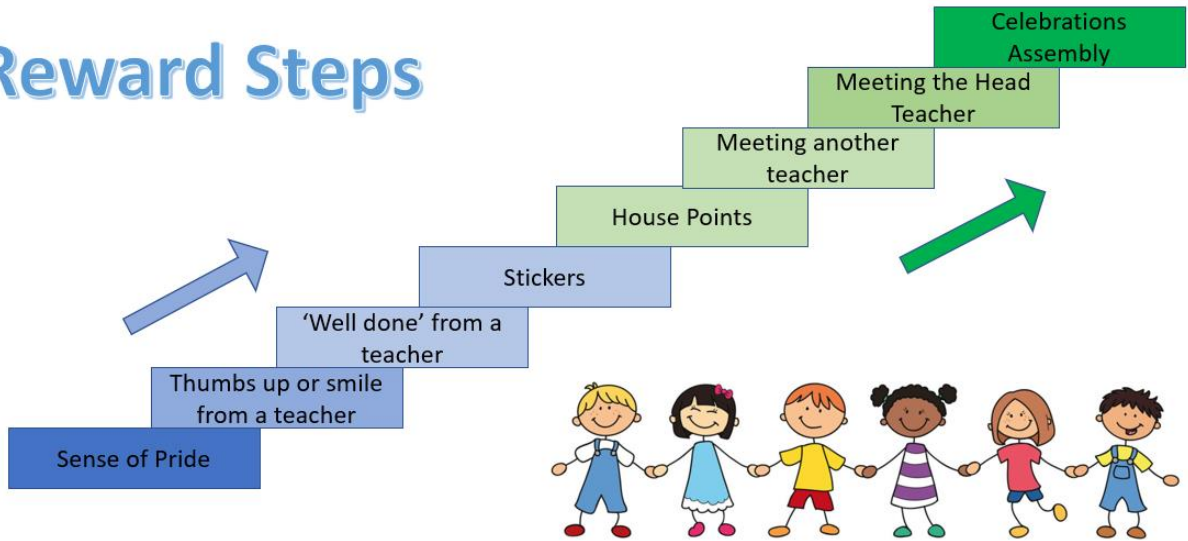
Appendix 2 - Restorative Justice Process

When a child has exhibited behaviour which falls below the expected level, a restorative justice approach is taken. This may be facilitated by any adult and is based on based on four key features:

- RESPECT for everyone by listening to other opinions and learning to value them;
- RESPONSIBILITY - taking responsibility for your own actions;
- REPAIR - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated;
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to return to their learning.

Appendix 3 – Children’s Graphs Consequences and Rewards

Reward Steps



Consequence Steps

