

# **Tadpole Farm CEPA Behaviour and Exclusion Policy**



|                           |                 |
|---------------------------|-----------------|
| <b>Approved by</b>        | Governing Board |
| <b>Policy owner</b>       | Headteacher     |
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## APPENDIX

A) Behaviour management strategies

B) Restorative conversations

### **1.Introduction and school vision**

At Tadpole Farm, every child and adult is treated with dignity and respect. Inspired by the belief that *'everything is possible for those who believe'* (Mark 9:23), our expectations for behaviour are rooted in our four pillars: **Love, Enquire, Achieve and Partnership.**

We encourage children to take responsibility for their behaviour and recognise its impact on others. We understand that behaviour is a form of communication and respond using a trauma-informed approach. Adults model respectful behaviour, uphold high expectations, and create a safe, inclusive environment where every child can flourish.

### **2.Rules and Christian values**

At Tadpole Farm, positive behaviour is promoted through a strong, values-based ethos. We use the school's six Christian values to model and shape the behaviour, attitudes and choices of both adults and children. These values underpin daily interactions and support children in developing (include 6 values). Adults consistently model these behaviours, providing clear expectations and fostering positive relationships across the setting.

Within the classroom and on the playground, children are supported to follow the school's three Golden Rules: **Be Ready, Be Respectful and Be Safe.** These simple, consistent expectations are embedded throughout the daily routine and are reinforced through positive role modelling, praise and restorative conversations. This approach helps children to develop self-regulation, understand the impact of their behaviour on others, take responsibility for their actions and contribute to a calm, safe and purposeful learning environment where all children can thrive.

| <b>Be Ready</b>                                                                          | <b>Be Respectful</b>                                                                                              | <b>Be Safe</b>                                                                                                              |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Being at your table ready to learn<br>Listen, think and engage<br>Following instructions | Listening to others<br>Using kind words<br>Respecting property<br>Valuing everyone's opinions<br>Trying your best | Keeping hands and feet to yourself<br>Walking calmly around school<br>Making safe choices<br>Reporting concerns to an adult |

### **3.Positive behaviour management and incentives**

At Tadpole Farm, we believe that recognising and celebrating positive behaviour is central to developing children's confidence, motivation and sense of belonging.

Staff use a range of positive behaviour strategies, including:

- **Verbal praise** – recognising effort, kindness, improvement and positive choices.
  - **LEAP Awards** – celebrating children who demonstrate our school values.
  - **DOJO awards** – acknowledging positive contributions and achievements.
  - **Communication with parents/carers** – including positive phone calls, Class Dojo messages and notes home to celebrate success and strengthen partnerships with families.
  - **Star of the Day** – recognising children who demonstrate outstanding attitudes and behaviours.
  - **SLT badges** – celebrating pupils who consistently model our expectations.
  - **End-of-day reward time** – providing opportunities to recognise and celebrate positive behaviour.
- Adults should aim to notice and reinforce positive behaviour frequently, ensuring children understand what successful behaviour looks like.

#### **4. Clear behaviour pathway**

**Where behaviour does not meet expectations, staff follow a clear and consistent pathway. The response will always consider the child's age, stage of development, individual needs and the context of the behaviour.**

1. Reminder
2. Warning
3. Consequence (reflection/loss of free time)
4. Behaviour recorded on CPOMS
5. SLT involvement
6. Parent meeting
7. Individual Behaviour Plan (in conjunction with outside agencies)
8. Internal suspension and exclusions (considered when appropriate and in line statutory guidance)
9. Permanent exclusion (considered when appropriate)

#### **4.b. Sanctions**

The school uses proportionate and appropriate consequences to reinforce expectations and maintain a safe, calm and positive learning environment. Consequences are applied consistently and fairly, taking account of each child's age, stage of development and individual needs.

When communicating a sanction:

- Adults should speak to pupils privately wherever possible.
- Adults should remain at a reasonable distance.
- Adults should focus on the behaviour rather than labelling the child.
- Language should be calm, clear and respectful.

Consequences are applied fairly and consistently while recognising that individual pupils may require different approaches. We recognise that behaviour may communicate a communication/unmet need. We recognise that behaviour can be a form of communication and understand the impact that trauma and adverse childhood experiences may have on behaviour. Adults take a trauma-informed approach, maintaining high expectations while supporting children to reflect on their actions, repair relationships and make positive behaviour choices.

The steps outlined below may not be appropriate for every pupil. Where necessary, a more personalised approach will be adopted, taking into account the individual needs and circumstances of the child. Teachers will use their professional judgement to determine whether adaptations are required. For example, some pupils may not be able to safely manage time away from

Sanctions may include *but are not limited to*:

- Quiet or firm verbal reminder and clear warning, focusing on the behaviour rather than the child.
- Loss of free time/break/playtime
- Restorative or class discussion where appropriate.

Behaviour recorded on CPOMS from this point onwards.

- If SLT have been involved
- Behaviour is persistent and parents have been notified
- Individual Behaviour Plan and/or daily or weekly behaviour report and meetings with parents/carers to review progress.
- Suspensions and exclusions

### **5. Classroom Behaviour systems**

Staff should use professional judgement when responding to behaviour. The response should consider the child's age, developmental stage, individual needs, SEND, circumstances and the context of the behaviour. **Professional judgement should be exercised within this framework so that responses remain fair, predictable and consistent across the school.**

All responses should aim to:

- Maintain safety.
- De-escalate situations.
- Support emotional regulation.
- Teach children appropriate behaviours.
- Restore relationships following incidents.

#### **5a. EYFS/ KS1 Classroom behaviours**

| Behaviour                                          | Examples                                                                                                      | De-escalation and initial response                                                            | Follow-on sanction if behaviour continues                                                                                   | Staff responsible                             | Follow-up and restorative action                                                      |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------|
| Minor classroom behaviour                          | Talking, distracting others, calling out, unnecessarily wandering, spending excessive time away from learning | Verbal reminder or clear non-verbal reminder. Expectations are restated clearly.              | 5-minute reflection time in a partner class. Repeated incidents across a week may result in parent/carer communication.     | Class teacher or teaching assistant           | Restorative conversation with the child to reflect on choices and impact.             |
| Refusal or defiance                                | Refusing to begin or complete a task, refusing a reasonable instruction                                       | Calm verbal or non-verbal reminder. Clear instruction given with appropriate processing time. | 5-minute reflection time in another classroom where appropriate. Repeated incidents may require parent/carer communication. | Class teacher or teaching assistant           | Discussion with child about expectations and support needed to make positive choices. |
| Leaving the classroom/wandering without permission | Leaving learning without permission or moving                                                                 | Adult maintains visual awareness to ensure safety. De-escalation strategies are used          | Reflection time in another classroom. SLT support sought if the child does not return (following de-escalation/support, or  | Class teacher with SLT support where required | Restorative conversation and review of strategies/support needed.                     |

|                    |                                                                          |                                                                                                                          |                                                                                                                                          |                                     |                                                                           |
|--------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------|
|                    | around school unsafely. Some pupils may have agreed permission to leave. | to support the child to return.                                                                                          | immediately if safety is a concern) within 20 minutes or safety is a concern. Repeated incidents may require parent/carer communication. |                                     |                                                                           |
| Physical behaviour | Fighting with peers or physical aggression towards an adult              | Children are given space to calm. Clear boundaries and expectations are reinforced. Safety of all pupils is prioritised. | SLT involvement to determine appropriate action.                                                                                         | SLT                                 | Parent/carer communication where appropriate. Incident recorded on CPOMS. |
| Verbal abuse       | Swearing, abusive language or threatening comments                       | Child is supported to calm and the context, intent, age and stage of development are considered.                         | Reflection time at break/lunch where appropriate. Apology or repair conversation when the child is ready.                                | Class teacher/SLT where appropriate | Parent/carer communication where appropriate.                             |
| Damage to property | Deliberate damage, throwing furniture or equipment                       | Ensure the child and others are safe. Remove hazards and provide support to regulate.                                    | Consequence determined by staff based on severity and context.                                                                           | Class teacher/SLT                   | Restorative conversation and repair where appropriate.                    |

Partner-class reflection provides a short opportunity for the child to regulate, reflect and reset before returning successfully to learning. It should not be used to publicly shame or isolate a child.

#### **5b. KS2 Classroom behaviours**

| <b>Behaviour</b>          | <b>Examples</b>                                                 | <b>De-escalation and initial response</b>                                  | <b>Follow-on sanction if behaviour continues</b>           | <b>Staff responsible</b>            | <b>Follow-up and restorative action</b>                      |
|---------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|
| Minor classroom behaviour | Talking, distracting others, calling out, unnecessary wandering | Verbal or clear non-verbal reminder. Expectations reinforced.              | One strike if behaviour continues.                         | Class teacher or teaching assistant | Reflection and restorative discussion where appropriate.     |
| Refusal or defiance       | Refusing to complete work, refusing a                           | Calm reminder, clear instruction and appropriate processing time provided. | One strike. Work should be completed during own time where | Class teacher / teacher assistant   | Discussion about choices, expectations and support required. |

|                                                    |                                                                                |                                                                                              |                                                                                                                                                                                             |                   |                                                                      |
|----------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------|
|                                                    | reasonable instruction                                                         |                                                                                              | appropriate. Repeated incidents may result in parent/carer communication                                                                                                                    |                   |                                                                      |
| Leaving the classroom/wandering without permission | Leaving learning without permission. Some pupils may have agreed arrangements. | Adult maintains awareness of the child's safety and uses de-escalation strategies.           | One strike and work completed during own time where appropriate. SLT support sought if the child does not return following de-escalation/support or immediately if safety is a concern.     | Class teacher/SLT | Restorative conversation and review of support strategies.           |
| Physical behaviour                                 | Fighting with peers or aggression towards adults                               | Children are given space to calm. Safety is prioritised. Clear boundaries are reinforced.    | Moves directly to a three-strike consequence. SLT involvement to determine next steps. Further consequences may be determined by SLT depending on the severity and context of the incident. | SLT               | Parent/carer informed where appropriate. Incident recorded on CPOMS. |
| Verbal abuse                                       | Swearing <u>directed</u> at another child, abusive or threatening comments     | Child is supported to regulate. Context, intent, age and developmental stage are considered. | Three strikes. Apology to or restorative action when the child is ready.<br><br>One strike may be given if swearing is not directed at another person, e.g. in frustration or because the   | Class teacher/SLT | Parent/carer communication made                                      |

|                    |                                                                                                                                           |                                                 |                                                                                                           |                                       |                                                                                                                                             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                                                                                                                                           |                                                 | child has been hurt, with staff using professional judgement according to context.                        |                                       |                                                                                                                                             |
| Damage to property | Deliberate damage, throwing chairs or equipment<br><br>**Minor damage to property eg. Breaking rulers, drawing on front of books, tablets | Ensure safety of all pupils and remove hazards. | Three strikes. Further action considered depending on severity.<br><br>** Minor damage – one strike given | Class teacher / SLT where appropriate | Restorative conversation and repair/reparation where appropriate. Parent/carer communication and CPOMs recording for significant incidents. |

### **Strike System (Key Stage 2)**

The strike system is designed to provide a clear and consistent response to behaviour while ensuring children are not publicly shamed.

- Strikes must be recorded privately on a teacher register that is not visible to other pupils.
- Strikes must not be carried over into a new school day unless the incident occurs after 3pm.
- All pupils should have access to free time at the end of the day.

### **Consequences**

#### 1 Strike

- Miss 10 minutes of free time/own time.

#### 2 Strikes

- Miss 15 minutes of free time/own time.

#### 3 Strikes

- Miss all free time/own time.

‘Free time/own time’ refers to an appropriate period of non-directed pupil time identified by the class teacher and should not result in the child missing curriculum entitlement.

Where appropriate, staff should use this opportunity for reflection and restorative discussion rather than simply a loss of time.

For the minority of children that get more than 3 strikes, a child will need to work in their partner class for the remainder of the morning/afternoon session and parents will be notified by phone where possible. If persistent disruption continues in the other class, they will be taken to a member of SLT to determine next steps.

If children are persistently getting more than 3 strikes in a day, a conversation with parents/SLT will take place and they will consider an individual behaviour plan.

### **5c. Playground and Lunchtime Behaviour**

Positive behaviour expectations remain the same throughout breaktimes and lunchtimes.

Staff will:

- Actively supervise pupils.
- Position themselves across identified playground zones.
- Encourage positive play and inclusion.
- Support children to resolve disagreements restoratively.

- Praise children who demonstrate the LEAP values.
- Promote safe choices and respectful interactions.

#### Playground Sanctions

The following responses may be used:

1. Warning and reminder of expectations. Eg. 'that game looks like it is getting a little rough'
2. Standing beside the playground wall for up to 5 minutes to regulate and reflect. -A short period of up to 5 minutes is an agreed reflection/regulation space to regulate and reflect
3. If behaviour continues, the class teacher is informed and appropriate action is taken.
4. Serious incidents, including behaviour causing immediate physical harm, require direct SLT involvement, children to miss the rest of their break/lunchtime and recorded on CPOMS.

#### **6. Individual behaviour support plan**

There may be occasions when a pupil requires an Individual Behaviour Plan (IBP) to support their needs.

An IBSP may include:

- Personalised strategies.
- Targeted support.
- Individual rewards.
- Behaviour monitoring systems.
- Regular review meetings.

Individual Behaviour Plans will be created on INSIGHT and will clearly identify:

- The behaviours being supported.
- Possible triggers.
- Strategies staff should use.
- How progress will be monitored.
- How the pupil will be supported to succeed.

Plans will be reviewed regularly with relevant staff, parents/carers and external agencies where appropriate.

#### **7. Pupils with Special Educational Needs and/or Disabilities (SEND)**

The school recognises that, whilst many pupils with Special Educational Needs and/or Disabilities (SEND) are able to meet expected standards of behaviour, some pupils may require additional support due to the impact of their individual needs. We recognise that behaviour is a form of communication and that this is particularly important when understanding and supporting pupils with SEND.

Where a pupil with SEND displays behaviour that challenges, the school will consider whether their individual needs, disability or SEND provision may have contributed to the behaviour. However, we recognise that not all behaviour incidents involving pupils with SEND will be related to their identified needs. Any decisions regarding the influence of SEND on behaviour will be made on an individual basis, considering the pupil's needs, circumstances and the context of the behaviour.

The school is committed to ensuring that pupils with SEND receive appropriate support to manage their behaviour and access learning successfully. When implementing this behaviour policy, the school will ensure that it meets its statutory duties, including:

- Taking reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage by the school's policies, practices or procedures, in accordance with the Equality Act 2010.
- Using its best endeavours to meet the needs of pupils with SEND, as outlined in the Children and Families Act 2014.
- Ensuring that the provision specified within an Education, Health and Care (EHC) Plan is delivered and that the school works collaboratively with the local authority and relevant external agencies.

#### **Supporting pupils with SEND**

The school will take a proactive approach by identifying potential barriers, triggers and support strategies wherever possible.

Support may include:

- Trauma-informed approaches to support emotional regulation and positive relationships.
- Visual prompts, reminders and structured resources.
- Identifying and reducing known triggers.
- Adaptations to classroom environments, including seating arrangements.
- Reasonable adjustments to uniform expectations for pupils with sensory needs, medical conditions or disabilities.
- Staff training to increase understanding of specific needs, including autism and ADHD.
- Individual Behaviour Plans with personalised strategies, rewards and monitoring systems.

Staff should seek advice from the SENDCo and other relevant professionals when additional support is required.

## **8. Child-on-Child Abuse**

At Tadpole, we recognise that children can abuse other children. This can occur in school, outside school, or online. All concerns are taken seriously and managed in line with the school's Safeguarding and Child Protection Policy.

Child-on-child abuse includes, but is not limited to:

- Bullying, including cyberbullying.
- Physical abuse.
- Sexual harassment, sexual violence, and harmful sexual behaviour.
- Abuse in intimate personal relationships.
- Upskirting and initiation or hazing-type violence.

Where an incident occurs, the school will:

- Investigate the incident and speak to those involved and any witnesses.
- Record the incident on CPOMS and inform the Designated Safeguarding Lead (DSL).
- Inform parents/carers where appropriate.
- Provide appropriate support and education for all children involved.
- Apply sanctions in line with the Behaviour Policy where appropriate.

## **9. Suspension and exclusions**

Tadpole Farm CE Primary Academy, we aim to support all pupils to succeed and manage behaviour within school wherever possible. However, internal suspensions, suspensions, or permanent exclusion may be necessary to maintain a safe and positive learning environment. Before a fixed term or permanent exclusion is made the headteacher will consult with the CEO of The Blue Kite Trust (Gary Evans) Only the CEO and headteacher (or the acting headteacher) have the power to exclude a pupil from school.

### **Internal Suspensions**

- Used for repeated or serious breaches of the behaviour policy that require a pupil to work away from their class.
- Pupils continue learning in a supervised setting.
- Staff work with parents/carers to support improved behaviour and plan successful reintegration.

### **Suspensions**

- Used when a pupil's behaviour poses a serious risk to themselves, others, or the school community and cannot be managed safely in school.
- A reintegration meeting supports the pupil's return.
- Pupils are welcomed back positively, and all suspensions are recorded and reported in line with statutory requirements.

### **Permanent Exclusion**

- Used only as a last resort, where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others, in line with statutory guidance.

### **10. Online safety**

All incidents involving online safety concerns or inappropriate online behaviour will be investigated thoroughly by the school's Online Safety Team, including incidents that occur outside of school where they have an impact on the school community.

**The following procedures will be followed:**

- The incident will be investigated with all individuals involved, including any witnesses, and a written record of the investigation will be maintained.
- The incident will be recorded on CPOMS.
- The parents or carers of both the victim and the alleged perpetrator will be informed, where appropriate.
- Appropriate education and support will be provided to those involved, and proportionate sanctions will be applied where necessary, in line with the school's behaviour and safeguarding policies.

### **10. Banned Items, Mobile Phones and Smart Watches**

#### **Banned Items**

Certain items are not permitted in school due to the risk they pose to the safety and wellbeing of pupils and staff. These include, but are not limited to:

- Knives or weapons of any kind
- Alcohol, drugs, or related paraphernalia
- Fireworks or explosives
- Stolen property
- Tobacco, e-cigarettes, or vapes
- Pornographic or extremist material

Searches may be conducted in line with statutory guidance if there is a concern that a pupil has brought a banned item into school. Staff follow the Trust's protocols to ensure searches are carried out safely, respectfully, and proportionately.

#### **Mobile Phones**

- Pupils are not permitted to use mobile phones during the school day.
- Phones brought into school must be switched off and handed in at the start of the day.
- Mobile phones will be returned at the end of the school day.
- Staff are not responsible for loss or damage to phones that are brought to school.

#### **Smartwatches**

- Smartwatches that have messaging, camera, or internet capabilities are treated in the same way as mobile phones.
- Pupils must ensure these devices are switched off or in "school mode" during the school day.
- Devices should not be used to communicate or record at any time during lessons or breaks.
- Staff are not responsible for loss or damage to smartwatches.

By prohibiting banned items and restricting mobile phone and smartwatch use, Tadpole Farm ensures a safe, calm, and focused learning environment for all pupils.

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### **12. CPOMS**

Behaviour incidents are recorded into different categories on cpoms.

#### **A- Antecedent**

What happened before the behaviour?  
What were the possible triggers?

**B- Actual behaviour**

What happened?  
Record factual observations rather than opinions or assumptions.

**C- Consequences**

What action was taken?  
What support or follow-up occurred?

Behaviour that meets the definition of abuse must be directly reported to DSL/DDSL – planned, deliberate and more than once against an individual.

### **13. Restricted intervention and seclusion**

**Definition:**

Seclusion is defined as forcing a pupil to spend time alone in a room or space against their will, where they are prevented from leaving. In line with Department for Education guidance, seclusion is not used at Tadpole Farm CE Academy as a behaviour management strategy.

The school may use supervised withdrawal as part of its graduated response to behaviour. This is a supportive strategy to help a child regulate and does not constitute seclusion.

When withdrawal is used:

- The child will be supported by an adult
- The environment will be safe and appropriate
- The child will not be prevented from leaving once regulated
- The focus will be on regulation, not punishment

Any practice that could be perceived as seclusion will be treated as such and must be recorded and reported in line with statutory guidance.

Where a pupil regularly requires withdrawal from the classroom, this will trigger a review of support, including the possible development or adaptation of an individual behaviour or risk management plan.

**Key Expectations**

- Withdrawal must never feel punitive
- Children must be supported, not isolated
- Staff must remain present or aware of the child
- The focus is always regulation and safety

**Safeguarding Considerations**

Any use of withdrawal or removal from class must:

- Be proportionate
- Be recorded where significant
- Be reviewed if used frequently

If a child is regularly requiring removal, an individual plan must be developed.

Where restricted intervention is required to keep a pupil safe the school will respond in line with the DfE guidance. As a school we may intervene to:-

- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of physical intervention are recorded on CPOMS. Where a pupil has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced

## Appendix

### A ) Positive strategies for managing behaviour

# 8 POSITIVE STRATEGIES

## for Positive Behaviour

Simple, supportive strategies to promote positive behaviour and build a respectful, calm and focused classroom.

### 1 PLANNED IGNORING

Withholding attention from minor, non-dangerous behaviours that are seeking attention, while reinforcing positive behaviours.

**Use when:**

- Low-level disruption occurs, such as calling out or making silly noises.
- Attention may unintentionally reinforce the behaviour.

**Example:**  
A pupil makes repeated noises. The adult does not respond but praises pupils who are working appropriately.

### 2 DIVERSION AND REDIRECTION

Supporting a pupil to shift their focus towards a more appropriate activity or response.

**Use when:**

- A pupil is restless, disengaged or becoming dysregulated.

**Example:**  
A pupil wanders during independent work. The adult redirects them towards a purposeful task.

### 3 HUMOUR

Using appropriate humour to reduce tension, build relationships and support pupils to re-engage.

**Use when:**

- A pupil is frustrated, reluctant or disengaged.

**Example:**  
The adult uses a light-hearted comment to reduce conflict and encourage participation.

### 4 POSITIVE REINFORCEMENT (PRAISE)

Recognising and praising positive behaviours to encourage them to continue.

**Use when:**

- Pupils demonstrate effort, kindness, resilience or positive choices.

**Example:**  
"Great focus — I can see the effort you have put into your work."

### 5 CLEAR EXPECTATIONS AND ROUTINES

Teaching and reinforcing consistent routines helps pupils understand expectations and feel secure.

**Use when:**

- Beginning activities.
- Moving between lessons.
- Introducing or reinforcing routines.

**Example:**  
"Remember, we walk quietly and safely to assembly."

### 6 PROXIMITY CONTROL

Moving closer to a pupil to provide support and encourage refocusing without interrupting learning.

**Use when:**

- A pupil is distracted or off-task.

**Example:**  
Standing near a pupil who is talking to encourage them to return to their learning.

### 7 PRE-CORRECTION

Reminding pupils of expectations before situations where behaviour may become challenging.

**Use when:**

- Before transitions.
- Before activities that may present difficulties.
- When a pupil may benefit from an anticipatory reminder.

**Example:**  
"Remember our library expectations: walking calmly and using quiet voices."

### 8 NON-VERBAL CUES

Using gestures, eye contact or visual reminders to reinforce expectations discreetly.

**Use when:**

- Addressing low-level behaviour without interrupting teaching.
- A pupil needs a quiet reminder to refocus.

**Example:**  
Using eye contact, a hand signal or pointing to a visual reminder of the classroom expectation to prompt the pupil to refocus.

♥ Positive relationships. Clear expectations. Consistent routines. Every pupil can succeed. ★

### B) Restorative conversations

The conversation should be calm, respectful and focused on the behaviour

#### Restorative Questions

1. What happened?
2. What was happening, or how were you feeling, before this behaviour?
3. How have you been feeling since?
4. Why do you think this behaviour was not acceptable?
5. What could you do differently next time?

Staff should allow the pupil time to think and respond. The aim is to help them take responsibility, understand the impact of their choices and identify a realistic strategy for managing a similar situation in the future.