**Appendix 4 Examples of responses to negative behaviour**

**Playground**

**Pupil has been reminded that ball games are not allowed on that area of the playground and asked to return the ball to the adult. The pupil responds angrily saying it’s not fair and throws the ball forcefully to the adult. She/he walks off towards a group, muttering.**

**Adult stays calm, returns the ball, and interacts positively with other pupils playing. After a suitable calm down time, the adult approaches the group and asks the pupil to come to one side to talk.**

**The adult explains her/his actions were not considerate or safe, or in keeping with agreed routines of the playground and asks her/him to sit on a bench for a moment to reflect, saying she/he will return to speak to her/him in a few minutes.**

**The adult returns and uses the Restorative questions to structure the conversation. The pupil is unwilling to engage in the discussion and does not take responsibility for her/his actions or offer an apology to help repair the harm.**

**The adult take the pupil to the teacher on duty. The teacher repeats the restorative questions, where possible with the adult present. If the pupil is unwilling to participate, she/he remains with the teacher on duty and an arrangement is made to meet next playtime. If she/he does take part, the teacher and adult on duty agree a fair consequence, such time off the playground to write a reparation letter.**

**An agreement is made to set the expectation for future playground conduct.**

**Record on safeguard then RJC can carry out a check in.**

**The adult returns and uses the Restorative questions to structure the conversation. If the pupil acknowledges the harm, takes responsibility and offers an apology and reassurance it will not happen again, the adult can ask the pupil to continue the playtime as long as she/he is ready to be Kind and Considerate and Safe.**

**If the pupil**

**Appendix 1 Examples of responses to negative behaviour**

**Classroom**

**Pupil calls out in lesson. You have used non-verbal cues and given a discrete reminder but the calling out continues, distracting others and interrupting the flow of the lesson.**

**Pupil continues with unwanted behaviour. You approach pupil at eye-level and calmly re-state your expectation and give a choice to improve behaviour or get a consequence. If appropriate, ask him her to move away from other learners to give thinking time. Walk away, don’t respond to any secondary behaviours (but note these) and continue to recognise positive learning and behaviour.**

**You remind the pupil of a lesson where they successfully listened without interrupting and remind them there is a consequence for continuing. Walk away. You acknowledge a great contribution/ attitude / work from another pupil.**

**If pupil continues, calmly ask him/her to work out of the classroom for remainder of lesson. Arrange to speak to him her at the next available break time.**

**If pupil engages in the lesson without calling out, acknowledge this quietly. Use whole class marble jar if this change results in whole class meeting the high expectation of learning behaviour.**

**Follow through with consequence as soon as is possible then use the Restorative questions to seek to understand if there were any triggers for behaviour. Use the questions to guide the pupil to understand negative impact of his/her actions and to take responsibility for it. End with an agreement of what will change.**

**Record on Safeguard.**

**Class teacher checks in after a week.**

**At playtime, explain what the consequence will be, referring Ready, Kind and Considerate, Safe. (For example 15 minutes missed lunchtime play to catch up on the work missed.) Remind him/her of previous good conduct and reset expectations for next lesson.**