

AMBITION • COMMUNITY • EQUALITY

Working together; Aiming high; Always kind



**Behaviour Policy
and
Star LEARNERS' Code
2024**

Policy development

This policy has been developed in conjunction with the children and staff of Holme Hall and written by the headteacher.

It is based on The Learners' Trust's Policy for Behaviour and takes guidance from 'Running the Room' by Tom Bennett and <https://www.walkthrus.co.uk>

Monitor and review

The school will monitor the impact of the policy using CPOMS reports and incident logs, stakeholder surveys and pupil voice through the School Council.

The policy will be reviewed annually by the staff team and any changes will be communicated to parents.

The next scheduled review date is September 2025.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

Statement of Intent

Schools within the LEARNERS' Trust believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and improving bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Overview

In 'Running the Room' (2020), Tom Bennett states that creating a culture, although incredibly time consuming, is 'by far the most effective and enduring of all behaviour strategies'. It relies on persuading children to value good behaviour as you define it. This means that expectations must be made explicit, children need to know **why** it's necessary to meet the expectations (WIIFM) and most importantly, they must be taught **how** to meet the expectations. We can't assume that children value the same behaviour that we do, that they know what they should be doing and that they know how to behave in the way that we want.

Tom Bennett states the following:

1. Children must be taught how to behave.
2. Teach, don't tell, behaviour.
3. Make it easy to behave and hard not to – expectations must be made explicit.
4. No one behaviour strategy works with all pupils.
5. Good relationships are built out of structures and high expectations.
6. Consistency is the foundation of all good habits.

We believe that:

- Behaviour can change.
- Our children want to behave well.
- Every child can be successful in our school.
- Once is a mistake; more than once becomes a habit.
- As adults, it is our role to create an agreed use of language around behaviour.
- Visible consistencies are powerful and should be at the heart of all interactions.
- Consistent reinforcement and recognition of good behaviour increases self-esteem.
- Targeted praise is more likely to change behaviour than a blame and punishment culture.
- Behaviour is a means of communication: puzzling and/or dysregulated behaviours happen for a reason and may be the only way a pupil can communicate at that moment in time.
- There may well be a reason for the behaviour but there is no excuse for unacceptable behaviour.

These beliefs and, most importantly, the understanding that children must be taught how to behave, form the basis of our Behaviour Policy.

We teach good behaviour through the implementation of our **Star LEARNERS' Code** which is based upon these principles.

Through the success of our **Star LEARNERS' Code** we aim to:

- Create a calm, purposeful, safe and happy learning environment
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for their own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.

- Encourage respect for individuals, leading by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

All staff should:

- Follow the Star LEARNERS' Code and behaviour policy.
- Make children aware of appropriate behaviour in all situations. □ Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work with parents in dealing with any behavioural issue.
- Inform parents of all parties involved, as soon as possible, that an incident has occurred and that it has been dealt with/will be dealt with.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'.
- Display the Star LEARNERS' Code clearly and mention it frequently.
- Be punctual in collecting classes.
- Ensure that their class is never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child is able to access learning appropriate to their level of development and attainment.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child's behavioural needs
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips. Pupils should:
- Follow the Star LEARNERS' Code.
- Co-operate readily with all school staff.

Parents should:

- Support the school's behaviour policy and Star LEARNERS' Code.
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.

We acknowledge that each child is at a different stage of social learning and, through our fair and consistent approach to supporting behaviour, we will create a productive learning environment where children can grow socially, emotionally and academically.

For some children with complex needs, following our behaviour expectations, without support, is beyond their stage of emotional development. Although expectation remains the same for everyone, we recognise that some adaptation of procedures is necessary to ensure that we meet the needs of everyone and so that every child can be

successful within school. For this reason, some children have bespoke plans which include tailored rewards to encourage and foster positive behaviour.

Supporting behaviour management

We work as a team, liaising closely with outside agencies in dealing with children's behaviour. Staff support each other, through offering advice on strategies and through maintaining the school's approach of assertive discipline throughout the EYFS, KS1 and KS2 classes.

Working with parents

If we are to be successful in supporting a child to improve their behaviour, we have to work in partnership with parents. This is only effective if both parties communicate on a regular basis, keeping each other informed of any issues.

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. This will be constantly highlighted through discussion, assemblies and curriculum activities.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored by the local board and any issues dealt with immediately.

The role of the local board

The board of School Champions supports the headteacher in the implementation of the Star LEARNERS' Code Policy and is responsible for reviewing its effectiveness alongside that of the Behaviour Policy

Children with SEND and/or SEMH needs

For some children, for whom behaviour is a special educational need, an adapted system to the code may need to be put in place. This could consist of interventions being introduced between each of the levels as a means of encouraging positive behaviour. Children with behaviour as a SEN may also have an Individual Behaviour Plan (IBP).

Sanctions procedure

All children are familiar with our Star LEARNERS' Code procedure and know what will happen next if they refuse the sanction or continue with the behaviour. A summary of the hierarchy of sanctions can be found below (appendix 1).

Professional judgement is required regarding which step best reflects the most suitable sanction given the nature or seriousness of the offence.

Acts of violence, use of racist or homophobic language, bullying, repeated noncompliance and any behaviours that create severe disruption to the smooth running of the school, are considered serious incidents and have immediate serious consequences. These will bypass the stepped sanctions and be referred to the headteacher/SLT immediately. The incident will be formally recorded, parents contacted and sanctions issued at the headteacher's discretion

Where pupils display aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to use legal powers.

There are clear guidelines for staff on how to respond to poor behaviour through the application of the Star LEARNERS' Code.

Recording incidents of poor behaviour

At the point of second warning, the incident is recorded on CPOMS. It is important that this is done as soon as possible and that they are date stamped. Parents will be informed of second warnings if and when they begin to be given on a regular basis.

Keeping a record of second warnings and Star losses allows for patterns to be seen and subsequent interventions to be put in place to further support children with repeated or ongoing poor behaviour.

The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.

Any decision made to suspend or exclude a pupil will only be done so by the headteacher in accordance with DfE guidance.

All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy.

The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

Suspension and permanent exclusion

This is used as a very last resort when a child's behaviour is totally unacceptable and will only be used when all other strategies have been exhausted and/or there is risk of a pupil endangering their own safety, or that of other members of the school community.

Internal seclusion

Internal seclusion can be used in a limited way but parents must be informed and a record made of the reason and the length of time used. This may include working on their own, supervised by a member of the SLT or working in another class.

Suspension

We believe that, in general, suspension is not always productive in moving behaviour forward. However, it may be deemed necessary when the environment in which children and adults feel safe from physical and verbal aggression and disruption is put at risk.

Suspension is an extreme step and will only be taken if the headteacher feels that a child has seriously breached the school's behaviour policy; the pupil remaining in school would impact negatively on the education of other pupils; or that there is a risk to the welfare of both children and adults in school.

The first suspension for any child would be fixed term depending on the circumstances. Usually this would be 1 to 3 days (this can be extended up to 5 days)

Following a suspension, the pupil and parents will meet with SLT to discuss reintegration into school and the best way forward to support the child, including any intervention or adaptations that need to be made.

Permanent Exclusions

Permanent exclusion will always be a last resort and we ensure that all steps will have been taken to help a child remain at our school. The Champions agree with this stance and all policies and procedures are in place to support the inclusion of all pupils.

Permanent exclusion will only occur when risk assessments indicate that to allow a child to remain in school would be detrimental to the education and welfare of both the pupil concerned and to other pupils at the school.

The Star LEARNERS' Code

The Star LEARNERS' Code is an intrinsic reward system, which encourages independence and mature behaviours. It also gives pupils the opportunity to reflect on their behaviour and make positive choices. It reflects the ethos of the school and aims to support everyone in their development and preparation for life and learning in school and the wider world.

The code makes very clear what children must do to meet the expected standard of behaviour. We have worked closely with the children on this and it has been agreed that these are reasonable expectations to have in order to create a positive learning environment in which everyone in the class has a fair chance to learn.

The Star LEARNERS' Code offers incentives for children to demonstrate consistently high levels of good behaviour and rewards the children who are keen to help themselves and others.

LEARNERS stands for:

- ☐ **Listen** I pay attention and follow instructions.
- ☐ **Effort** I try my best and complete my work
- ☐ **Attitude** I have a 'can do' attitude to my learning
- ☐ **Respect** I have kind hands and feet and I use my manners,
- ☐ **Neat** I make my work look neat and I take care of school resources.
- ☐ **Empathy** I show kindness to others and I care about how they feel.
- ☐ **Ready** I am in the right place at the right time with the things that I need.
- ☐ **Safe** I move safely and sensibly around the school.

These are all the characteristics of good learning at Yellow Star level, as described by the children themselves. There are posters and prompts around school to remind the children what they should do to demonstrate that they are following the code. The grid of expectations outlines the expectation of behaviour at each level. (Appendix 2)

Recognising and rewarding achievement

The majority of our children follow the school rules. They behave well; their learning behaviours are good; and they are a credit to themselves, their parents and the school.

Recognising and rewarding them for their good behaviour is important in maintaining their motivation and sense of self-worth. This is achieved through the promotion of the Star LEARNERS' Code and awarding of LEARNERS' Stars.

There are different levels of behaviour and children are entitled to certain privileges and rewards at each level. (Appendix 3)

A star is worn which shows that we recognise the level at which the learner is working and the privileges on offer reward good behaviour. The grid of expectation states the expectation of behaviour at each level.

The following list details the rewards available to the children for following the Star LEARNERS' Code:

- LEARNERS Stars
- Staff congratulate and praise children: verbal praise and body language □
Staff give children stickers
- The headteacher gives stickers.
- Dojos are awarded for moving learning forward.
- Star of the Week award
- Afternoon tea
- Weekly celebration assembly where children's achievements, both in and out of school, are applauded.
- Star LEARNERS privileges
- Golden Time
- Golden Table
- Roles and responsibilities within school
- Some children have individual reward systems eg mini Golden Time
- Parents' evenings, end of year reports, recognising good behaviour and attitude to school
- Messages home via Seesaw.
- Direct contact with parents.
- Posts on social media celebrating achievement and good work.

Sanctions

As well as promoting and rewarding good learning behaviour, the system is designed to help correct behaviours that interrupt or hinder learning. Sanctions are built in for children who do not follow the code. The system helps us to identify which children are finding it difficult to meet the expected standard of behaviour. Support can then be allocated as appropriate.

If a learner makes a mistake, following an initial verbal reminder, they will be given a second warning and the opportunity to put things right. They will lose the following short break or, if the warning is given at play time, they will be sent inside. If the opportunity to put things right is not taken, and a final warning is received, then the child's Star will be removed by the class teacher and the relevant people, including parents, are informed.

If a learner has their Star removed:

- They will lose the privileges that are attached to the Star they have lost and spend time reflecting on the choices they have made.
- The Star must be earned back within the timescales for each level. Yellow stars are returned after 24 hours; blue stars are returned after one week; and green stars are returned after two weeks.

- Following a Star loss, breaks for the next 24 hours will be spent with a member of staff in a designated area either inside or outside. This is an opportunity to reflect on the choices that have been made and receive some support to get things back on track.

For children who have difficulty getting back on track, regularly lose their Star or for serious incidents, we refer to a hierarchy of behaviour management strategies which is detailed below. (Appendix 1)

The Star LEARNERS' Code will be regularly reviewed so that we can ensure that everyone is happy and that the benefits continue to be seen.

We believe in early intervention, in order to help all of our children adapt to the rules and routines of school life.

Early Years

When dealing with behaviour in EYFS, as in any situation, all communication should be at the child's level.

EYFS follows an assertive discipline approach. If necessary, children who are unable to behave appropriately are given 'time out': they are removed from the activity, sitting apart from the others for a period of time marked with a sand-timer. At the end of the time-out session, a short discussion will take place with the pupil. Staff will explain why they have had time-out, what the impact of the poor behaviour has been and what they must do in the future. If an apology is required, the child will be supported to make it accordingly.

It is often appropriate for staff to stop whole groups and whole classes in order to teach or reinforce basic rules or to deal with inappropriate behaviour. At this stage of development, it is important that children are taught what good behaviour looks like and how to enact it.

Staff plan for the successful behaviour of all children by putting provision in place to avoid conflict or breakdown of learning. Children have access to a calm quiet space to reduce the opportunity for escalation.

Any child who is causing a consistent concern will be referred to the headteacher and SLT who will work with the class teacher to create a behaviour plan to be shared with all staff.

Reception staff work very closely with parents and outside agencies in dealing with children who may be experiencing difficulties.

KS1 and KS2

The following points detail the hierarchy of sanctions available to the children who do not follow the Star LEARNERS' Code. Teachers will use their professional judgement in terms of any adjustments that should be made or whether it is necessary to bypass a step.

Step 1

For the first display of non-Star LEARNERS behaviour:

- **First warning:** This is a verbal, encouraging prompt, which highlights the element of the LEARNERS' Code not being met. The pupil is reminded that that

a further incident of non-Star LEARNERS behaviour will result in a formal second warning.

Step 2

For a second display of non-Star LEARNERS behaviour:

- **Second warning:** This formal warning will be logged by the class teacher using CPOMs and SLT will be alerted.
- The next break will be spent in reflection or, if the warning is given at playtime, the child is sent inside to the white area.
- [A member of staff will help the child reflect on their behaviour and talk about ways forward.](#)

Step 3

For a third display of non-Star LEARNERS behaviour, non-compliance or a third 'second warning' of the term:

- **Star Loss:** The class teacher removes the LEARNERS star, recording the time and reason for removal on CPOMS.
- They will then continue with their learning either in their seat or on a time-out table.
- Pupils who have lost their star at any level will lose Yellow Star privileges for the following 24 hours; playtimes and lunch break (KS2 only) will be spent in reflection. (Appendix 4)
- [A member of staff will help the child to reflect on the choices they've made and facilitate any restorative conversation or apology that needs to take place.](#)
- Parents are informed of star loss.
- Stars will be returned to the pupils within the timescale appropriate to the star (Yellow = 24 hours, Blue = one week, Green = two weeks)
- The following day, the relevant members of staff ascertain whether the star should be returned – this will depend on how the child has behaved since losing the star and also in accordance with the number of second warnings/star losses given previously.

Step 4

For repeated incidents of low level disruptive behaviour, resulting in three second warnings in a term, and /or more serious incidents such hurting others, deliberately damaging property:

- **Meeting with parents** to discuss possible issues and next steps
- Analysis of CPOMS report to identify when problems occur
- [Steps taken to address key triggers and avoid escalation – intervention and support provided \(cubes, gems, tick chart, playground pass\)](#)

Step 5

For continued non-Star LEARNER behaviour: warnings given when star has been lost, three or more star losses over the course of the half term or serious incidents (refusing to comply; swearing or other verbal abuse towards children or adults; damaging property):

□ **Short-term Star removal**

- Teacher completes a Behaviour Assessment Profile
- Analysis of data to identify areas of concern, possible causes, appropriate targets (CPOMS, Behaviour Assessment Profile or ABC chart)
- Meeting with parents to discuss concerns and agree 3 smart targets
- [Daily completion of a Star Target Tracker working towards getting Star back \(2 weeks max\)](#)
- Behaviour kept under review

Step 6

If behaviour does not improve and disruption continues, or for serious incidents such as stealing, vandalism, racism or any other derogatory language, violence, running around the school and refusing to comply, bullying) pupil will be given an **IBP** and may be put **on report**:

- Letter to parents explaining why their child is going 'on report' and inviting them to a meeting to discuss targets for the IBP.
- Teacher completes a Behaviour Assessment Profile and an IBP is put in place
- Clear realistic behaviour targets agreed and set (maximum of three)
- Clear rewards/consequences identified for success/failure (including possible suspension)
- [Advice sought from outside agency involvement \(BSS, EP\)](#)
- [Daily feedback to pupil; weekly feedback to parents](#)
- Report to last a minimum of four weeks
- Possible internal seclusion
- A report and seclusion may also be put in place when a child returns from a suspension.

Step 7

If there is no improvement in the pupil's behaviour or for serious incidents, a **behaviour contract** is put in place. Parents are informed that this is one of the last steps before suspension.

When on contract:

- Clear specific rules are set which the pupil must uphold in order to remain in school
- Behaviour is reviewed weekly with parents
- Further sanctions are an immediate consequence of breaking the contract.

Step 8

Breaking the behaviour contract results in **internal seclusion**:

- Parents, Behaviour Support informed by letter
- Child has no contact with own class or class-mates
- No access to playground, extra-curricular or enrichment activity

Step 9

If there is no improvement in behaviour, serious disruption or for serious one off acts of violence:

- **Suspension** following DfE guidelines
- Upon return to school, child stays on contract or report for a minimum of four weeks and maximum of 16 weeks.

Step 10

If there have been a series of exclusions, behaviour has not improved and the smooth running and safety of other children and adults are being put at risk on a regular basis:

- **Permanent exclusion** following DfE guidelines

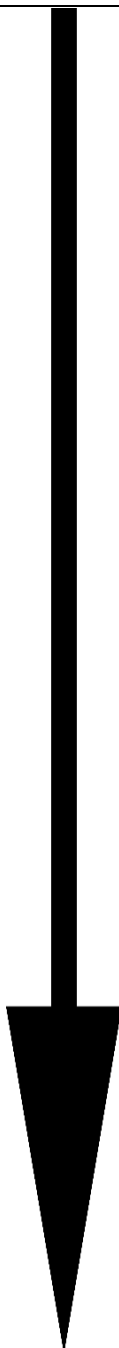
Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.




- Playgrounds are to provide for a range of personalities and interests
- Staff-led collaborative activities are offered to pupils who are 'at risk' of poor behaviour and not following the rules of the school
- Positive Playtimes Project
- Close liaison with the Behaviour Support Team, who support pupils through:
 - Observing pupils and advising on new teaching strategies and play therapy
 - Class profiles – looking at a child's behaviour in relation to the rest of the class - Drop-in advice sessions with staff
- SEN referral
- Educational Psychologist referral
- Regular meetings with parents
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour Plans (IBPs) and reward systems
- ELSA
- Nurture Group
- FSW support
- Peer mentoring

Appendix 1

Behaviour management summary

	Sanction	Involvement	External support
	First warning (verbal)		
	Second warning (CPOMs)		
	Final warning Loss of star and associated privileges	Class teacher informs parents	
	Review of Star status In class interventions to support	Class teacher meeting with parents	
	Short term Star loss Behaviour tracking and intervention to support return of Star	SLT and class teacher meeting with parents	
	IBP Behaviour monitored (on report) Targets agreed IBP in place	Class teacher, SENDco and Head teacher	Behaviour Support & other agencies
	Behaviour contract	Headteacher	
	Internal seclusion		
	Suspension		
Permanent exclusion	Head teacher trust Partner Local Board		

Grid of Expectation

	L	E	A	R	N	E	R	S
	I listen to the needs of others and help them solve any problems.	I know how to improve and I practise in my own time.	I support others when they find things tricky.	I am a great role model and my behaviour is exemplary both in and out of school.	I take pride in everything I do and I help to keep the school tidy.	When I see someone who is feeling sad, I want to do something to help them feel better.	I help others become organised so that they are ready to learn.	I can help others to stay safe in and out of school. I can teach them about how to stay safe online.
	I always pay attention and follow instructions straight away.	I always try my best in class and I use the apps to practise my skills.	I have a positive approach to all aspects of school.	I am always kind and respectful to others; I use my manners.	I always do neat work and keep my area tidy. I help to look after classroom equipment.	I understand how other people feel and I know how my actions affect others.	I am always ready to learn; I am organised and I care about being on time.	I can talk about how to keep myself safe both in and out of school including online.
	I pay attention and follow instructions	I try my best and complete my work.	I have a 'can-do' attitude to my learning.	I have kind hands and feet and I use my manners.	I make my work look neat and I take care of school resources.	I show kindness to others and care about how they feel.	I am in the right place at the right time with the resources I need.	I move safely and sensibly around the school.
	Listen	Effort	Attitude	Respect	Neat	Empathy	Ready	Safe

Appendix 3 Star Privileges and Rewards

Yellow	Blue	Green
<ul style="list-style-type: none"> <input type="checkbox"/> May play outside freely at playtime and lunch time. <input type="checkbox"/> May choose where to sit in the dining hall. <input type="checkbox"/> May apply to be a School Council representative <input type="checkbox"/> May play for school sports teams. <input type="checkbox"/> May attend discos <input type="checkbox"/> May apply to be a Jigsaw <input type="checkbox"/> Friendship Ambassador <input type="checkbox"/> May take part in Golden Time <input type="checkbox"/> May take part in all playtime activities. <input type="checkbox"/> May apply to be a Mini-Leader <input type="checkbox"/> May apply to be a Peer Mentor 	<ul style="list-style-type: none"> <input type="checkbox"/> May bring their own stationery to school. <input type="checkbox"/> May apply to be a School Librarian. <input type="checkbox"/> May apply to be a Mini Midday <input type="checkbox"/> May assist in the running of clubs 	<ul style="list-style-type: none"> <input type="checkbox"/> May apply to be an Office Apprentice <input type="checkbox"/> May choose where to do their learning as appropriate. <input type="checkbox"/> May work with younger children in school. <input type="checkbox"/> May run clubs for other children. <input type="checkbox"/> May run a Golden Time activity. <input type="checkbox"/> May spend time inside unsupervised at breaks. <input type="checkbox"/> Will be invited to show visitors round school.

Appendix 4

Reflection and restorative practice

When a child has lost their Star, they will spend time in Reflection. This usually takes place in the white area or outside if appropriate, and is facilitated by a member of staff.

During Reflection time, children are engaged in a conversation about the choices they have made and the impact that this has had on others. They consider which part of the LEARNERS Code they have not followed, discuss how they could have responded and the action they will take next time.

Sheets will be provided to support with this (see below) but the conversation will be as follows:

1. What happened?
2. Which part of the LEARNERS Code do you think that breaks?
3. What were you thinking about when you did that?
4. How did your actions affect other children and adults?
5. How do you think they felt about what you did?
6. How did you feel about what you did?
7. How do you feel about the affect your actions had on others?
8. How will you put this right and make things better?
9. What are you going to do differently next time?


If an apology needs to be made, the child will be supported in doing so. This will form part of the restorative conversation.


As well as being an opportunity to reflect, time can also be spent catching up on work, paying back time that has been wasted in class or fixing something that has been broken (including a friendship). This logical consequence teaches children that their actions have consequences that need to be carried out.


Pause


What happened?


How were you feeling?


Angry


Confused



Scared



Annoyed



Sad


something else


How were they feeling?


Angry


Confused



Scared


Annoyed


Sad

What can we do now?

Say sorry


Share ideas

PLAN
□
□
□
□

Make a plan

Something else


We have agreed to:

Date: _____


Sign: _____


Reflect and Reset


What happened?




How were you feeling?



Angry



Confused



Scared



Annoyed

What was the impact of your choice?


I stopped myself from learning



I stopped others from learning



I feel sad



I have made others feel sad

What can you do to make it right?

Say Sorry


Write a sorry letter


Complete my work


I have an idea

Appendix 5 Intervention

Repeated warnings and star loss would suggest that support may be needed to help the child modify their behaviour.

In-class visual strategies such as the use of gem pots, sticker charts or cubes can help children self-regulate and modify their behaviour before the point of second warning, helping to build good habits and avoid repeated star loss.

If the use of these strategies proves unsuccessful, then a short term star loss may be appropriate. Without their Yellow Star, the child will lose all the associated privileges and will be given support to gain the star back as quickly as possible.

The class teacher will work with the child to identify the areas of the LEARNERS' Code that they are struggling with and three SMART targets will be set. At the end of each session, targets will be RAG rated and recorded on the Star Target Tracker (below). Other strategies should continue to be used. Use of the Tracker should be used for up to two weeks with a view to the child earning their Star back within that time.

Star Target Tracker

By meeting these targets every day, I will get my Yellow Star back in no time! ☺

★ Target 1: _____

★ Target 2: _____

★ Target 3: _____

When I get my Star back I will be able to play on the scooters, play football and sit with friends at lunch time.

	Session 1	Break	Session 2	Lunch	Session 3	Break	Session 4
Monday	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3
Tuesday	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3
Wednesday	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3
Thursday	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3
Friday	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3	★	★ 1 ★ 2 ★ 3

Name and date:



