

**St John's Catholic Primary School,**  
**Bridgnorth**



**Behaviour Policy**

*Reviewed: September 2025*

*Reviewed by: C. Derwas*

*Next review date: September 2026*

*"Let your light shine" – Matthew 5*

"Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish."

*Paul Dix, 'When the Adults Change, Everything Changes', 2017.*

## 1. Vision and Ethos

At St John's Catholic Primary School, our behaviour policy is rooted in Gospel values and the belief that behaviour is taught, not punished. We promote mutual respect, inclusion, and personal responsibility, ensuring a school community where everyone feels safe, valued, and able to thrive. We maintain consistently high expectations for behaviour and conduct, ensuring that all members of our school community treat one another with respect and kindness. Our Behaviour Policy is guided by our mission statement and the fundamental principle: "Treat others as you would like to be treated yourself." (Luke 6:31).

## Let Your Light Shine

At St John's, we want our children to *let their light shine* by living out our values in their words, actions, and relationships every day. We encourage every child to show kindness, respect, courage, and forgiveness, reflecting the light of Christ in all they do.

## Belong, Believe, Become

Our school community is built on the foundation of *belong, believe, become*:

- **Belong:** Every child feels valued, included, and part of our St John's family.
- **Believe:** We help children believe in themselves, in others, and in their God-given gifts.
- **Become:** We support every child to become the best version of themselves, confident and ready to contribute to the world.

## 2. Purpose of the Policy

- To establish a culture of exceptional behaviour, underpinned by fairness, consistency, and respect.
- To create an inclusive and safe school environment, where difference is celebrated.
- To support pupils in developing self-discipline and emotional resilience.
- To promote attendance and punctuality, ensuring every pupil engages fully in learning.
- To ensure effective early intervention for pupils struggling with behaviour.
- To develop a highly motivated school community that values kindness, care, and empathy.

## 3. School Behaviour Expectations

We uphold four core expectations, which are explicitly taught, modelled, and reinforced:

1. **Ready** – Be prepared to learn and contribute positively to school life.
2. **Respectful** – Treat everyone with kindness, valuing diversity and inclusion.
3. **Safe** – Behave in a way that keeps yourself and others secure.
4. **Forgiving** – Resolve conflicts with empathy and move forward positively.



This policy provides simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- To produce a consistent school response to any bullying that may occur

**Consistent adult behaviour will lead to pupils consistently conforming to our expectations.**

**Our Behaviour Policy is based on the five pillars of pivotal practise:**

**These are:**

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

*Adult Behaviours: Paul Dix, 'When the Adults Change, Everything Changes', 2017.*

1. The school rules will be always promoted by the whole school community.
2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well-behaved.
5. In line with our mission statement, this policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour encouraging our children to think about 'What would Jesus do?'
6. Each member of staff is held responsible for the behaviour of the children in their care.
7. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.
8. Parents will be involved at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines (hard copies of this are available in our school office).

#### **4. Pupil Contribution to a Positive School Environment**

We believe that pupil leadership is key to fostering outstanding behaviour. Pupils contribute positively through:

- Peer mentoring and support (e.g., anti-bullying ambassadors, buddy systems).
- Pupil-led inclusion initiatives (e.g., cultural celebrations, respect campaigns).
- Volunteering and charity projects to support the wider community.
- Student voice opportunities (e.g., school council, feedback forums).

## **5. Attendance and Punctuality Expectations**

High attendance and punctuality are crucial for academic and personal development. We take swift and effective action to address low attendance, including:

- Daily tracking and monitoring of attendance trends.
- Early parental engagement to address concerns.
- Personalised attendance plans for persistent absentees.

## **6. Promoting a Growth Mindset and Positive Learning Attitudes**

We explicitly teach and reward resilience, effort, and perseverance by:

- Embedding Growth Mindset principles in lessons and assemblies.
- Recognising pupils who overcome challenges in their learning.
- Encouraging peer support for academic motivation and engagement.

## **7. Behaviour Management and Interventions**

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the majority of our learners a gentle reminder is all that is needed. (Appendix iv) for 'Practical steps in managing and modifying poor behaviour.'

### **Tiered Support System**

1. Universal Prevention (Whole-school expectations, positive reinforcement).
2. Targeted Interventions (Mentoring, small-group SEMH support).
3. Intensive Support (Personalised behaviour plans, external agency involvement).

Staff use de-escalation techniques and restorative practices before applying consequences. CPOMS is our school's online behaviour record which is used by staff member to log behaviour incidents that arise.

## **8. Rewards and Recognition**

We prioritise positive reinforcement over sanctions. Pupils who go consistently meet our expectations are recognised through:

- Praise
- House points
- Sharing positives with parents and/or phone calls home.
- Public celebration of contributions to the school community.

## **9. Staff Expectations and Development**

At St John's, we expect all adults to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what and praise good conduct publicly.

Adult behaviours we don't expect to see are: aggression, shouting, negativity, humiliation and reprimanding in public.

***We praise in public, we reprimand in private.***

We expect all staff to:

1. Meet and greet at the classroom door.
2. Refer to 'Ready, Respectful, Safe and Forgiving'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

All staff are trained to be consistent, fair, and emotionally attuned in their behaviour management.

Ongoing CPD includes:

- Trauma-informed behaviour support.
- Inclusive classroom strategies.
- Growth Mindset and motivation training.

## **10. Consequences and Restorative Conversations**

At St John's, consequences are applied fairly and proportionally, focusing on repairing relationships rather than punishment. Every behaviour incident includes a restorative conversation to ensure pupils reflect on their actions.

St John's promotes positive behaviour by fostering strong relationships between staff and pupils, using positive reinforcement as the primary strategy. When pupils do not respond to support and continue disruptive behaviour, staff will implement consistent, structured consequences as outlined in the Consequences Chart (Appendix v).

### **Restorative Conversation:**

*"Punishment doesn't teach better behaviour, restorative conversations do", Paul Dix*

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

## **11. Serious Behaviour Incidents**

All serious incidents (e.g., bullying, discrimination, physical aggression) are reported immediately to SLT and addressed transparently and fairly. Exclusions are used only as a last resort and followed by a structured reintegration plan.

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Child on child abuse
- Racist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language

- Physically striking adults

### **Bullying** (see *Anti-Bullying Policy*)

Bullying is "**the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online**". All members of staff must recognise that incidents of bullying may occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is most usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is totally unacceptable.

The concept of bullying, the fact that it is not acceptable in school, for whatever reason, and the need to tell an adult if it is happening, is discussed with the children as part of the school's Personal, Social, Health Education.

Incidents of bullying should be dealt with immediately and reported to the Head Teacher who will, when appropriate, inform the parents of the children involved. All children involved will be provided with appropriate support, as agreed with the Head Teacher.

Where pupils frequently display negative behaviour, the school uses the **antecedent-behaviour consequence** (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption. A risk assessment will also be put in place. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Contract & revised Risk assessment is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil, and the support required. Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour. Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

### **Searching**

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Dangerous Items Prohibited in School**

Illegal drugs and 'legal highs' and any equipment associated with drug taking. Guns, including toy/mock ones. Knives and other offensive weapons. Fireworks or any other explosive or flammable items. These items are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises

## **Banned Items**

Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery (see uniform policy) Energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost. Mobile phones. **Note:** Year 5 and 6 are allowed mobile phones as they are allowed to walk home by themselves, with parents written consent. These must be handed into to the office at the beginning of the day and then collected at the end of the day.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item, they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item staff will confiscate it and bring it to the office for safe keeping.

## **Prevent**

In line with our safeguarding responsibilities, this school complies with the Prevent Duty under Section 26 of the Counter-Terrorism and Security Act 2015. We recognise our duty to have 'due regard' to preventing pupils being drawn into terrorism or extremist views. All staff are expected to be alert to indicators of radicalisation, including changes in behaviour, language or peer associations, and to report concerns without delay to the Designated Safeguarding Lead. We build pupils' resilience by promoting fundamental British values - democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs - through our curriculum, school culture and assemblies. Our procedures ensure that any necessary referrals to external agencies, including Channel, are made appropriately and in line with statutory guidance, whilst respecting confidentiality and the rights of the child.

## **Reasonable Force:**

At St John's, we strongly believe that reasonable force should be used as an absolute last resort, when the child may either harm themselves or others. De-escalation strategies will always be used before any form of restraint.

In line with the DfE guidelines, schools can use reasonable force to:

- remove disruptive children 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

## **Behaviour off the School Premises**

Our expectation is that all children will follow our school rules when they are travelling to and from school, on a school trip/activity, or when they are recognisable as a pupil at our school. Where behaviour falls short of our rules and expectations, we will follow the consequences procedure once the pupil returns to school. Incidences of bullying and non-criminal misbehaviour which occur off the premises, will be dealt with according to the school policies.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy

## **Fixed Term and Permanent Exclusions**

- Fixed-Term Exclusions  
Exclusions are not our preferred approach to managing behaviour. However, to maintain a safe and productive learning environment, the Headteacher may issue a fixed-term exclusion if a pupil's behaviour poses a serious risk to the education or welfare of others. If excluded, the pupil will be given work to complete at home. A reintegration meeting with the Headteacher,



pupil, and parents will be held to support the child's return, ensuring they are welcomed without resentment.

- **Permanent Exclusion**

Permanent exclusion is a last resort, only considered when all other interventions have failed, and the pupil's continued presence would seriously impact the education or welfare of others. In line with national guidelines, the school follows a thorough process to ensure all reasonable steps to support the pupil have been taken before making this decision.

## **12. Leadership and Accountability**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **Senior leaders will:**

- Meet and greet families at the beginning of the day on the school gate.
- Be a visible presence around the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort consistently meets our expectations.
- Regularly share good practice.
- Support colleagues in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.
- Carry out regular learning walks to support, coach and model expectations.

Senior leaders will conduct half-termly reviews of behaviour trends, ensuring continuous improvement. Governors receive regular reports and contribute to school-wide strategies for maintaining exceptional behaviour.

### **Governors**

The Governors will ask the headteacher each term about any problems with behaviour. The headteacher, together with the Pastoral Lead, prepares a report on behaviour at full governors' meetings. Behaviour/Safeguarding is a standing item at these governors' meetings.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

### **Important note**

For some pupils, especially those with complex needs, including SEMH, the generic behaviour systems/routines do not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required. The Head Teacher must be consulted when tailoring a behaviour plan.





## Recognition and Rewards

*"If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour." Paul Dix*

At St John's we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who consistently meet our standards. (Appendix ii)

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

- Rewards in individual classes consist of: verbal praise, encouragement and certificates. Teaching Assistants work with the class teachers to support this positive ethos. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic values and ethos. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.
- We celebrate positive behaviour with 'Special Mentions' in Good News assemblies.
- We share positives with parents
- Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who reach our standard. (See full list of rewards: (Appendix iii))

## Appendix i

Adult behaviours we don't want to see	Adult behaviours we want to see
Judgemental	Calmness
Inconsistency	Consistency
Over reaction	Kindness
Negativity	Empathy
Moaning	Caring
Shouting	Fairness
Humiliation	Positivity
Sarcasm	Helping each other
Aggression	Laughter
Shaming	Nurturing
Shushing	Complimenting
Talking about children in their presence	Supportive
Negative body language	Humour
Creating/making drama	Forgiveness
	Gentleness
	Respect given no matter what
<b>Reprimand in private</b>	<b>Praise in public</b>

## **Expectations of Behaviour at St. John's**

### **THE STANDARD**

At our school, we want to reward our pupils for reaching the expected standard of behaviour. This expected standard is listed below:

- Follow our 4 school rules: Ready, Respectful, Safe, Forgiving
- Have 97% attendance or more
- Walk safely around our school – *fantastic walking*
- Show good manners & be polite
- Wear our school's uniform with pride (including PE. Kit)
- Listen carefully & follow instructions
- Care for everyone in our school & everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet
- Complete tasks to the best of your ability (including homework)
- Listen to one another
- Try your best
- All forms of bullying are unacceptable
- Best handwriting & presentation in all work (including home-work)

## Appendix iii

### Rewards

Meet & Greet at classroom door every morning

Daily:

Verbal praise

House Points

Praise in Public

Weekly:

Special Mentions – link to a school value, where possible

Certificates

Head Teacher certificates and stickers

Deputy Head Teacher certificates and stickers

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## Appendix iv

### Practical Steps in Managing and Modifying Poor Behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Encouragement	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2) Reminder	A reminder of the expectations <b>Be READY, Be RESPECTFUL, Be SAFE, Be FORGIVING</b> delivered privately wherever possible. "Think carefully about your next step." "Stop and think... make the right choice." Repeat reminders if necessary (up to 3 reminders). De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Remind them of a time they have followed the rules well. "Do you remember when you... that's the behaviour we want to see now."
3) Warning	A clear verbal warning delivered privately (side on/child's level) making the learner aware that their behaviour falls short of our expectations (use ' <b>I've noticed...</b> '/ <b>At St John's, we are ... refer to the school rules</b> ) and clearly outline the consequence if they continue; missing ten minutes from the next break/lunch time in reflection. For serious breaches at lunchtimes, the pupil will be expected to stay inside with an adult for the remainder of their lunch break.
4) Time to Think	Speak to the learner privately and give them a final opportunity to engage. If they choose not to, they will be given a 3x minute timer and a card that displays the four rules, giving the learner a chance to reflect away from others (preferably within the room). <i>If a child has two incidents in a week requiring reflection, the class teacher must inform parents and <b>record on CPOMs</b>.</i>

5) Restorative Conversation	<p>A restorative meeting should take place before the next lesson. Staff take responsibility for leading these, receiving support from middle leaders/SLT when requested. This can be a walk and talk meeting. Follow the agreed Restorative Questions during this conversation. The purpose of the meeting is to discuss the consequences of their behaviour and establish a way forward. Repeat steps 1-4. If unwanted behaviour continues, a formal meeting will be called.</p> <p>Imposition given if needed; additional work that must be completed that evening, countersigned by parent, and returned first thing. This is to help the child understand that there are consequences and the responsibility for making up time lost is with them, not the teacher.</p> <p><b><u>Record on CPOMs.</u></b></p>
	See below for consequences table
Appendix v	

### Behaviour Sanctions & Consequences Framework

Level	Examples of Behaviour	Handled By	Responses & Sanctions	Recording
<b>Level 1 Low-Level</b>	<ul style="list-style-type: none"> <li>- Incomplete/poor-quality work</li> <li>- Throwing items</li> <li>- Littering</li> <li>- Talking out of turn</li> <li>- Not lining up quietly</li> <li>- Incorrect uniform</li> <li>- Teasing/unkind words</li> <li>- Not following instructions</li> </ul>	Staff member who witnesses behaviour	<ul style="list-style-type: none"> <li>- Non-verbal cue</li> <li>- Verbal reminder</li> <li>- Warning</li> <li>- Restorative conversation</li> <li>- Logical consequences:               <ul style="list-style-type: none"> <li>• You broke it → You fix it</li> <li>• You didn't work → Do it now</li> <li>• You misused it → Lose access</li> <li>• You made a mess → Clean it</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Not usually recorded unless repeated</li> <li>- If 5+ instances: Record on CPOMS and flag to SLT</li> </ul>
<b>Level 2 Persistent or Mid-Level</b>	<ul style="list-style-type: none"> <li>- Repetition of Level 1 behaviours</li> <li>- Disrespect towards staff/students</li> <li>- Repeated verbal/physical abuse (including online)</li> </ul>	Class teacher	<ul style="list-style-type: none"> <li>- Verbal reminder</li> <li>- Warning</li> <li>- Restorative conversation</li> <li>- Logical consequences (as above)</li> </ul>	<ul style="list-style-type: none"> <li>- Record repeated incidents on CPOMS</li> <li>- SLT notified if behaviour persists</li> </ul>
<b>Level 3 Serious Behaviour</b>	<ul style="list-style-type: none"> <li>- Repetition of Level 2 behaviour</li> <li>- Fighting</li> <li>- Deliberate property damage</li> </ul>	SLT  Parents informed	<ul style="list-style-type: none"> <li>- Warning</li> <li>- Restorative conversation with SLT</li> <li>- Logical consequences: e.g., repay cost of</li> </ul>	<ul style="list-style-type: none"> <li>- Record all incidents on CPOMS</li> <li>- Inform parents</li> </ul>

			damage - Miss breaktime with SLT - Removal from class (for safety) - Repeated offences: Internal exclusion with DHT	
<b>Level 4 Severe Behaviour</b>	- Racism or discriminatory behaviour - Serious intimidation - Assault - Major theft - Bullying (see policy)	DHT/HT Parents informed & meeting arranged if needed	- Restorative conversation with DHT/HT - Miss breaktime - Internal exclusion - Serious cases: External exclusion	- Must be recorded on CPOMS - Parent meeting where required

## Appendix vi

### 30 seconds scripted intervention

- Conducted discreetly with a pupil
- "I noticed you have chosen to... (turn around during teacher talk, get out of your chair without permission, refuse to begin the task")
- "That was the agreed rule about...that you have broken."
- "You have chosen to ... (answer back, refuse to work)"
- "Do you remember when you were brilliant...last week or last lesson?" or "Look at the rest of the class-perfect silence all working hard)"
- "That is the \_(child's name)\_ I want to see today!"
- "Thank you for listening."
- Then WALK AWAY and don't look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.



## Behaviour Policy

<b>4 SCHOOL RULES</b> <ol style="list-style-type: none"> <li>1. Ready</li> <li>2. Respectful</li> <li>3. Safe</li> <li>4. Forgiving</li> </ol>	<b>3 ways to recognise conduct that is 'over &amp; above':</b> <p>Positive recognition boards</p> <p>Consistency certificates/postcards/phone calls home</p> <p>Hot Choc Invite</p>
<b>3 adult behaviours we don't want to see:</b> <p>Inconsistency</p> <p>Reprimanding in public</p> <p>Shouting</p>	<b>3 adult behaviours we do want to see:</b> <p>Calm</p> <p>Kind</p> <p>Fair</p>
<b>3 restorative questions for follow up:</b> <p>What's happened?</p> <p>Who's been affected?</p> <p>What can we do to make things better/right?</p>	<b>3 ways of dealing with unwanted behaviour:</b> <p>Use 'I've noticed...' consistently</p> <p>Refer to 'the script'</p> <p>Time out - Repair</p>