



Approval:	Headmaster	Audience:	All stakeholders
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## Heathfield International School Behaviour and Relationships Policy

### **Policy Statement:**

Heathfield International School, Bangkok (HISB) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As a school we believe that positive learning behaviours are fundamental to success in the classroom for both students and teachers. Positive behaviour results from excellent relationships between adults and students and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Students learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Behaviour and Relationships policy guides staff to teach self-discipline. It echoes our vision, school missions and values.

### **Aims:**

At HISB, we aim to:

- Foster excellent relationships between all members of our community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.



- Ensure that all members of our community are treated fairly and with respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and students are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which models the HISB values of kindness, respect, resilience, integrity.

### **The purpose of this Policy:**

- Recognise and encourage good behaviour
- Provide a framework for staff and students which aims to achieve consistency in classroom practice and expectations which promote self-esteem and self-discipline
- Provide guidelines for behaviour that foster good relationships between staff and students.

### **Fundamental Principles:**

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Behaviour and Relationships policy are:

- unconditional positive regard for all students;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good outcomes) and choices which are poor (which lead to negative outcomes).

HISB is a happy, friendly school and we encourage the students to be thoughtful and polite to each other, both inside and outside of school.



**The main reasons for using a language of choice are:**

- self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child;
- recognising, acknowledging and rewarding students for their positive choices; use of our school values to reinforce good behavior choices;
- consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behavior;
- adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly;
- using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate;
- encouraging students to be proud of their school;
- Using homeroom/ 'Circle Time', PSHE sessions, assembly time, etc, as appropriate to tell students what positive learning behaviours look like and to discuss how to deal with certain situations;
- encouraging students to be responsible for their own behaviour and goals and have a sense of collective responsibility.

**Consistency of Approach:**

In implementing this Behaviour and Relationships policy, HISB acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring "certainty" at the classroom and Senior Leadership level. Never passing problems up the line, teachers and support staff taking responsibility for behaviour interventions - seeking support, but never just delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent measures defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations: referencing and promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful learners.
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced rituals and routines for behaviour around the site - inside and outside of the classroom.
- Consistent environment where conduct is evident of our values.



**Positive behaviour is most likely to be achieved when:**

- there are clear expectations of appropriate standards of behaviour in class and around school (including on the playground and before and after school);
- staff consistently reward positive behaviour and support the understanding of consequences for poor behaviour choices;
- staff emphasise and model positive behaviour choices and their impact on the well-being of others and the quality of learning;
- relationships in school are stable and positive;
- there is mutual respect between students and peers, between students and adults and between adults and colleagues.

**Ethos and Values:**

At HISB our four core values (Respect, Resilience, Integrity and Kindness) are actively taught and promoted to create a positive and caring ethos.

The aims of this policy will be met by everyone observing our four agreed core values. These are:



By displaying behaviours linked to following these four values we will create a safe and positive learning environment which leads to a culture of excellence and success.



**All staff every day will:**

- Meet and greet students at the classroom door.
- Refer to the school values to reinforce the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Be calm and give ‘take up time’ when going through the steps; prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all behaviour-related incidents on the behaviour trackers.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.

**Middle Leaders (Assistant Heads/Subject Leaders) will:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of house points/Class Dojo points and certificates.

**Senior leaders will:**

- Meet and greet learners at the beginning of the day at the front of the school.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

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 our learners

**Students will (see appendix 1: HISB Values in Action):**

- Show respect for those around them, the diversity of their community and for their environment.



- Show kindness with their words and actions.
- Be resilient to the challenges they face daily.
- Take responsibility for their learning, behaviour and the choices they make.
- Demonstrate integrity with themselves and others.
- Continually strive to be the best they can be.

**Parents / Guardians will:**

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Support their child in being aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

**Recognition and rewards for effort:**

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

**Our approach to positive behaviour:**

**Classroom level:**

- Praise for choice
- House Points/Class Dojo points
- Positions of responsibility given to the children.
- Certificates

**Whole School level:**

- House Awards  
Opportunities to share learning with other staff or children, for example in Celebration Assembly, or sending a child to a senior leader to celebrate good work
- Awards and certificates in Celebration Assemblies.

**Our approach to inappropriate behaviour:**

The majority of our children are well behaved, but we must address any inappropriate behaviour as swiftly as they occur. Students must be made aware that their behaviour choices may have consequences



### Practical steps in managing and modifying negative behavior:

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always and consistently in every lesson be praising the behaviour they want to see. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” in between steps. It is not possible to leap or accelerate steps for repeated low- level disruption.

### Stages of Behaviour:

If a child demonstrates negative behaviour then this escalation procedure should be followed:

HISB Primary Behaviour and Relationship Guide			
Level	Student Choices	Action	Possible Intervention
Encouragement	Eg. Speaking Thai when not directed, talking when an adult is talking.	Encouragement to speak English (not a warning).  Simple reminders of expectations.	Encouragement - opportunities to speak English - key words - sentence frames.  Class rules reminder.
Redirection (Teacher)	<b>One of minor offences</b> , low-level off-task behaviour (momentary disruption, uncharacteristic shouting out). Silly behaviour at break and lunch times.	Informal redirection by teacher, place emphasis on the positive behaviour that they should be demonstrating.  Communicate levels of appropriate play.  Remind students of what the better choice could be.	
L1	<b>Repeated off-task behaviour after informal redirection</b> , poor manners, lack of respect, lack of concentration, persistent talking or shouting out, repeated	1:1 communication with the student, reminder of the classroom expectation.	- Brief meeting after class - Responsibility in class - Praise where possible - Seat change. Consider SEND/



HISB Primary Behaviour and Relationship Guide			
	rough play on the playground.  Lack of organisation- homework, reading and spelling.	Provide the student with their first warning. Make students aware of what will happen if it continues.  Repeated behaviour in 1 class period- 2nd warning and consequence appropriate to the behaviour.	Additional need.  <b>Persistent concerns regarding the above.</b> Reflection at break/lunch - Reflection sheet - Letter of apology - Conflict resolution with teacher or counsellor. Reminder email sent home.
<b>L2. Homeroom teacher</b>	<b>Persistent disruption</b> despite above measures, defiance, persistent failure to show Heathfield Values.  Learning: Persistent poor engagement and effort, talking and distracting others.  Organisation: Persistent lack of homework, reading or spellings.	Make the deputy head of phase aware.  Create and complete <a href="#">individual record</a> to record details- share with specialist teachers.	- Reflection time with Homeroom teacher.  Parent contact with teacher (phone/email/meeting) - Behaviour report with SMART targets
<b>L3 Assistant Heads</b>	a) <b>No improvement in behaviour above despite actions taken</b> by teacher and homeroom teacher.  b) <b>First incident of</b> suspected physical aggression, bullying or discrimination, property damage or truancy.	Complete detail on the student's <a href="#">individual record</a>	- SLT reflections(s) - Internal isolation - Parent meeting with SLT/Year Leader - Reflection sessions
<b>L4 Headteacher</b>	<b>Serious Incidents-</b> Racism, discrimination, theft, intended physical violence.	Referred to by assistant Head.	Formal letter and meeting with parents. Action plan for the way forward.
<b>L5 Headteacher and Headmaster</b>	<b>Extremely serious incident</b> warranting permanent exclusion or no improvement after (5) warning.	Referred to Headmaster by Headteacher  Complete detail on the student's <a href="#">individual record</a>	Fixed-term or permanent exclusion



HISB Secondary Behaviour and Relationship Guide			
Level	Student Choices	Action	Possible Intervention
Encouragement	Eg. Speaking Thai when not directed	Encouragement to speak English (not a warning)	Encouragement - opportunities to speak English - key words - sentence frames
Redirection (Teacher)	<b>One of minor offences</b> , low-level off-task behaviour (momentary disruption, first-time uniform slip, uncharacteristic shouting out). Playing inappropriately at break times.	Informal redirection by teacher, place emphasis on the positive behavior that they should be demonstrating.	
L1 (Teacher)	<b>Repeated off-task behaviour after informal redirection</b> , poor manners, lack of respect. Poor mindset, late to homeroom/lesson, missing/incorrect equipment.	<a href="#">Log on Google sheet</a> Complete detail on the student's <a href="#">individual record</a>	- Brief meeting after class - Responsibility in class - Praise where possible - Seat change - Catch-up work  <b>Persistent concerns regarding the above.</b> 10–15 minute reflection at break/lunch - Reflection sheet - Letter of apology - Conflict resolution with teacher or counsellor - Teacher/homeroom to contact parents - Catch-up work.
L2. Homeroom teacher	<b>Persistent disruption</b> despite above measures, defiance, persistent failure to show Heathfield Values, graffiti, phone misuse. Learning: Persistent poor mindset, breaking exam conditions. Organisation: Ongoing uniform or punctuality issues. Unpermitted device usage	<a href="#">Until then log on Google sheet</a> Complete detail on the student's <a href="#">individual record</a>	- Reflection time with Homeroom teacher- Phone confiscated to Assistant Head - Parent contact (phone/email/meeting) - Behaviour report with SMART targets  <a href="#">Punctuality email</a> from teacher sent to parents
L3 Assistant Heads	a) <b>No improvement in behaviour above despite actions taken</b> by teacher and homeroom teacher. b) <b>First incident of suspected physical</b>	<a href="#">Log on Google sheet</a> Complete detail on the student's <a href="#">individual record</a>	- SLT reflections(s) - Internal isolation - Parent meeting with SLT/Year Leader - Reflection sessions



HISB Secondary Behaviour and Relationship Guide			
	aggression, bullying or discrimination, property damage or truancy.		
<b>L4 Headteacher</b>	<b>Serious Incidents-</b> Racism, discrimination , theft, physical violence.	Referred to by assistant Head.	Formal letter and meeting with parents. Action plan for way forward.
<b>L5 Headteacher and Headmaster</b>	<b>Extremely serious incident</b> warranting permanent exclusion or no improvement after (5) warning.	Referred to Headmaster by Headteacher  <a href="#">Log on Google sheet</a> Complete detail on the student's <a href="#">individual record</a>	Fixed-term or permanent exclusion

**Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

#### **Supporting Behaviour at Break and Lunchtimes:**

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, staff on duty will consistently 'catch children displaying the HISB values and share this with them. Supervising staff are encouraged to hand out house tokens.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'poor behaviours' should be spoken to first and given a warning. If this continues, they should be asked to stand near the adult. Serious incidents of non-negotiable behaviours should be addressed by staff before being referred to a member of SLT.

#### **Restorative and Relational Practice**

Our behaviour approach is rooted in restorative and relational practice, informed by the work of Paul Dix, and is based on the belief that behaviour is best improved through strong relationships, consistency and calm adult leadership. We prioritise repairing relationships over punishment, helping pupils to understand the impact of their actions, take responsibility and make better choices in the future. Adults respond to behaviour with *firm boundaries and high expectations*, delivered with *empathy and respect*, separating the child from the behaviour. When difficulties arise, staff use restorative conversations to listen, reflect and guide pupils towards positive outcomes, ensuring that all children feel valued, safe and supported. This approach promotes emotional regulation, accountability and a culture of mutual respect across the school.



Restorative conversations teach students to:

- Reflect
- Take responsibility (without shame)
- Empathise
- Re-build trust
- Repair relationships
- Plan better future behaviour
- Re-enter the community with dignity.

This is about behaviour change, not punishment.

### **The Core Restorative Questions (Paul Dix-aligned)**

These are asked calmly, privately, and consistently:

1. **What happened?**  
*(Establishes facts without accusation)*
2. **What were you thinking or feeling at the time?**  
*(Builds emotional literacy)*
3. **Who has been affected by this?**  
*(Moves beyond "I got caught")*
4. **How can we put this right?**  
*(Focuses on repair, not blame)*
5. **What will you do differently next time?**  
*(Secures future behaviour)*

Restorative practice is the *default response* to behaviour and is used daily to support pupils in reflecting on their actions, understanding impact and repairing relationships. Most incidents are addressed through immediate, low-key restorative conversations once a child is calm.

Where behaviour has caused significant harm, involved others, or forms part of a repeated pattern, a reparation meeting may be used. A reparation meeting is a structured restorative conversation that focuses on accountability, empathy and practical steps to repair the harm caused. Reparation meetings are not punitive; they aim to rebuild trust, restore relationships and support long-term behaviour change (see appendix 2 for template to be used).



### **Headteacher's Report:**

If behaviour is consistently poor as shown by internal referrals, CPOMs or becomes a cause for concern, a formal meeting will take place. This will be led by the Headteacher. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Headteacher's report'. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

If a student's behaviour continues to be challenging beyond a two-week period then a behaviour plan may be deemed necessary. The Class Teacher, with the support from a senior member of staff, will arrange a time to discuss the plan with parents so that both home and school are working in partnership. The behaviour plan will be shared with those, who on a daily basis are in constant contact with the child, in order that strategies are fair and consistent. The behavior plan will be monitored weekly by the Class Teacher and a member of SLT with updates shared with the student's family on a weekly basis for as long as the behaviour plan is required.

### **Exclusions:**

For very serious offences, the Headmaster will consider exclusion a fixed term exclusion (suspension) or a permanent exclusion. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion, and before the child returns to school at a reintegration meeting.

Exclusion is always a very last resort.

### **Pastoral/Mental Health Support:**

Children exhibiting persistent behaviour that causes concern, will be referred to the School Counsellor and in some cases support from outside agencies may be sought.

### **The Power to discipline beyond the School Gate:**

Whether to discipline children regarding behaviour outside the school gates is at the Headmaster's discretion (or at the discretion of staff authorised by the Headmaster).

If sanctions are deemed necessary, they will be applied in line with the Behaviour and Relationships Policy.

### **Searching Students:**

The Headmaster and staff authorised by the Headmaster have the power to search students or their possessions, without consent, if they have reasonable grounds to



suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately, or where it is not reasonably practicable to summon another member of staff.

### **Bullying:**

The School has a 'zero-tolerance' policy towards bullying of any kind which is outlined in the comprehensive Anti-Bullying Policy. This policy is made available to all stakeholders and is on the school website.

The School defines bullying as intentional, **repetitive behaviour** that causes physical or emotional harm and involves a real or perceived power imbalance. Repeated, intentional behaviour that causes physical, emotional, or social harm to another person. It involves an imbalance of power, where the person targeted finds it difficult to stop or defend themselves.

The school encourages caring attitudes and makes it clear that bullying is unacceptable. This is done through a planned programme of personal, social and health education, through school and class assemblies and themed events within the curriculum, as well as through the recognition of cyber bullying in Computing. All staff regularly review any incidents of behaviour that give cause for concern about bullying and all reported incidents are followed up immediately by a member of SLT.

### **Equality Statement:**

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the UK Equality Act 2010 and DEI (Diversity, Equity and Inclusion) expectations, in reference to this policy. No member of staff will discriminate against, harass or victimise students



because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

### **Racist and Homophobic Incidents:**

At HISB, we aim to create an environment in which individual differences are valued and respected. It is the duty of the school to investigate any incidents of racist, homophobic or any other form of discriminatory behaviour and to take steps to prevent future incidents from occurring. The school records incidents that are perceived to be racist, homophobic and discriminatory.

We do not accept students using any form of homophobic language. The first incident of racist or homophobic behaviour will be followed up by a senior leader with a meeting with parents. Any subsequent incidents may involve the Headteacher with a meeting including the teacher, parents and Headmaster and may result in fixed-term or permanent exclusion.

### **Supporting Students with SEND**

Expectations for managing behaviour of students with SEND:

For students with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Students who are showing negative behaviours might not be doing this intentionally and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It may be because they are feeling anxious and are seeking reassurance. It is important that for these students we look at their behaviour as part of them and something that we can help them understand and manage.



All adults, who will be teaching a group of students, are personally responsible for knowing a student's individual needs before teaching them. For example: if a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time.

There would have to be other steps/approaches in place for that student that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual students.

If a student does not respond to policy systems, evaluate why and what would work better for that student. Their adapted expectations for behaviour should be on their Individual Plans which will be monitored by the Assistant Heads.. A child's triggers for negative behaviour need to be on their Individual Plan so that everyone can be aware of these.

Behaviours that students with SEND that might exhibit to try and communicate with you:

- work avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing;
- focussing their attention on the adults - following and asking repeated questions - this might be for more reassurance that they doing the right thing or that they are liked;
- calling out- this might be so they feel noticed and to also feel reassured.

**Parent concerns:**

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- contact the child's teacher – either via email or call the school office;
- arrange an appointment with the teacher and/or the Assistant Head of the phase;
- arrange an appointment to see the Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Headmaster.

**Monitoring:**

Each class teacher is responsible for standards of behaviour in their class. The Senior Leadership Team will monitor the standards of behaviour across the school and will provide termly reports to the Headmaster.

**Accountability:**

It is the responsibility of the Headteachers in each phase to:

- provide a framework for consistent behaviour monitoring in school;
- ensure that all staff are following the policy and review the policy accordingly;



**It is the responsibility of the Headmaster to:**

- implement this policy and establish overall aims on standards of discipline and behaviour;
- review the effectiveness of this policy;
- issue fixed term or permanent exclusions.



Appendix 1:

## **HISB Values in Action: Expectations for all students**

At HISB, our school community is built on the values of Resilience, Kindness, Integrity and Respect. These values guide how we learn, how we treat one another and how we represent our school.

Every student is expected to uphold these principles in their behaviour, attitude and daily actions. The following expectations set out how we live these values and ensure that HISB remains a safe, supportive and successful place for everyone.

### **RESILIENT**

**A HISB student should:**

- Try their best to be safe at all times and inform a teacher if you have a concern for their own or others' safety
- Attend school regularly and come to school and lessons on time with the correct equipment and books
- Work hard and to the best of their ability in all lessons and for all homework tasks
- Walk sensibly around school
- Accept actions have consequences and attend all reflection sessions

### **KINDNESS**

**A HISB student should:**

- Be honest, polite, courteous, kind and help others in need
- Listen to other students in class
- Never be involved in discrimination, swearing, vandalism, stopping the learning of others, aggression, violence, rudeness, disruptive behaviour, cheating, racism and



bullying

- Promote the principle of fairness and equality

## INTEGRITY

**A HISB student should:**

- Listen to and follow the instructions of staff
- Never disrupt learning or prevent others from learning
- Never resort to aggression or violence
- Not sell anything to other students without permission
- Not smoke, or bring alcohol or drugs onto the school site
- Not bring valuables or excess money with them to school
- Be dressed smartly and correctly at all times
- Not put up notices around school without the permission of staff
- Not to use mobile phones during the school day; phones should not be seen or heard
- Only use electronic devices as directed by the teacher

## RESPECT

**A HISB student should:**

- Treat all people equally and with respect irrespective of ability, ethnicity, age, language, appearance, gender, sexuality, race, religious beliefs, financial background
- 
- Care for the school buildings, equipment and environment



- Not leave lessons or the school site without permission; ensure that staff always know where you are
- Eat and drink only in the canteen or designated eating areas, never in the corridors
- Behave responsibly at all times when wearing the school uniform, even when off-site



## Appendix 2: Reparation Meeting Template

### Purpose:

To support pupils in understanding the impact of their behaviour, taking responsibility, repairing harm and restoring relationships.

### 1. Basic Information

- Date:
- Location:
- Adult(s) leading the meeting:
- Pupil(s) involved:
- Others affected (if applicable):

### 2. Setting the Tone (Adult-led)

*(Adult to establish calm, safety and purpose)*

- This meeting is about **repairing harm**, not blame.
- Everyone will be listened to respectfully.
- We are here to **move forward positively**.

### 3. What Happened?

*(Pupil voice first – uninterrupted)*

- What happened from your point of view?
- What were you thinking and feeling at the time?

### Adult reflection:

- Clarify facts calmly
- Separate the behaviour from the child

### 4. Impact

*(Build empathy and accountability)*

- Who has been affected by what happened?
- How do you think they were affected?
- How has this affected learning, relationships or the community?



## 5. Responsibility

*(Non-judgemental but clear)*

- What part of this do you take responsibility for?
- What could you have done differently?

## 6. Repair and Reparation

*(Practical, meaningful actions)*

- What needs to happen now to make things right?
- What can you do to repair the harm caused?

**Agreed actions (specific and time-bound):**

- 
- 

## 7. Moving Forward

*(Future-focused)*

- What will you do differently next time?
- What support do you need from adults to help you succeed?

## 8. Agreement and Follow-Up

- Actions agreed by pupil(s):
- Support agreed by school:
- Review date:
- Adult responsible for follow-up:

## 9. Closing the Meeting

*(Adult reassurance)*

- Acknowledge effort and honesty
- Reinforce belief in the pupil's ability to make better choices
- Reaffirm belonging: "*You are valued here.*"

## Staff Guidance

- Hold meetings **only once pupils are calm**
- Maintain **adult neutrality and warmth**



- Avoid shaming language or public apologies
- Ensure reparation is **proportionate and meaningful**
- Follow up consistently

## **EYFS Reparation Meeting Template**

### **1. Creating Safety and Calm (Adult-led)**

- Sit at the child's level
- Use a warm, calm voice
- Reassure the child:

"You are safe. You are not in trouble. We are going to help fix what happened."

### **2. What Happened?**

*(Short, simple questions – child may point, gesture or use few words)*

- What happened?
- How were you feeling?  
*(Adult may offer feeling choices or visuals)*

#### **Adult support:**

- Name feelings if needed:  
"It looked like you were feeling cross."

### **3. Impact**

*(Focus on others gently)*

- Who was hurt or upset?
- How do you think they felt?

#### **Adult models empathy:**

"When the toy was taken, it made Sam feel sad."

### **4. Responsibility**

*(No blame, clear expectation)*

- Was that a good choice or a poor choice?
- What could we do next time instead?



## 5. Repair and Reparation

*(Immediate, practical and age-appropriate)*

- What can we do to make it better?

### Examples of EYFS reparation:

- Saying sorry (when ready – not forced)
- Helping rebuild / tidy / fix
- Giving a toy back
- Drawing a picture for the other child
- Sitting together with adult support

### Agreed action:

-

## 6. Moving Forward

*(Future-focused and reassuring)*

- Next time you feel cross, what can you do?
  - Use words
  - Ask an adult
  - Take a calm-down break

### Adult reinforces strategy:

“Next time, I will help you.”

## 7. Closing the Conversation

*(Always end with reassurance and belonging)*

- Praise effort:  
“Thank you for helping fix it.”
- Reinforce belonging:  
“You are a good person. Everyone makes mistakes. We keep learning.”

### EYFS Staff Guidance (important)

- Keep conversations **brief and positive**
- Use **visuals, puppets or emotion cards** where helpful
- Never force apologies – model them instead



- Focus on **repair, not consequence**
- Follow up with **positive attention** once repair is complete