



Relationships for Learning

Approved by:	V Tomlin, Principal	Published on:	October 2025
Last review:	October 2025	Review date:	December 2025



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Les Varendes
HIGH SCHOOL

Vision

At Les Varendes High School, Inclusion is not just a word, it is intrinsically woven into the fabric of our daily life, creating a truly equitable and supportive learning environment where every student, staff member, and family feels seen, heard and valued. We are a community driven by **Ambition** constantly striving for excellence and encouraging each other to reach their full potential. We are committed to fostering **Respect** for ourselves, each other, and our world, recognising the richness that diversity brings. We empower our students to be **Responsible** citizens, thoughtful decision-makers, who understand their impact on the world, while instilling **Resilience**, equipping our students with the strength and adaptability to navigate any challenge.

Core Values

Our core values are central to everything that we do at Les Varendes High School. We expect all stakeholders to be **Ambitious, Respectful, Resilient** and **Responsible** for the success of our School and the community that we serve.

Values

- Ambition
- Respect
- Responsibility
- Resilience

Commitment

The School Community recognises that all shareholders must contribute towards and engage within the Relationships for Learning Policy. In order for learners to be successful all **three** key shareholders need to recognise their roles and their commitments be upheld:

Students	School	Home
Students with confidence in their learning abilities and with belief in their potential for success, are more likely to engage positively with learning and exhibit constructive behaviours.	The school staff will promote positive relationships and provide learners with meaningful curriculum and enrichment experiences, creating a positive school environment.	Communication between home and school is essential to understanding the context of a learner and being able to identify and implement appropriate approaches to support them.

<ul style="list-style-type: none"> ● Uphold the school values of aspiration, respect, resilience, and responsibility ● Be in the right place at the right times ● Follow reasonable instructions ● Bring correct equipment to class ● Comply with the School Uniform policy ● Engage in learning and work to the best of their ability ● Where appropriate, engage with agreed programmes to address behaviour ● Listen and learn ● Act as ambassadors when off site ● Not bring unlawful or contraband items to School ● Complete assigned homework tasks ● Take on enrichment opportunities 	<ul style="list-style-type: none"> ● Uphold the school values of aspiration, respect, resilience, and responsibility ● Foster and model safe, inclusive, positive and respectful relationships. ● Establish clear expectations and consistent routines. ● Implement fair and proportionate responses to misbehavior. ● Offer prevention and early intervention for behavioral challenges. ● Partner with parents and agencies to address behavioral needs. ● Plan to support behaviour for learning e.g. seating plans, lesson content and task design, ● Implement high quality inclusive practice to support all learners needs 	<ul style="list-style-type: none"> ● Working with the school to promote its core principles, vision and values with their child ● Send their child to School each day punctually, suitably equipped, in correct uniform and ready to learn ● Liaise with the School regarding any issues that may influence their child's behaviour ● Engage with the School in monitoring and reviewing the effectiveness of this policy. ● Engaging with School communications including: reports, email, phone calls, meetings, parent's evenings etc. to support their child in school. ● Downloading, engaging and monitoring communications on the ClassCharts app.
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Achievement Points and Celebrating Success

Students are recognized for demonstrating exemplary behaviour and respect for the rights of all members of the school community through the accumulation of achievement points. Achievement points are awarded for consistently meeting or exceeding daily expectations, achieving success in competitive events, participating in enrichment activities, and embodying the school's core values:

Ambition	Respect	Resilience	Responsibility
<ul style="list-style-type: none"> ● Ambition ● Creativity ● Above & beyond ● Library Award ● Player of the day ● Bookopoly 	<ul style="list-style-type: none"> ● Respect ● Team work ● Lesson contribution 	<ul style="list-style-type: none"> ● Resilience ● Strong start ● Critical thinking ● Reflection ● Positive Attitude 	<ul style="list-style-type: none"> ● Responsibility ● Independence ● Fully equipped ● Attended enrichment ● Homework

Form Time	House Competitions	Enrichment	Seasonal
<ul style="list-style-type: none"> ● Tuttee of the Week ● YTL Award ● Zero Hero ● Excellent Uniform ● Fully Equipped ● Punctuality ● Value of the Week ● Praise Phonecall ● Rewards Trip 	<ul style="list-style-type: none"> ● 1st Place ● 2nd Place ● 3rd Place ● Participation 	<ul style="list-style-type: none"> ● Attendance at a club or activity 	<ul style="list-style-type: none"> ● Cycle to School Week

Legacy Award

Our Legacy experiences can broadly be divided into the following categories:

Capturing Culture, Creative Performance, Community Connections, Acting Mindfully, Staying Safe

All members of staff should award Achievement points. Achievement points collected are recognised at termly and half-termly awards ceremonies to recognise and celebrate the success of individuals and their Houses.



Les Varendes
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Achievement points should be recorded on Class Charts by the member of staff awarding the point. Achievement points will be monitored by Year Team Leaders, Team Leaders, and Form Tutors.

Houses will highlight and celebrate the academic and extracurricular successes of their members, as reflected in achievement points

Guidance for awarding Achievement points and rewards

- Learners can be awarded up to 3 Achievement points in one lesson.
- Learners may be awarded up to 5 Achievement points for their participation in a specific event.
- Achievement points and rewards will also acknowledge individuals that have demonstrated great improvement.



Rewards System

	Staff Member(s) responsible:	Reward:	Frequency and time:	Parent/Carer Involvement:
Tutor Award	Form Tutors	Students will receive a lucky dip treat. To be entered in to a draw for a prize each half term on the Celebration Assembly	Tuesday during form time.	Email / Postcard home (TUTOR/YTL)
Year Team Leader Award	Year Team Leader	Students will receive a Lucky Dip from YTL. To be entered in to a draw for a prize each half term on the Celebration Assembly	Once a week.	Phone call / email home (YTL)
Rewards Trip	Rewards co-ordinator and AHT	Place on the Reward Trip	Once a term	Letter / Invite
Enrichment	Club / Activity Leader	Achievement points Awarded	Weekly	Class Charts notification
House Competitions	Activity Leader / House Captain	Achievement points Awarded	As calendered	Class Charts notification
CLASS CHARTS AWARDS	All staff	Achievement points awarded Achievement points / Certificates / Post Cards / Phone calls / Recognition in Rewards Assembly	In lessons or form time As required	Class Charts notification

Behaviour and Relationships

When learner behaviour does not respect the rights of all learners and staff this will result in sanctions being recorded, and communicated with home, via ClassCharts.

In ClassCharts, behaviours will be categorised in the following way:

Behaviour as categorised in CC	Definitions and examples	Category in SIMS
Has acted aggressively (<i>Lack of Resilience</i>)	Actions intended to cause harm, whether physical or emotional, to another person, e.g. pushing, name-calling, social intimidation.	Aggressive
Has not followed reasonable expectations (<i>Lack of Responsibility</i>)	Repeatedly defying or resisting the directives of staff, e.g. not following instructions, arguing, not correcting uniform	Authority challenging
Has used unacceptable language (<i>Lack of Respect</i>)	Using insulting, derogatory, or offensive words, particularly those targeting a person's identity or characteristics, e.g. swearing, racial slurs, homophobic or sexist remarks, insults based on appearance	Pejorative Language
Has physically stopped other students' learning (<i>Lack of Respect</i>)	Actions that interfere with the learning of others or the environment through physical means, e.g. throwing object, physical movement that prevents others from learning	Physically disruptive
Has not engaged in learning (<i>Lack of Ambition</i>)	Behaviours that hinder one's own ability to learn or function effectively in the school setting, e.g. inattention, procrastination, not engaging	Self-disruptive
Has verbally stopped other students' learning (<i>Lack of Respect</i>)	Actions that negatively impact the social dynamics of the classroom or school, e.g. talking, interrupting others, excluding other students	Socially disruptive

Lack of equipment or organisation may be acknowledged through the following:

- Equipment (*Lack of Responsibility*)
- No PE kit (*Lack of Responsibility*)
- No homework (*Lack of Responsibility*)
- Punctuality (*Lack of Respect*)
- Truancy (*Lack of Resilience*)
- Uniform (*Lack of Respect*)

Parents/carers are encouraged to monitor ClassCharts daily to discuss any recorded negative behaviours with their child. Whilst details on ClassCharts will be limited to the behaviour category, we strongly encourage parents/carers to contact the relevant members of staff should they wish to find out more information regarding any recorded negative behaviours.



All behaviours will be classified on a scaled system of severity from 1 (lowest) to 3 (highest). The consequence system, as detailed below, provides guidance on the minimum consequence.

Consequence System

Level/Type of Behaviour	Consequence / Action	Failure to attend / Upscaling
Level 1 Behaviour and Equipment No PE kit No homework	-1 Behaviour points on ClassCharts Informal restorative conversation with member of staff	N/A If students have 3+ level 1 behaviours in a day, this will upscale to a lunchtime detention
Level 2 Behaviour and Punctuality	-2 Behaviour points on Classcharts Lunchtime detention Restorative conversation with member of staff	Upscaled to an after school detention if unattended If students have >1 level 2 behaviours in a day, this will upscale to an after school detention
Level 3 Behaviour and Truancy	-3 Behaviour points on ClassCharts Student sent to the reset room for the remainder of the lesson AND After School detention Contact will be made with home via phone/email or ClassCharts announcements. <i>(Please CC the Team Leader into communications)</i> Restorative conversation - prior to reintegration in class where possible	Upscaled to a day in isolation if unattended If students have >1 level 3 behaviours in a day, this will upscaled to a day in isolation SEE CLASSCHARTS UPSCALING

Isolation - Students may be removed from the classroom learning environment for the following reasons: persistent failure to meet uniform expectations; whilst awaiting staff to conduct investigations into behavioural concerns or other incidents; to remove students from circulation if they are considered to a risk to themselves or others

Suspension - In cases of extreme or unsafe behaviour students may be excluded from the school site for up to 5 school days. Students and their parents/carers must attend a reintegration meeting prior to the student returning to school.

For further information on suspensions please follow [this link](#)

Reset and Isolation

The reset room and our isolation areas are separate learning environments for students not meeting the classroom or school expectations. Students are expected to engage in learning activities independently in these areas.

Students accessing reset will return to lessons as normal the following period.

Students accessing isolation shall remain in this area, including breaks, for the duration of the consequence. Students will be escorted to the canteen and for comfort breaks where necessary.

Guidance on building relationships for learning

Building strong relationships is fundamental to effective learning, as these connections foster a supportive and engaging environment. When students feel valued and connected to their teachers and peers, they are more likely to participate actively, take risks, and embrace challenges.

It is the responsibility of the classroom teacher to take all possible steps to support their students in their learning prior to the implementation of the NICE process.

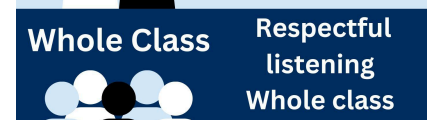
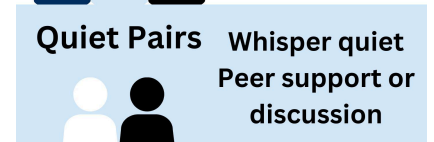
Please see the guidance below on steps to build a supportive and engaging learning environment.

Rehearse your routines



To ensure consistency across the school there are a number of routines that are expected to be followed in all classrooms:

- Prerequisites
 - Routines: Clear Routines, Relationships Policy, Lesson Structure, [Learning Modes](#)
 - Starts of lessons: Greet, Do Now, Register, Review Now, Adapt Teaching
 - Classroom environment: [Seating plans](#), Classroom Layout, Displays
 - End of lessons: Seats, Threshold, Dismissal
- SSP Teaching Principles
 - High behavioural expectations and routines
 - High ratio of cognitive engagement
 - Highly effective explanations and lesson structures



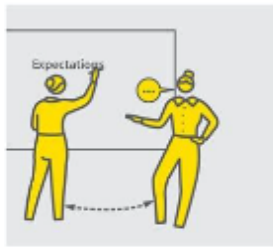


- High expectations of all students
- High standards of literacy and oracy
- High quality assessment and feedback

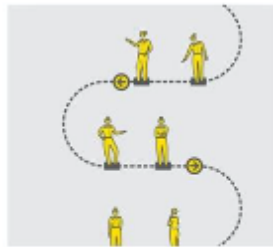
Establish your expectations



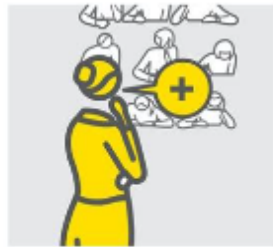
DECIDE YOUR EXPECTATIONS



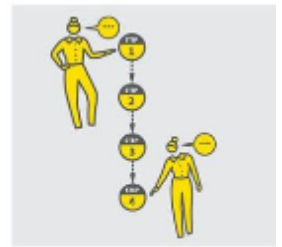
COMMUNICATE YOUR EXPECTATIONS



REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



SUSTAIN YOUR EXPECTATIONS

The WalkThru on establishing your expectations provides guidance on implementing and sustaining routines in the classroom and around the school.

High Quality Inclusive Practice

The 'HQIP The Essentials' document details practices which deliver high-quality learning and excellent outcomes; promote inclusivity; and remove barriers to personal ambition. This aims to help realise the right of every child to an education that supports and develops their personality, talents and abilities to their fullest potential

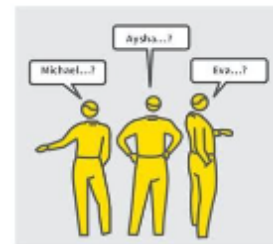
Positive Relationships



ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES



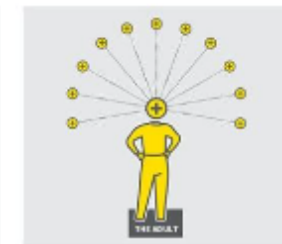
COMMUNICATE KINDNESS



LEARN NAMES AND USE THEM



COMBINE ASSERTIVENESS WITH WARMTH



ALWAYS BE THE ADULT

All communication, both in and outside of classrooms, with students should uphold the highest standards while simultaneously engendering trust and warmth, this approach is deemed as '[warm/strict](#)' as described in Teach Like a Champion, Doug Lemov.

Staff should maintain an [assertive](#) demeanor, this is achieved by using positive, warm but insistent, decisive interactions to secure compliance and build respect. Instructions should be given using [positive framing](#).

When [disruption](#) does occur, it is important that the following principles are applied:



When behaviours are not meeting expectations, this is when the NICE process would be implemented. Throughout this process the emphasis must be on [choices and consequences](#) and [certainty over severity](#). Between each stage of NICE appropriate time and instructions must be given to enable students to change their behaviour and make the right choices.

NICE Process–

N	Notice		<ul style="list-style-type: none"> - Meet and greet at the door - Active supervision throughout the lesson - Circulate the room, away from front desk - Know your seating plan - Be aware of pupil passports - Provide support / praise / prompts 	<p>“Whole class mode, whiteboards out, complete the 5 questions on the board”</p> <p>“Silent solo mode, you have 5 more minutes to...”</p> <p>“Thank you X, X, X for meeting the expectation of...”</p> <p>“Over half the class now are..., well done!”</p>
I	Inform	L1	<ul style="list-style-type: none"> - Positive framing to establish how expectations are not being met and what students need to do in order to be successful <p><i>L1 consequences can be revoked through positive student choices</i></p>	<p>“You have been asked to..., as you have chosen to not meet this expectation you are now on a L1 consequence. I will return in 2 minutes and you need to have... . If you choose to not engage you will receive an L2 consequence.”</p>
C	Confirm	L2	<ul style="list-style-type: none"> - Time and support has been given to respond to ‘Inform’ instruction - In the event that the behaviour demonstrated is more significant than a L1, L2 can be awarded (see ‘Examples of behaviour’ below) - Positive framing to establish how expectations are still not being met and what students need to do in order to be successful - Issue students with the pale blue ‘Confirm Card’ <p><i>L2 consequences can be de-escalated to L1 through positive student choices</i></p>	<p>“You have been asked to..., as you have chosen to continue to not meet this expectation you are now on a L2 consequence.”</p> <p>OR</p> <p>“You have chosen to... , this action:</p> <ul style="list-style-type: none"> ● removes the right to learn from yourself / others ● does not demonstrate our school values of ambition / respect / resilience / responsibility <p>...so you are being awarded an L2.</p> <p><i>Issue Confirm Card</i></p>



				I will return in 2 minutes and you need to have... . If you choose to not engage you will receive a L3 consequence which will result in you being sent to RESET.”
E	Exit	L3	<ul style="list-style-type: none"> - Time has been given to respond to ‘Confirm’ instruction - In the event that the behaviour demonstrated highly significant a L3 can be awarded immediately - L3R must be immediately logged on ClassCharts 	<p>“You have chosen to continue to not follow the instructions, and meet the expectations. You now need to go to reset”</p> <p>OR</p> <p>“You have chosen to... , this action:</p> <ul style="list-style-type: none"> • removes the right to learn from yourself / others • does not demonstrate our school values of ambition / respect / resilience / responsibility <p>...so you are now being sent to reset.”</p>

Examples of behaviours - - To be reviewed December 2025

In the event that the behaviour demonstrated is more significant than a L1, L2 or L3 can be awarded immediately.

Behaviour as categorised in CC	L2	L3
Has acted aggressively (<i>Lack of Resilience</i>)	deliberate physical contact - pushing on corridors	minor physical assault
Has not followed reasonable expectations (<i>Lack of Responsibility</i>)	failure to behave as expected despite repeated, reasonable interventions by a member of staff	Refusal to go to Reset
Has used unacceptable language (<i>Lack of Respect</i>)	Use of language is indirect	Use of language is directed towards an individual
Has physically stopped other students' learning (<i>Lack of Respect</i>)	taking other students belongings or resources	throwing items in class
Has not engaged in learning (<i>Lack of Ambition</i>)	not following instructions, shouting out, inconsiderate behaviour	repeated or significantly off task. preventing others from learning, unwillingness to listen or learn
Has verbally stopped other students' learning (<i>Lack of Respect</i>)	shouting out, inappropriate comments, constant talking	persistent disruption.

Behaviour Support Flow Chart

Follow the link below to the behaviour support flow chart that details the process of escalation in response to sustained behavioural concerns.

[☰ LVHS Behaviour Support Flow Chart 2025 - Policy in Practice](#)

Roles and Responsibilities - To be reviewed December 2025

All staff have the responsibility to monitor and support students to meet the expectations of Les Varendes High School. As staff members, we too should model the school values and have high expectations.

The Relationships for Learning Policy needs to be **consistently applied** for students to have an explicit understanding of the rewards and consequences for their choices whilst at Les Varendes High School.

Teachers	<ul style="list-style-type: none"> - Record L1 / L2 / L3 behaviours on ClassCharts in a timely manner - Communicate home for recurring L1 or L2 within subject - Communicate home for all L3s - Host restorative conversations with students - Raise any concerns to Form Tutor or Team Leader
Team Leaders	<ul style="list-style-type: none"> - Proactively monitor allocation of L1 / L2 / L3 behaviours across team - Support teachers to host restorative conversations, where needed - Support teachers with communication home, where needed - Implement strategies to alleviate and de-escalate concerns relating to behaviour within the team
Form Tutor	<ul style="list-style-type: none"> - Proactively monitor allocation of L1 / L2 / L3 behaviours for tutees - Communicate home for recurring L1 or L2 that occur across subjects - Communicate with the Team Leaders and Year Team Leaders to identify appropriate approaches to address concerns relating to behaviour - Proactively monitor attendance to detentions, contact home when detentions are not attended - Raise any concerns to Team Leader or Year Team Leader - Communicate with home / host meetings with parents/guardians <p>During Form Time:</p> <ul style="list-style-type: none"> - Settled start to the day - Following the Pastoral Curriculum and daily activities including bulletin and notices - Daily checks on uniform, equipment - Data dashboard checks - low level behaviour / resets / patterns in issues/AP/enrichment - Tutor report - Tutor notice board - ideas include birthdays, inspirational quotes, - Monitor enrichment uptake - Praise phone calls - Tutee of the Week
Year Team Leader	<ul style="list-style-type: none"> - Proactively monitor allocation of L1 / L2 / L3 behaviours across Year Team



	<ul style="list-style-type: none">- Support tutors with communication home, where needed- Proactively monitor attendance to detentions, contact home when detentions are not attended- Support tutors to <p>YTL to monitor</p> <ul style="list-style-type: none">- Attendance (%)- Behaviour (Reports) (FTE above)- Weekly updates - attendance / lates / AP / BP /- Core Progress - students underperforming in more than one subject area- Celebrations (rewards)- IBP PSP- Pastoral meetings- Assemblies- Form reps- Form notice board- Form time non-negotiables- oversee/identify form tutor reports / subject reports- Data dashboard-
Senior Leadership	<ul style="list-style-type: none">● Oversees and tracks exclusions and students at risk of exclusion● FTE above● Oversees the identified High Tariff students● Initiates PSP interventions and six week reviews● Attends weekly pastoral briefings
Additional Learning Co-ordinator	



Confiscation of items

Alongside items that are illegal to carry by Law, the school will not allow items to be brought into school/classrooms when they are deemed to be disruptive. The list below is not exhaustive and school staff may consider items that are not on the list to be counter to good order within the school environment and therefore, staff members may confiscate any item that is deemed so:

- Drug paraphernalia including imagery
- Smoking materials of any kind
- Alcohol
- Aerosols
- Items that could cause harm or injury
- Images or items that could cause offense

Those items on the list above, if not handed to the Police, will be destroyed.

We may choose not to return other confiscated items to students directly and parents may be asked to collect those items. Members of staff will take confiscated items to either the front office or a member of the Senior Leadership Team where those items will be held securely until collection.

Note - any item that is illegal to carry may be brought to the attention of the Police and will not be returned to students.

Mobile Phones

Mobile phones are not to be used during the school day without the express permission of a member of staff during an educational activity. An example of this could be the recording of a performance during drama/music lessons. If carried into school, mobile phones must be switched off and kept out of sight. This includes during break/lunch times. School staff may confiscate mobile phones, these will be left at the front office to be collected at the end of the school day by a parent/guardian.

Student Behaviour Outside School

Student behaviour outside school on school business, for example on school trips, away school sports fixtures, or work experience placements, is subject to the sanctions within this policy. Inappropriate behaviour in such circumstances should be dealt with as if it had taken place in school.

For behaviour outside school, but not on school business, a Principal may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole, or causing reputational damage to the school. This will be a matter of judgement for the Principal.



Appendix 1 - Restorative Justice Scripts

Restorative Conversations throughout our Class Management.

The point of a restorative conversation in schools is to shift the focus from simply punishing misbehavior to repairing harm and restoring relationships. Instead of asking "What rule was broken and what sanction did you get?", restorative conversations ask: What happened? Who was affected by what happened, and how? What needs to happen to make things right? How can we prevent this from happening again?

These techniques should be used in conjunction with our non-negotiable; line up, quiet entry - white boards out and strive for 5 - seating plan - learning modes.

Before you sanction an L1 use a number of strategies to make sure the student can access the work and refocus on the task.

- **Eye contact** - smile and signal to lower head and point to work.
- **Use your classroom presence** - move towards the student - hover - place a hand on the desk - tap your finger on the work.
- **Quiet whisper** - check they are ok - do they understand the work - can they complete question one then move on etc.

Scripts for issuing a L1

Quietly to the student - do not broadcast so all can hear.

- I have tried to help you focus on the task but unfortunately you are still disrupting the learning of others. This means that I have to issue you an L1 for - social disruption
- Do you think you can focus for the remaining part of the lesson? If you continue to disrupt the learning of others then you know the sanction will be an L2.
- I would really like to see you complete the task as I would like to reward you with merits for working well.
- It would be great to see you put in as much effort with this as you did with the last piece of work - can you remember the number of merits you received from me during that lesson?
- I know you enjoy contributing to the class discussions and you seem eager to share your thoughts by shouting out but do you think you can get that information down on the page quietly so the other students can focus - I can then read your work and there will be an opportunity to share your ideas at the end.

Scripts for issuing a L2

At times you may need to issue an L2 (detention). It is important to remember that you will need to have a restorative conversation with the student to help them re enter the classroom and attend future lessons with a clean slate in a positive manner.



Remember to separate the behavior at that moment in time from the individual student.

It is better to have this restorative conversation as soon as possible - but allowing time for both parties to be calm and reflective.

Please ask your team leader or line manager to support you if you need to.

Phoning home and getting support from home is not only good practice but it is a good way to keep relationships at school positive.

- Unfortunately I am going to have to issue you with a detention today as you continued to [Reason] even though I gave you a warning and issued an L1. when you are ready we need to talk about this, and how we can make things right for next lesson, can you stay behind at the end of the lesson so we can talk about what we can do differently, if not when is a good time for you?
- "I've noticed a pattern that needs to be addressed, and because of continued [specific behavior], I will need to issue you with a detention today.. However, I want to hear your perspective on.....what can we do to make things easier for you to"
- "It's clear that [specific action] disrupted our learning environment, and as a result, a detention is necessary. But, I'd like to use this time to understand what led to this and how we can prevent it from happening again."
- "Your actions during [incident] had an impact on [who/what was impacted], and because of that, you'll be serving a detention. My hope is we can take some time to talk about what happened and how we can move forward constructively."
- "I'm disappointed with [specific behavior], and a detention is the consequence for that. However, I'd like to have a conversation about what you think the impact of your actions was and what we can do differently next time."
- "Let's discuss what occurred. I'm assigning you a detention for [reason], and I'd like you to use that time to help you reflect on how your choices affect others and yourself." Is there anything we can be doing differently to support you and the others in the class access the work?

Scripts for issuing a L3

When the behaviour continues to disrupt the learning of others the student may need to be removed from the class. Please arrange to have a restorative conversation with them as soon as you can. You will then need to be followed up with a phone call home to discuss the strategies you agreed to in the restorative conversation with the parents.

This strategy is about building positive relationships with the child and home. Try to understand what the student experienced at that moment in time and help them to form strategies to overcome these barriers in the future.

- "Can you tell me, from your perspective, what just happened in class?"
- "What were you feeling right before [the incident] occurred?"
- "What do you think led to you being asked to leave the classroom?"



- "Who do you think was affected by what happened, and how?"
- "What was the impact on your learning, or the learning of others, when you were removed?"
- "How do you think [teacher's name] or your classmates felt about the situation?"

Repair and Moving Forward

- "What do you think needs to happen to make things right again?"
- "What could you have done differently in that situation?"
- "What support do you need from me or others to prevent this from happening again?"
- "What's our plan for rejoining the class and ensuring a positive learning environment?"

Student behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for suspension.



Appendix 2 - NICE Poster

Relationships for Learning

<p style="text-align: center;">Ambition Aim high, soar now</p>		<p style="text-align: center;">Responsibility Own it, do right</p>
<p style="text-align: center;">Resilience Rise up, try again</p>		<p style="text-align: center;">Respect Value all, listen well</p>

When expectations are not being met...

N	Notice	Teacher will instruct / monitor / support / praise / prompt You must follow instructions and engage in learning	
I	Inform	Teacher will remind you of expectations and give time for you to make the right choices	L1
C	Confirm	Teacher will remind you again of expectations and give time for you to make the right choices	L2
E	Exit	Teacher will send you to reset as a consequence of your choices	L3



Appendix 3 - Confirm Card



Confirm Card

Ambition Aim high, soar now	Responsibility Own it, do right
Resilience Rise up, try again	Respect Value all, listen well

Inform	L1
If you choose to follow instructions , and meet expectations, your consequence can be de-escalated	
Confirm	L2
If you choose to continue to not meet expectations , your consequence will be escalated	
Exit	L3