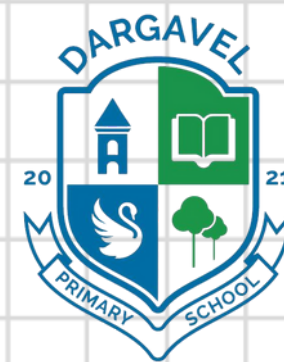


CLASSROOM PLAN

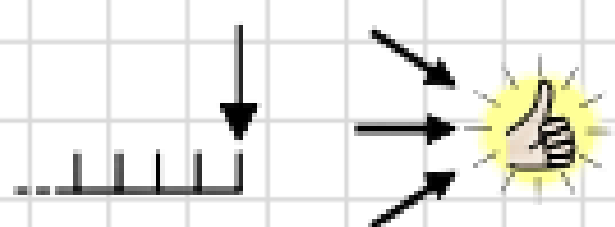


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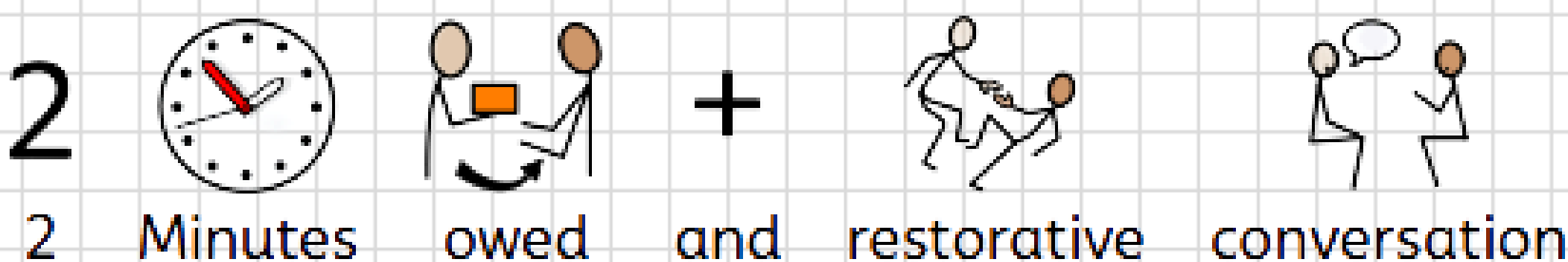
Reminder

2



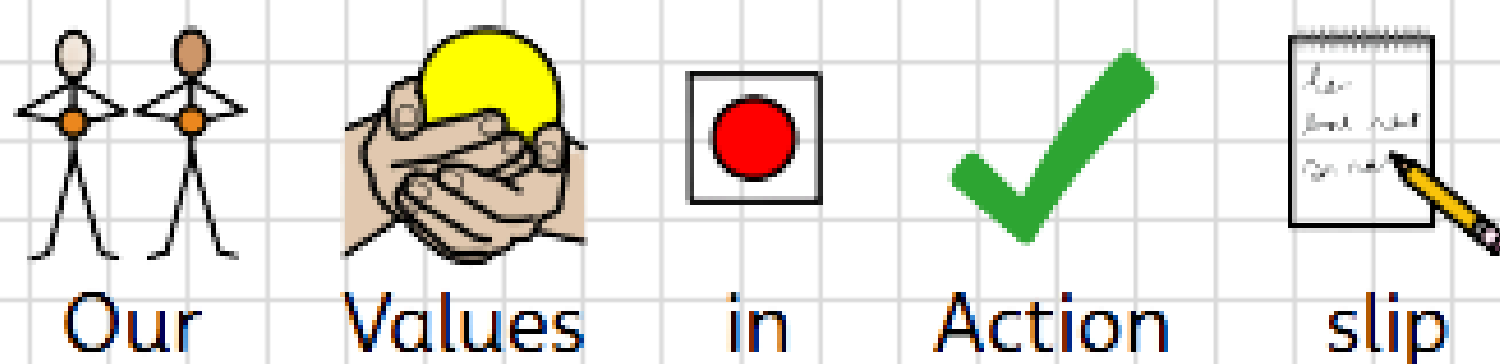
Last chance

3



2 Minutes owed and restorative conversation

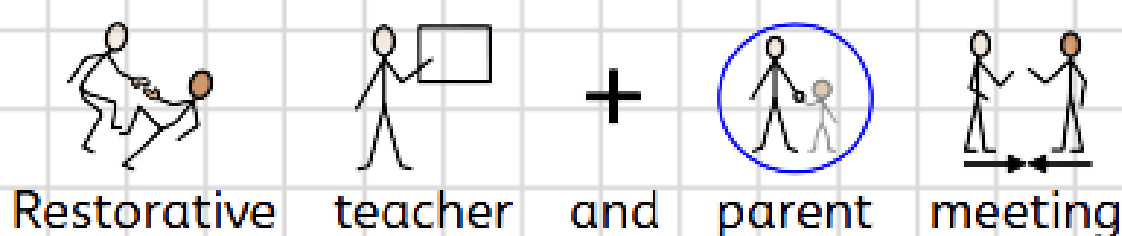
4



Our Values in Action slip

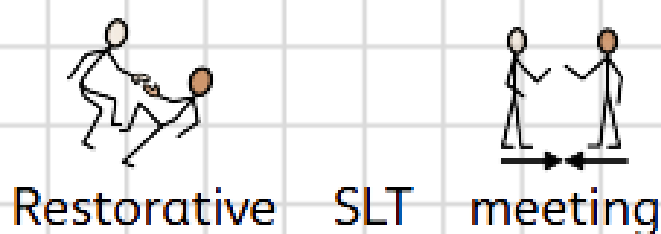


Repeated and serious incidents



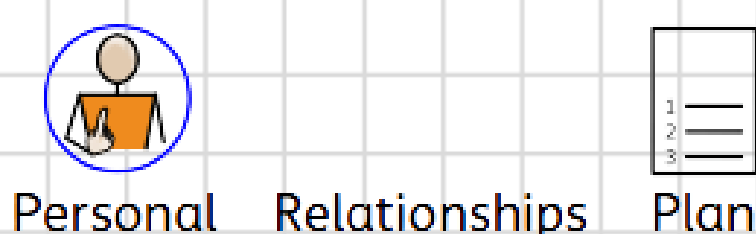
Restorative teacher and parent meeting

1



Restorative SLT meeting

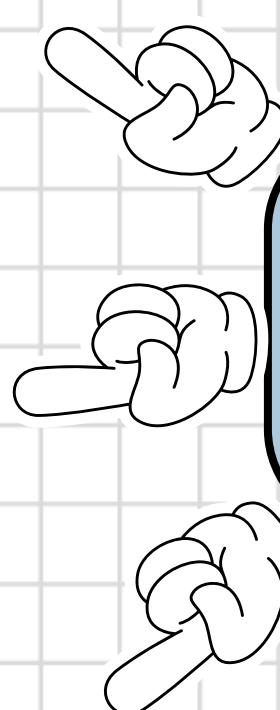
2



Personal Relationships Plan

3

NEXT STEPS



CLASSROOM PLAN



CONSEQUENCES

VERBAL REMINDER

Verbal reminder of values following an explanation of expectations.

LAST CHANCE

Second reminder of values and prompt of next step if these values are not shown.

TWO MINUTES OWED

2 minutes owed where a restorative conversation will take place. This will involve the restorative questions and the 30 Second Script with an agreed support step/consequence.

VALUES IN ACTION

For repeated 2 minutes owed (3 entries on Reinforcement Record in one week) or more serious incidents, a 'Values in Action' slip will be sent home. This should be signed by a parent and returned to the teacher the next day.

NEXT STEPS

If there are 3 Values in Action slips issued within a term, a restorative meeting will be arranged with the child, their parents and class teacher. If necessary, a further meeting will take place with SLT, the child and their parent. If required, a Personal Relationships Plan will be created by the teacher and DHT.

LANGUAGE OF DARGAVEL

30-SECOND SCRIPT

- I noticed you are...'
- 'You are not showing our value(s) of...'
- 'You have chosen to...'
- 'Do you remember when you...'
- 'That is who I need to see today. Thank you'

LANGUAGE PATTERNS

-When, then:
'When you sit down, then I can speak to you.'

-Maybe and:
'Maybe you are upset and when you sit down, I can speak to you.'

-If, then:
'If you are stuck, then put your hand up.'

NON-VERBAL RESPONSES

Proximity: Stand next to the pupil / use strategic seating plan.

Waiting: Stop talking, stand quietly and wait until all pupils are doing what they should be.

Removing Distractions:
remove item of distraction and return and return it when pupil is back on task.

RESTORATIVE QUESTIONS

What happened? What were you feeling/thinking at the time?
How did this make other people feel? Who has been affected and how?
What should we do to put things right? If this happened again, how could you do things differently?

CONNECTING & DIFFUSING

-Offer Choice: Instead of 'Its time for you to read your book', try 'Which book would you like to read.'

-Limit use of non-negotiable words: 'Is it alright with you if', 'How do you feel about...'

-Share Responsibility: 'us', 'we', 'let's', 'together' 'you'

RUNNING COMMENTARIES

Describe and say what you see (with regards to a child's emotions):

'I noticed that you were using your hands.'

'I noticed that you were needing more toilet breaks than usual.'

'I noticed you using the wrong choice of words.'

LANGUAGE OF BELONGING

You are a valued member of our Dargavel community.'

'You are a Dargavel boy / girl.'

'You belong and are an important member of our classroom.'

'I'll be thinking about you and keeping you in mind.'