



# **HOLY SPIRIT BEHAVIOUR AND SUPPORT MANAGEMENT PROCEDURE**

Building a nurturing, safe and inclusive school environment

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***Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather, in collaboration with their teachers, in the company of their peers, and with the support of their families.” [ZINS ET AL. 2004]***

## 1A Rationale

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The rationale for developing a whole-school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self-managed and self-regulated.

Through consistent application throughout the school, children will understand the expectations of them regarding managing their own behaviour and the importance of treating others with respect and care. This Behaviour and Support Management Procedure acknowledges the research evidence that suggests the development of resilience, positive self-esteem, empathy, cooperation, friendship skills, social skills and decision-making, emotional management and conflict resolution, can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

At Holy Spirit we believe that each child has the right to learn in a positive and safe environment that supports their needs and develops their skills and potential for the future. We strive to have an inclusive Christian community where the message, practices and values of Jesus Christ are enacted. We establish the behavioural expectations for students and provide supportive structures to engage, nurture and promote the wellbeing of the whole school community.

We endeavour to create a positive school environment by establishing clear behavioural expectations. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavioural expectations and rules. When students do not meet behavioural expectations, we view it as an opportunity for re-teaching, not simply punishment. An essential element of wellbeing is the experience of belonging, of being connected to others in the community, being accepted and valued, and being positively involved and engaged. Schools are integral in the enhancement of student wellbeing. When a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes which ensure that the student remains engaged and connected with the school community are to be preferred to those that disengage the student.

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour management and is recommended for Catholic schools.

- The core to Restorative practices has a commitment to promote resilience in the one impacted and the one causing the impact, taking into consideration the severity of the situation.
- Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

Here at Holy Spirit, Restorative practice is a whole school approach, which is supported by the implementation of social emotional learning in every class. Restorative Practice involves the use of transferable values and principles to promote social equity in relationships, empathy and personal accountability. The school currently has the Aussie Optimism program implemented in each level to promote a caring and supportive environment.

The Aussie Optimism program is evidence-based research which shows that children participating in this program, have reduction in depressive and anxiety symptoms, depression disorders and an increase in pro-social behaviours and mental health.

### **Creating a Positive School Culture to Support the Whole School Behaviour Management Policy**

Our aim is to provide children with positive behaviours support by implementing a framework that uses intervention practices that support the academic, social, emotional and behavioural competence of students.

Our aim is to incorporate Restorative Behaviour Practices as a response to educate students towards self-regulated positive behaviours. We aim to promote, nurture and sustain healthy relationships across the school community. This will be achieved by;

- Prevention
- Relationship building
- Teaching self-management and self-regulation skills

### **Rights and Responsibilities**

Every member of Holy Spirit has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. We have developed statements of rights and responsibilities for all members of our school community. Please see below in more detail.

## 1B Students Rights and Responsibilities

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Students at Holy Spirit have certain rights and responsibilities:

### As a student you have the RIGHT to: As a Student you have the RESPONSIBILITY to:

Learn in a purposeful and supportive environment

- Ensure that your behaviour is not disrupting the learning of others
- Support the teachers and your peers by listening, helping, cooperating and behaving responsibly

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Work and play in a safe, friendly, inclusive and clean environment

- Treat everyone equally and inclusively
- Be inclusive
- Treat everyone in a safe and friendly manner
- Help to keep classrooms clean and tidy
- Be punctual, polite, prepared and display a positive manner
- Line up safely- hands and feet kept to yourself
- Play fairly, include others, no rough play, no put downs
- Treat staff and visitors in a friendly and respectful way
- Think carefully about how you speak and act towards others
- Be a role model to your peers

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Be treated with respect, courtesy, kindness and honesty

- Treat everyone with respect and kindness
- No gossip and negative comments
- Show good manners and courtesy towards others
- Be honest, truthful and be accountable for your own action

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Be proud of your achievements

- Develop your potential and help others to do the same
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## 1C Staff Rights and Responsibilities

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Staff at Holy Spirit have certain rights and responsibilities:

**As a STAFF MEMBER you have the RIGHT to:**

Teach without disruption

**As a STAFF MEMBER you have the RESPONSIBILITY to:**

- Be well organised and provide relevant and challenging educational programs
- Deal effectively with students whose behaviour disrupts the learning of others

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Work in a secure, clean and safe environment

- Share responsibility for keeping classrooms and outdoor areas clean, tidy and secure
- Share responsibility for making sure that the school environment is safe

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Be treated with respect, courtesy, kindness and honesty

- Treat everyone with respect, courtesy, kindness and honesty
- Establish positive relationships with students

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Be supported by the whole school community

- Support and advocate the school vision, ethos, policies and procedures
  - Be the first point of contact if there is an issue or concern with one of their students
  - Communicate effectively and respectfully with other staff, students and parents
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## 1D Parents Rights and Responsibilities

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Parents at Holy Spirit have certain rights and responsibilities:

**As a PARENT you have the RIGHT to:**

**As a PARENT you have the RESPONSIBILITY to:**

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Be treated with respect, courtesy, kindness and honesty

- Treat all members of our school community with respect, courtesy, kindness and honesty

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Be informed about your child's progress and behaviour

- Support your child's learning program at home by facilitating homework and communication with the class teacher
- Regularly communicate any information that may affect your child's behaviour or performance at school
- Support the school in our efforts to build a safe and friendly school environment by acknowledging and working in partnership with the school when your child has behaved inappropriately and affirming them for positive and cooperative behaviour
- Support the school by following procedures and policies

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Expect your child to participate fully in their educational program

- Make student attendance and punctuality a priority
- Ensure that the child's physical and emotional needs are met at home
- Adhere with the school's uniform policy
- Ensure that the child is provided with appropriate materials to make effective use of learning environment.

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Communicate issues related to your child in an appropriate forum, at an appropriate time

- Contact the class teacher first to communicate any concerns, questions or seek further clarification
  - Contact the Principal for further clarification if necessary
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## **2 Holy Spirit School Behaviour Expectations**

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A set of whole school expectations guide and manage student behaviour throughout the school. These complement classroom expectations that the students develop with their teacher at the beginning of each year. Holy Spirit focuses on teaching these core behavioural characteristics.

### **WHOLE SCHOOL BEHAVIOUR EXPECTATIONS:**

#### **1. Be Respectful**

- Treat other students, staff and visitors in a friendly and respectful way
- Show kindness and respect to everyone
- Always use your best manners
- Show respect for your own and for other's property
- Listen to teachers and others

#### **2. Be Responsible**

- Walk quietly around all corridors and verandas.
- Play safely and fairly in appropriate areas.
- Report any safety issues or breach of the school rules
- Sit down when eating or drinking and place all rubbish in the bin
- Make sure that your behaviour is not disrupting the learning of others
- Own up and tell the truth

#### **3. Be Prepared**

- Wear your school uniform with pride
- Line up quietly when the bell goes
- Have all your books, materials and pencils ready for your classroom

#### **4. Prepare for Success**

- Develop your potential and help others to do the same
- Support the teacher and peers by listening, helping, cooperating and behaving responsibly



### **3 Behaviour Management Team**

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While all staff at Holy Spirit School are responsible for effectively managing student behaviour, a small team has been established to deal with those behaviours or situations that require further special support and intervention.

The Behaviour Management Team at Holy Spirit is comprised of:

Level 1- School base support:

- Teachers

Level 2- School base support:

- Teachers
- Assistant Principal
- Principal

Level 3- Outside school support:

- School Psychologist
- School Disability Consultant

Level 4- Outside school support:

- CEWA School Improvement Advisor
- CEWA Management Support Team

If a parent or student needs to contact the school psychologist, the following steps will be taken:

- Parents with the teacher contact the Principal
- Principal contacts the school psychologist
- Principal convenes a meeting with the school psychologist and teacher
- Principal contacts the student's parents if appropriate for a meeting with the school psychologist

## 4 Holy Spirit Primary School – Levels of Behaviour

Healthy/Respectful Behaviour Choices				
	Level 1	Level 2	Level 3	Level 4
Behaviours	<p><i>Making choices that correlate with the behaviour expectations of students. For example:</i></p> <ul style="list-style-type: none"> <li>Lining up promptly &amp; properly</li> <li>Wearing hat when outside</li> <li>Listening to &amp; following directions</li> <li>Taking turns</li> <li>Getting along</li> <li>Walking on pathways &amp; around buildings</li> <li>Using manners</li> <li>Being honest</li> <li>Random acts of kindness</li> <li>Demonstrating Christian values</li> <li>Being prepared for lessons</li> <li>Being responsible for own behaviour</li> </ul>	<p><i>Behaviour choices that demonstrate virtues and values. For example:</i></p> <ul style="list-style-type: none"> <li>Picking up rubbish</li> <li>Helping others follow rules</li> <li>Demonstrating virtues such as generosity, honesty, patience</li> <li>Consistently interacting appropriately with others</li> <li>Showing initiative</li> <li>Being tidy &amp; organised</li> <li>Being respectful towards others</li> <li>Including others in activities</li> <li>Assisting others</li> </ul>	<p><i>Demonstrating and modelling high-level appropriate behaviour choices, virtues and values. For example:</i></p> <ul style="list-style-type: none"> <li>Demonstrating the positive attitudes towards others, life and self as taught by Jesus</li> <li>Intervening to provide positive solutions</li> <li>Helping others to achieve success</li> <li>Being humble</li> <li>Being tolerant</li> <li>Encouraging others</li> <li>Actively reinforcing school rules</li> <li>Being a self-motivated learner</li> </ul>	<p><i>Demonstrating and modelling behaviours consistently at a high-level appropriate behaviour choices, virtues and values. For example:</i></p> <ul style="list-style-type: none"> <li>Being proactive in collaborative classroom decision making.</li> <li>Respecting the dignity, culture, values and beliefs of each member of the school community.</li> <li>Being a role model for all school members</li> <li>Always striving to do their best</li> <li>Leading others with their own behaviour and attitude</li> <li>Avoiding behaviours that will have a negative effect or impact towards others and staff</li> <li>Following promptly on all directions given.</li> </ul>
Strategies & Consequences	<ul style="list-style-type: none"> <li>Verbal recognition or praise</li> <li>Thumbs up</li> <li>Stickers</li> <li>Individual reward charts</li> <li>Group points</li> <li>Class raffle tickets</li> <li>Class Dojo points</li> <li>Ticks on the board</li> </ul> <p>Quarterly or annually</p> <p><b>Positive behaviours recorded on SEQTA</b></p> <p><b>Parents may be advised</b></p>	<ul style="list-style-type: none"> <li>High five or special round of applause</li> <li>Student of the day</li> <li>Privileges such as special errands, bonus computer time, line leader, etc.</li> <li>Merit Certificate</li> </ul> <p><b>Positive behaviours recorded on SEQTA</b></p> <p><b>Parents advised</b></p>	<ul style="list-style-type: none"> <li>Public/Principal acknowledgement</li> <li>Whole school or class reward</li> <li>Email or phone call home</li> <li>Lucky dip or treasure box rewards</li> <li>Kindness Tree</li> <li>Golden Ticket</li> </ul> <p><b>Positive behaviours recorded on SEQTA</b></p> <p><b>Parents advised</b></p>	<ul style="list-style-type: none"> <li>Principal's Certificate</li> <li>Public acknowledgement</li> <li>End of term class celebration</li> <li>Email or Phone call home</li> <li>Morning/afternoon tea with the Principal</li> </ul> <p><b>Positive behaviours recorded on SEQTA</b></p> <p><b>Parents advised</b></p>

## Unhealthy/Disrespectful Behaviour Choices

	Level 1	Level 2	Level 3	Level 4	
<b>Behaviours</b>	<p><i>Lower level inappropriate behaviour choices. For example:</i></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Littering</li> <li>• Interrupting the teacher</li> <li>• Not listening or following teacher instructions</li> <li>• Running through walkways and covered areas</li> <li>• Not completing class work</li> <li>• Distracting behaviours</li> </ul>	<p><i>Lower level inappropriate behaviour choices. And repeated Level 1 behaviours. For example:</i></p> <ul style="list-style-type: none"> <li>• Using put-downs</li> <li>• Refusing to participate</li> <li>• Harassing or teasing</li> <li>• Initiating unwanted physical contact, e.g. wrestling or pushing</li> <li>• Using inappropriate language</li> <li>• Disruptive behaviours</li> <li>• Misusing equipment or property</li> <li>• Disrespecting</li> </ul>	<p><i>Inappropriate behaviour choices that impact on other people's right to learn and be safe; offend or injure another; or put and individual at risk. For example:</i></p> <ul style="list-style-type: none"> <li>• Persistent behaviour from Level 1/2 (not responding to strategies)</li> <li>• Using high level inappropriate language</li> <li>• Spitting</li> <li>• Being non-compliant</li> <li>• Being defiant</li> <li>• Threatening others</li> <li>• Initiating higher level physical contact, e.g. biting, kicking, slapping, etc</li> <li>• Misusing equipment or property resulting in damage</li> <li>• Inappropriate use of technology</li> <li>• Dacking</li> </ul>	<p><i>Highly inappropriate behaviour choices that present consistent or serious disrespect; or risk of harm. For example:</i></p> <ul style="list-style-type: none"> <li>• Using abusive language</li> <li>• Aggressively physically assaulting/fighting</li> <li>• Stealing or wilfully damaging property or possessions</li> <li>• Unlawfully entering school grounds</li> <li>• Consistently &amp; persistently interrupting teaching &amp; learning</li> <li>• Bullying (persistent, repetitive, inappropriate behaviours targeting a person or group)</li> <li>• Being continually defiant, disrespecting or not complying</li> <li>• Serious breach of trust, abuse and/or harassment</li> <li>• Inappropriate peer relationships that aren't developmentally appropriate in a sexual context</li> <li>• Demonstrating threatening and intimidating behaviours</li> </ul>	
<b>Strategies &amp; Consequences</b>	<p><i>Example consequences &amp; strategies to be administrated by teachers and/or staff as of when behaviour occurs. for Level 1 unhealthy/disrespectful behaviour choices:</i></p> <ul style="list-style-type: none"> <li>• Redirect behaviour by using the 3w's- (What are you doing? What should you be doing? Would you do that now?)</li> <li>• Loss of Dojos/individual class/group points</li> <li>• Time out in class</li> </ul>	<p><b>The purpose of our responses in Levels 2 to 4 situations is to focus on the child's personal responsibility and accountability for their behaviour. The focus is on positive behaviour change and reintegration. This may involve reminding children of how to behave positively, redirect undesirable behaviours to appropriate behaviours.</b></p> <p><b>Consequences &amp; strategies should logically match the behaviour choice whenever possible.</b></p> <p><b>All unhealthy and disrespectful behaviour choices are opportunities for teaching &amp; learning.</b></p>			
		<p><i>Example consequences &amp; strategies for Level 2 unhealthy/disrespectful behaviour choices:</i></p> <ul style="list-style-type: none"> <li>• Continue, adapt or modify Level 1 strategies</li> <li>• Parent/s and Leadership Team to be informed</li> <li>• Use REFLECTION SHEET</li> <li>• Time out in another class</li> <li>• Bench Time</li> <li>• Missing out on Incursions or Excursions</li> <li>• Reflection time</li> <li>• Restorative Practice Questions</li> </ul> <p><b>1. Note behaviour on SEQTA</b>  <b>2. Parent to be advised</b></p>	<p><i>Example consequences &amp; strategies for Level 3 unhealthy/disrespectful behaviour choices:</i></p> <ul style="list-style-type: none"> <li>• Continue, adapt or modify Level 2 strategies</li> <li>• Use REFLECTION SHEET</li> <li>• Restorative Practice Questions</li> <li>• Time out of class activity; lunch time detention; additional school work</li> <li>• Missing out on school activities including Sports days, EduDance, representing the school at events, St Dominic's Day etc.</li> <li>• In school Suspension</li> <li>• Out of school Suspension</li> </ul> <p><i>Please note the final course of actions rests with the Principal for repeat or serious behaviours</i></p> <p><b>1. Parents, Leadership Team, School Psychologist consulted</b>  <b>2. Note behaviour on SEQTA</b></p>	<p><i>Example consequences &amp; strategies for Level 4 unhealthy/disrespectful behaviour choices:</i></p> <p><i>Please note in all incidents the final course of action rests with the Principal.</i></p> <p><i>Other consequences could include:</i></p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Time out from peers</li> <li>• Guidance and CEWA support</li> <li>• 1:1 BMP (supervised activity outside classroom)</li> <li>• In school Suspension</li> <li>• Out of school Suspension</li> <li>• Exclusion (sign off by Principal and the Executive Director)</li> </ul> <p><b>1. Immediate referral to Leadership team</b>  <b>2. Parents to be advised</b>  <b>3. CEWA involvement</b>  <b>4. Note behaviour on SEQTA</b></p>	

## 5 Consequences for Unhealthy and Disrespectful Behaviour Choices

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A school's culture should reflect a shared responsibility for the best interests of its students; all members of the school community should actively promote an environment that prioritises these interests. The levels of behaviour reflect the generic plans for normal operations of a school. However, children with diagnosed disabilities warrant other considerations, documents and actions used that are reflective and adaptive to his or her needs.

**At Holy Spirit** we acknowledge that behavioural plans work best when extended guardianship, situational prevention and healthy and respectful relationships coincide together.

**Extended guardianship:** When staff, parents and wider school community share a collective responsibility to actively support an environment that is engaging, supportive and safe for all, including children. At a basic level this involves talking about behaviours that don't contribute to engaging supportive and safe environments.

**Situational prevention:** Evaluating various elements within our schools – including physical and online environments, staffing, governance, behaviours and culture with an aim to eliminate or mitigate situations that present risk for children and young people.

**Healthy and respectful relationships:** Modelling healthy and respectful relationships creates an engaging, safe and supportive environment. It also equips children and young people with the understanding of how they should be treated.

## 6 School Actions and Consequences

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**We believe we need to work at and build relationships:** When we deliver consequences of disrespectful student behaviour it should be done so in a manner that will not damage our relationship with the student. Students should understand that the consequences are a result of their choices and actions.

- We believe that students should be given every opportunity to make 'a fresh start' after inappropriate behaviour has been dealt with and that each child has the right to not be labelled by staff, students or parents.
- Students should be given every opportunity to understand that their actions are contrary to school rules and appropriate and expected ways of behaving.
- Teachers are encouraged to use positive action first! Children must have a sense of their own self-control and responsibility to others. However, the management of unhealthy/disrespectful behaviour should always be consistent and fair.

**If a child contravenes any of the behavioural and school expectations, then the following process will be actioned.**

1. Verbal Warning (redirection of behaviour)
2. Second Warning- (restorative behaviour questions asked and with SEQTA notification)
3. Third Warning: time out in classroom and a record made on SEQTA
4. Fourth Warning: bench or in school detention with an accompanying reflection sheet
5. Fifth Warning: student sent to a member of the Leadership Team and parents contacted

The completed reflection sheet is to be sent home to be signed by the parent and returned the next day. A brief explanation is to be included on the reflection sheet to advise the parent of what has occurred. This will also be noted in SEQTA.

In cases of serious behaviour, teachers may bypass the steps above and the student would immediately be sent to the Assistant Principal or Principal. Examples of serious behaviour include; throwing objects, using abusive language or gestures, insolent behaviour, vandalizing property, stealing, fighting, inappropriate peer relationships that isn't developmentally appropriate in a sexual context etc.

## **7 In School Suspension**

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In the case of serious misconduct or a series of misdemeanours and following a review by the Leadership Team, it will be decided if an In School suspension is warranted. The Principal may decide to suspend a child for a short period of time for high levels of disrespectful behaviour. Parents will be called in for a face to face meeting.

In School Suspension occurs within the administration area of the school and under supervision:

- The student will sit at a desk and complete classroom work
- There is to be no contact with other students during the time of In School Suspension
- Recess and lunch breaks will be taken at different times to the rest of the school
- Duration of In School suspension is at the discretion of the Leadership Team
- Any unacceptable behaviour may result in the student being excluded from special privileges such as; incursions, excursions, camps, disco, class parties, representing the school at events etc.

On return to the classroom after the duration of In School suspension there will be a re-entry process where a meeting about positive behaviour expectations will occur with student, parents and Leadership Team.

## **8 Out of School Suspension**

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Out of School suspension is at the discretion of the Principal and in with discussion with parents in accordance to CEWA policy. The Principal may decide to suspend a child for a short period of time for high levels of unhealthy and disrespectful behaviour and serious breaches to school rules. On return to the classroom after the duration of In School suspension there will be a re-entry process where a meeting about positive behaviour expectations will occur with student, parents and Leadership Team.

## 9 Exclusion of Students for Disciplinary Reasons

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Catholic Schools establish the behavioural expectations for students and provide supportive structures to engage nurture and promote the wellbeing of the whole school community. 'Every Catholic School (therefore) needs to encourage its students to reflect upon the Christian message by helping them to relate it to their daily lives and aspirations and to understand what it means to be a follower of Christ in Australia today.' (Bishops' Mandate, paragraph 32).

Despite a school's proactive efforts, there are circumstances when a student's behaviour is unacceptable and warrants exclusion. At Holy Spirit, our exclusion of students for disciplinary reasons is guided by CEWA Exclusion of Students for Disciplinary Reasons Policy, which states:

"Exclusion is an extreme disciplinary action reserved for cases of gross misconduct, serious breaches of school rules or repeated behaviour that is persistently disruptive, abusive and or behaviour that is intentionally harmful to others. Given these significant implications for the student and their family, exclusion is, therefore, to be applied as a last resort."

Substantial effort to address the behaviours prior to exclusion from school personnel will be made. Every effort to be proactive in supporting the child and the family in resolving the situation/s before it escalates to this stage will also be made.


This policy applies to all students enrolled in Catholic Schools in Western Australia, under the Catholic Education Act 1999.

## 10 Documents to support teachers, parents and students

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- Pastoral Care Document
- Bullying and Harassment Management
- Code of Conduct
- Reference CEWA Exclusion of Students for Disciplinary Reasons

## 11 Teacher and Student Forms to use

	<b>Holy Spirit Primary School</b> <b>Junior Primary Reflection Sheet</b> <b>(PP – Year 3)</b>
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Student Name:	Date:
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What happened?	How did I feel when it happened?
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How can I make this right?
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How do I feel now?
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Action taken: (Teacher notes)
Teacher Signature:
Parent/s Signature:
Leadership Team Signature:



**Holy Spirit Primary School**  
**Upper Primary Reflection Sheet**  
**(Year 4 – 6)**

Student Name:

Date:

What happened?

How did my behaviour affect the other person?

What school rules have been broken?

What could I do next time to make this right?

What can I do for that person to make it right again?

Action taken: (Teacher notes)

Teacher Signature:

Parent/s Signature:

Leadership Team Signature:





**Holy Spirit Primary School**

**Restorative Practice responses to when things go wrong Worksheet**

Restorative practices are the first level for dealing with issues between students to restore and repair the relationship. Students meet together with the teacher as a facilitator. Below is a guide to help run a restorative session with students.

What happened?	How did I feel when it happened?	Back to Wrongdoer
What happened? Who was hurt? How? What were you thinking at the time? What have you thought about since? What do you think needs to happen to make things right?	How have you been harmed/affected? What's the hardest or most difficult part about this? What would you like to see happen? If it is a punitive response: What will that achieve or how will that help?	Does that seem fair? If not, what needs to happen? Is there anything you would like to do or say?

**Remember to:**

- To use silence
- Say 'tell me more' or 'say more about that'
- Give time to student/s to reflect and, if necessary, come back to them