Behaviour and discipline policy

St Peter's Catholic Primary School

Approved by:	Local Governing Board	**Date:**	13th July 26
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At St Peter's Catholic Primary School, children, staff and parents work together to ensure that:

- children are able to learn and teachers are able to teach
- there is a safe environment
- everyone is treated with courtesy and respect
- the views of others are acknowledged
- the children develop self-discipline

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:	**Serious misbehaviour is defined as:**
Disruption in lessons, in corridors between lessons, and at break and lunchtimes Non-completion of classwork or homework Poor attitude Disregard for the correct uniform	Repeated breaches of the school rules Any form of bullying Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Vandalism Theft Fighting Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: □ Racial □ Faith-based □ Gendered (sexist) □ Homophobic/biphobic □ Transphobic □ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

St Peter's approach to preventing and addressing bullying is outlined in our Anti-bullying policy.

5. Child on child abuse

All children have a right to attend school and learn in a safe environment. All members of staff at St Peter's recognise that children are capable of abusing other children. St Peter's Catholic Primary School believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2024), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up. St Peter's recognises that child on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair
- pulling, or otherwise causing physical harm · sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation,
- distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery)
- Initiation/hazing type violence and rituals.

To minimise the risk of child-on-child abuse, St Peter's School will:

- implement a robust behaviour policy.
- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663

6. Rights, Responsibilities and Restoration

6.1 Rights

Every person in our school has a right:

- to feel safe
- to learn and achieve to the best of their ability
- to be treated with dignity and respect

6.2 Responsibilities

Every person in our school has a responsibility:

- to take care of him or herself, other children, parents and staff
- to look after our school building and equipment
- to keep our classrooms, corridors and playground tidy
- to look after school uniform and other personal belongings
- to respect the property of other people.

6.3 Restorative approaches

St Peter's staff have been trained in Restorative Approaches to managing serious behaviour incidents: those which cause physical or emotional harm to, or involve conflict with, members of our school community. This approach enables children and adults to unpick the thoughts and feelings that have triggered the incident, and empowers the person who has been harmed by involving them in deciding how the harm can be repaired and the relationship mended. It is far from being a 'soft option'; children are brought face-to-face with the impact of their actions, invoking true contrition and an enhanced understanding of interpersonal relationships.

What is a restorative response to harm or conflict?

Those affected are invited to share:

- What has happened.
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
- What needs to happen to put things right or to make things better in the future.

The framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm

7. Roles and responsibilities

7.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

7.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing body
- Giving due consideration to the school's statement of behaviour principles (appendix
- 1) Approving this policy
- Ensuring that the school environment encourages positive
- behaviour Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate full
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils ae being disproportionately impacted by this policy (see section 10.1)

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording serious behaviour incidents promptly (CPOMS)
- Challenging pupils to meet the school's expectations
- Developing with their class clear ground rules of what is acceptable in terms of behaviour, attitude and activity, with a view to promoting high standards of self-discipline and respect for others
- Guiding children in their decision making both in the classroom and playground
- Handling incidents as soon as possible
- Dealing with mistakes as part of the learning process and giving children the opportunity for restitution and reconciliation

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Parents will be promptly informed of any significant behaviour incidents involving their child.
- Parents will be contacted via phone or email as soon as possible after the incident to provide an initial overview and arrange a follow-up meeting.
- Meetings will be scheduled with parents to discuss the incident and gather their input on resolving the issue.

Parental Consent and Procedure for Apology

Letters Parental consent requirement:

Before a pupil writes an apology letter as part of our restorative approach, the school will obtain explicit consent from the pupil's parent or guardian.

The consent will be documented and stored in the pupil's file on CPOMS.

Procedure:

The teacher or staff member who is investigating the incident will contact the parent or guardian to explain the situation.

The parent or guardian will be provided with a consent form to sign, indicating their agreement to the apology letter.

Once consent is obtained, the pupil will be guided through the process of writing the apology letter, ensuring it is sincere and appropriate.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in year arrivals.

8. School behaviour curriculum

In order to achieve our aims, protect our rights and encourage our sense of responsibility, we have core rules which we uphold in school, on the playground, on school visits and when travelling to and from school:

We are kind

We are honest

We are respectful

We are helpful

We are always ready to learn

These whole school rules are introduced at the start of each year and class teachers ensure that all children know what is acceptable in terms of behaviour, attitude and activity, with a view to promoting high standards of self-discipline and respect for others.

Teachers guide children in their decision making both in the classroom and in the playground. They handle incidents as soon as possible. They deal with mistakes as part of the learning process and give children the opportunity for restitution and reconciliation.

8.1 What does good behaviour look like?

There are also age appropriate rules for behaviour in all of the following areas which are revisited by the teacher and children at the beginning of each year. These are rules for good behaviour:

In lessons:

- All children listening, learning and on task
- Silent transitions to maximise learning time
- Children taking responsibility for their learning
- Hands up
- Responding to teacher signal to stop and listen quickly, hand up
- Effective, focused partner talk about learning
- Hands empty, body still, eyes looking, ears listening
- Helping tidy and being tidy
- Staying in seats during lessons
- Quiet learning focused whispers while doing independent work

Walking around the school

- SSS - Slowly, silently, single file
- Staying in line order
- Picking up litter/coats
- Respecting displays
- Facing the front
- Greeting people appropriately – Good morning, Good afternoon

At playtime and lunchtime

- Treat others kindly in what you do and say
- Respectful to staff and peers
- Tidy up
- Inclusive
- Ask permission before going indoors
- Good language
- Walking in Grace’s garden
- Respectful of equipment
- Rough play is not allowed
- Stopping when the bell is rung and lining up quietly
- Good table manners
- Saying please and thank you

On trips

- Listening to adults
- Representing St Peter's Catholic Primary School
- Staying in pairs
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Polite
- Quiet voices

In assembly

- Respectful
- listening not talking or fidgeting.

8.2 Why do we need good behaviour?

- To ensure that children's right to be heard, to learn and to be safe in body and mind is always respected by everyone.
- To ensure children can learn in a safe environment.
- To create well rounded citizens by ensuring children have good social skills and show respect towards each other and adults at all times.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for establishing a calm, safe and purposeful learning environment.

They will:

- Create and maintain a stimulating environment that promotes engagement
- Clearly display and teach the behaviour curriculum and expectations
- Establish consistent routines and reinforce them regularly
- Build positive relationships with pupils through:
- Greeting pupils at the start of the day/lessons
- Modelling expected behaviour and language
- Using clear, consistent signals and cues
- Promote and recognise positive behaviour
- Address low-level disruption promptly and consistently in line with Appendix 5 (Stage 1 response)
- Use positive reinforcement alongside clear consequences

9.2 Safeguarding and behaviour

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

Staff will:

- Consider whether behaviour may be linked to a safeguarding concern or unmet need
- Take into account individual circumstances, including SEND, SEMH and medical needs
- Adapt responses where appropriate in line with individual plans
- Record and refer concerns in line with safeguarding procedures

Where behaviour raises safeguarding concerns, staff must:

- Record on CPOMS immediately
- Follow the child protection and safeguarding policy
- Seek advice from the DSL or safeguarding team

9.3 Responding to good behaviour

Positive behaviour is recognised to reinforce the school's culture and values.

Rewards will:

- Be applied consistently and fairly
- Promote the behaviour curriculum and school values
- Include a range of approaches such as house points, certificates, and class-based systems

9.4 Responding to misbehaviour

Schools have a legal right to apply reasonable and proportionate sanctions where behaviour falls below expected standards.

Staff will:

- Respond promptly, consistently and proportionately
- Follow the staged approach outlined in Appendix 5 (Stages 1–4)
- Ensure behaviour is addressed every time
- Maintain a calm and professional tone
- Consider contributing factors, including SEND and personal circumstances
- Ensure pupils understand the impact of their behaviour

Escalation expectations:

- Persistent behaviour (repeated within a short period, e.g. within a day or across consecutive days) will result in escalation to the next stage
- Serious behaviours may move directly to Stage 3 or 4

In serious incidents, pupils may be asked to provide a written account to support fair and informed decision-making.

9.5 Consequences

Consequences must:

- Be proportionate to the behaviour
- Be applied consistently in line with Appendix 5
- Be accompanied by a restorative approach

Examples include:

- Verbal reminders and redirection (Stage 1)

- Loss of break or lunchtime (supervised)
- Time out or removal to another class
- Internal exclusion
- Fixed-term or permanent exclusion (see Section 10)

Persistent or serious behaviour must:

- Be recorded on CPOMS
- Be escalated in line with the staged approach
- Involve parents at the appropriate stage

9.6 Incidents requiring immediate referral to SLT

The following behaviours require immediate escalation to Stage 3 or higher and referral to the Headteacher, Deputy Headteacher or SLT.

These include:

- Deliberate physical harm to a pupil or adult
- Racist, sexist, discriminatory or sexualised remarks
- Swearing directed at others
- Persistent bullying behaviour
- Theft or deliberate damage to property

In these cases:

- Pupils may be removed from class immediately
- Parents will be contacted by SLT
- Further sanctions, including internal or external exclusion, may be considered

9.7 Repair and restore

At all stages, pupils must be given the opportunity to repair and restore relationships.

This is achieved through:

- Restorative conversations using agreed questions
- Reflection on impact and responsibility
- Appropriate actions such as apology, restitution or support plans

Restorative approaches are not optional and must take place before full reintegration wherever possible

9.8 Extreme disruption

Where behaviour presents a significant disruption or risk:

- A pupil may use an agreed 'calm space' where appropriate
- SLT support must be requested if behaviour escalates
- Other pupils may be relocated to ensure safety
- Two adults should be present where risk is high
- The incident must be recorded on CPOMS and parents informed

9.9 Reasonable force

Reasonable force will only be used as a **last resort** and in line with statutory guidance.

It may be used to prevent:

- Injury to a pupil or adult
- Serious disruption
- Damage to property

All incidents must:

- Be proportionate and minimal
- Maintain dignity and safety
- Be recorded on CPOMS and shared with parents

9.10 Off-site and online behaviour

Sanctions may be applied where behaviour:

- Occurs off-site but relates to the school
- Poses a risk to others
- Impacts the reputation or safe running of the school

This includes online behaviour where a pupil is identifiable as a member of the school community.

10. Serious sanctions

Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's behaviour policy
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's behaviour policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Damage to property
- Theft
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupils' behaviour

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

Please refer to our exclusions policy for more information.

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with a member of SLT
- An individual behaviour support plan

12. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions

13. Links with other policies

- Anti-bullying policy
- Child Protection Policy
- SEND policy
- Exclusions policy

Appendix 1: Written statement of behaviour principles

As a Catholic school, the ethos of our school is guided by gospel values with Jesus' teachings at the heart of all that we do. As a visible enactment of this ethos, the Governing Body of St Peters Catholic Primary school expects that all pupils and staff should demonstrate respect and acceptance of others at school. We will not tolerate discrimination in any form and promote equal opportunity for all in our community.

We believe that a high standard of good behaviour is key to the schools' success enabling every pupil the opportunity to learn and play in a safe and encouraging environment. Good behaviour provides every child the opportunity to achieve excellent progress in their learning and develop as caring individuals.

We understand that it is difficult for children to behave well all the time, and that as part of growing up they need to be taught how to behave by example.

To facilitate good behaviour, we expect the staff to actively support children to take full responsibility for their behaviour towards self and others.

In order to achieve these goals, the Governing Body ask the school to ensure that there are clear school rules and that child-centred practice and partnership working with parents (in keeping with current national policy and statutory obligations) incorporated within the behaviour management and anti-bullying policies, and the home-school agreement.

Specifically, governors ask the school to:

1. Develop policies and processes that ensure the safety of children and staff at all times including online safety.
2. Ensure that children and parents are made aware of their behaviour responsibilities, both in person and online, by clear dissemination of school rules (and relevant policies) via assemblies, classroom activities, displays, and the school website.
3. Ensure that all members of staff (including lunchtime supervisors, office staff and TAs) receive copies of the relevant policies and undergo regular training such that all policies are implemented consistently throughout the school environment.
4. Guarantee effective implementation of all policies through regular monitoring and reporting of results to the Governing body and other bodies as required by statutory guidance.
5. Make sure that the behaviour management approaches for minor and serious behaviour incidents allow children and adults to share their understanding of what happened, ensure that those involved develop an understanding of how their actions impact on others and that there is a need to put things right and say sorry.
6. To guarantee that behaviour management techniques are applied fairly and consistently in order to ensure that no pupil will be allowed to repeatedly behave in a manner which adversely affects the well-being and learning opportunities of others.
7. Implement a system rewarding good and improving behaviour and use sanctions (contextualised in terms of restore and repair) when standards fall below an expected level.
8. Children at risk of exclusion will be given every opportunity to take all reasonable steps to make the appropriate choices in order to comply with the school rule

Appendix 2: Rules for Wet Play

Wet play rules
Children must follow the instructions of the midday supervisors.
Children should stay in own classroom except for visiting the toilet.
Children must ask for permission if they need to leave the classroom.
Children must tidy up before the bell.
Children must walk carefully around the classroom
Children are not to paint, glue or use scissors unless in a supervised lunchtime activity.
Computers may be used only if teacher has left them switched on and they are supervised.

At St Peter's…

We are kind

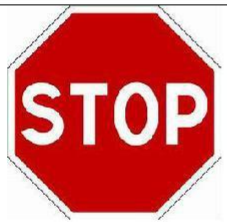
We are honest

We are respectful

We are helpful

We are always ready to lear

Appendix 4: Playground code

Playground code	
  	Use kind words, kind hands and kind actions
	Listen to the adults on the playground
	Play together and look after each other
	Tell an adult if something is wrong
	Stop when the bell rings
	Walk and line up in silence

Appendix 5: Behaviour guidelines chart for staff

Stage	Examples	Response	Restorative approach	Recording	Managed by:
Stage 1 **First response**	**Low level disruption** **Calling out/Making silly noises** **Pushing in the line** **Failing to complete work** **Continuing to play when the bell rings** **Not lining up appropriately** **Walking around the classroom without permission**	**Non-verbal signal** **Verbal reminder ("What should you be doing?")** **Move / redirect** **Loss of up to 5 minutes of next available break (supervised)**	**Use restorative questions:** **• What happened?** **• What were you thinking/feeling?** **• Who has been affected?** **• What can you do to make this right?** **• How can this be prevented?** **Restorative conversation must take place before returning to learning.** **Refer to Zones of Regulation where appropriate**	**Not routinely recorded unless persistent**	**Class teacher, MDS, TA** **If persistent → Stage 2**
Stage 2 **Repeated behaviour**	**Stage 1 behaviours continue** **Ignoring instructions** **Deliberate off-task behaviour** **Inappropriate language (non-targeted)** **Rough play** **Name-calling** **Disrespect towards staff**	**Loss of break (supervised)** **Time out in another class** **Completion of missed work** **Discussion with Phase Leader**	**As above** **Child identifies how to put things right** **Restorative conversation before return to class**	**Record on CPOMS** **Include staff involved and brief summary**	**Class teacher, MDS, Phase Leader** **Parents informed the same day** (or sooner if concerns escalate)
Stage 3 **Serious behaviour**	**Immediate escalation behaviours include:** **Deliberate physical harm towards child/adult** **Bullying** **Discriminatory language** **Serious defiance** **Leaving classroom/site without permission** **Swearing at others** **Damage to property** **Theft** **Throwing furniture** **Continued disrespectful behaviour towards staff**	**Loss of part or all of lunchtime (supervised)** **Removal from class/playground** **Behaviour report** **Internal exclusion (fixed period in another classroom)** **2nd internal exclusion (fixed period with SLT)**	**As above** **Restorative conversation must take** **place before reintegration** **Support plan may be implemented**	**Record on CPOMS immediately** **Include full account and staff involved** **Follow safeguarding procedures if applicable**	**HT / DHT / SENCo / Pastoral Lead** **Parents contacted by SLT** **Behaviour monitored daily**
Stage 4 **High level/Exclusion**	**Persistent Stage 3 behaviour and/or:** **Serious physical assault** **Threatening or abusive behaviour** **High-risk behaviour affecting safety or welfare**	**Fixed term exclusion applied** **Permanent exclusion (in line with guidance)**	**Reintegration meeting with parent and child** **Clear targets and support agreed before return**	**Record on CPOMS** **Follow statutory recording requirements**	**HT decision** **Parents informed immediately** **Follow DfE and Surrey guidance**

Appendix 6: Restorative language

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?
- Who do you think has been affected by your actions? How were they affected?