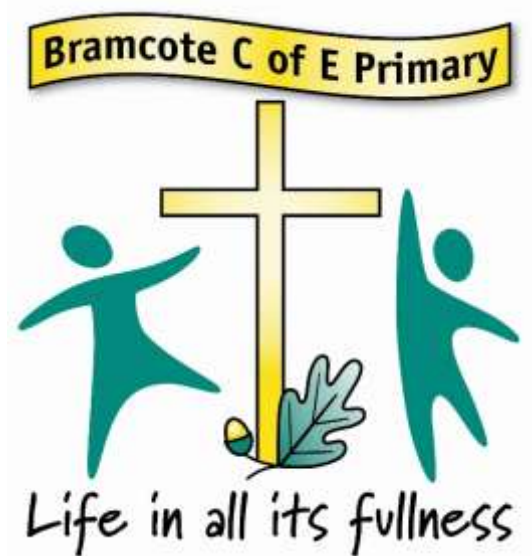




Restorative & Relationship-Based Behaviour Policy

September 2026

July 2025	Following a review with staff amendments were made to; Appendix 3 -Added in Stop and Think icon to Rewards and consequences grid, these are now displayed in all classrooms. Added 15 mins missed break, lunchtime to red behaviour. Adjusted by age. Addition of Appendix 4- KS2 child pro-forma to complete before restorative conversation. (If appropriate) Addition of Appendix 5 Blob Tree to share with child following an incident.
July 2026	No amendments – continuing to embed last years changes.

Awaiting Ratification

At Bramcote C of E Primary School, we believe that each child is a valued member of our school community, a gift from God and we want our children to experience "Life in All Its Fullness" John 10:10 as part of living and loving like Jesus, so that everyone has the potential to grow in their own individual, unique way.

As a church school, we believe that values are an intrinsic part of our school ethos and seven values have been chosen as outlined below:

RESPECT	RESPONSIBILITY	PERSISTENCE
HONESTY	KINDNESS	CREATIVITY
		CO-OPERATION

We committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Aims and Principles

We endeavour to;

- Develop positive relationships between pupils, staff (teaching and non-teaching) and parents based upon honesty, trust and respect which are central in creating a caring environment.
- Provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.
- Create opportunities in which we are able to understand each other's race, culture, gender or ability so that we develop respect for others and ensure children are valued equally.
- Have a consistent approach to enable children to have much needed stability.
- Recognise the value of ensuring rewards and consequences are applied fairly and consistently at an individual, class and school level.
- Work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- Have a restorative and grounded approach, in the belief that we are able to develop skills to self-regulate our emotions, behaviour and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

We recognise that children's behaviour is communicative and often reflects an emotion or feeling. Staff will always attempt to identify what a child is trying to tell them. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

We understand that Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

Policy Links

This Restorative, relationship-based behaviour policy links to the following other policies we hold in school:

- Relationships, Sex & Health Education Policy (RSHE)
- Anti-bullying
- Equality
- Exclusion
- Health and Safety
- Safeguarding Policy
- Online Safety
- Child on Child abuse policy

- SEND

Behaviour Values

Good behaviour in school is of paramount importance to successful teaching and learning. Our seven school values play an integral part and underpin all that we do in managing behaviour within our school. We have shared these with the children and the Values Family are displayed in every classroom and in our small hall. We give lots of praise and reward when we see desired behaviours.

School Value	Character	Characteristics of behaviour	Linked Bible Verse	Christian Value
Responsibility - Encourage our children to take Responsibility for their own actions and by so doing develop self-discipline. - Understand actions have consequences and support them with how to take Responsibility for their actions, resolve difficulties and repair harm where there has been conflict. - Develop a greater sense of personal Responsibility by giving them monitor roles and different ways they can help in school.	Responsible Reg 	- To think for yourself and take ownership of your actions. - To do what is right even when no-one is looking - To take ownership of your own learning.	<i>"And what does the Lord require you to do? To act justly, love mercy and to walk humbly with your God"</i> Micah 6:8	Justice Compassion
Honesty Teach and help our children to understand the importance of Honesty.	Honest Hal 	- To always tell the truth, even if it is difficult. - To be honest with myself and others - To show others that you can be trusted - To be honest about how you are feeling	<i>"Therefore each of you must put off falsehood and speak truthfully to your neighbour, for we are all members of one body."</i> Ephesians 4:25	Peace Trust Wisdom
Respect - Create the conditions for a caring, orderly community by developing tolerance and understanding of everyone's needs based on mutual Respect of themselves and others, so that effective learning can take place. - Encourage positive, caring and respectful relationships between adults and children. - Understand the importance of Respect for their own property and that of others.	Respectful Rita 	- To treat others as you would like to be treated - To care for each other and our school - To use kind and polite words	<i>"Do to others as you want them to do to you"</i> Luke 16:33	Reverence

Creativity Develop a love of learning and teach them to show creativity by asking questions, investigating and solving problems.	Creative Claire 	- To be brave enough to try a difficult approach - To be curious by asking questions, investigating and solving problems. - To use your imagination	<i>"Work at everything you do with all your heart."</i> Colossians 3:23	Creation Thankfulness
Perseverance - Develop self-confidence, self-esteem, Perseverance, independence and self-discipline and encourage them to do their best and keep on trying. - Celebrate achievements at every opportunity.	Persevering Pat 	- To always strive to do your best - To learn from your mistakes - To never give up even when faced with challenges	<i>"The Lord himself goes before you: He will be with you. He will never leave you nor forsake you. Do not be afraid or discouraged. "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."</i> Deuteronomy 31:8	Endurance Hope
Co-operation - Develop the ability for children to work together and show Co-operation, encourage them to make good choices and work collaboratively as part of a team. - Have a consistent approach to behaviour throughout the school encourage parental /carer co-operation and involvement.	Co-operative Couple – Clive & Chloe 	- To work together to get the task done - To value others opinions, effort and contribution - To recognise that everyone has a value and unique role to play.	<i>"How good and pleasant it is when God's people live together in unity!"</i> Psalms 133:1	Humility Service
Kindness - Encourage our children to demonstrate Kindness by having a positive, caring attitude towards all people within our school and community. - Encourage our children to be aware of the needs and emotions of others and show kindness with their actions and words	Kind Kit 	- To be kind with your actions and your words - To show care for others and yourself - To take time to make someone happy	<i>"My command is this: Love each other as I have loved you"</i> John 15:12	Koinonia Love

How we encourage Positive Behaviour

Staff acknowledge and reinforce positive behaviour and pupil achievement and will:

- Recognise and highlight good behaviour as it occurs and ensure that all children are praised for behaving well.
- Use positive language.
- Model good behaviour for all children.
- Teach Kind and respectful behaviours as part of the PHSE (Personal, Social & Health Education)
- Encourage children to talk about their feelings at school
- Promote emotional wellbeing
- Use a restorative and relationship-based approach to behaviour management using current research and guidance around best practice and long-lasting impact.
- Reward children for good behaviour including Dojo points, star of the day, monster of the week, Bramcote Stars.
- Praise the child directly for behaviour we are pleased to see.
- Make explicit and demonstrate the behaviour we wish to see.
- Encourage the children to be responsible for their own behaviour.
- Relate assembly and Collective Worship themes to our values and national events e.g. anti-bullying, online safety, Children's mental health week.
- Promote emotional literacy through RSE Relationships & Sex Education & circle time.

Our Reward Systems: - Agree a consistent approach to rewards

- Verbal praise
- Stickers
- Individual Dojo points -Monster of the week (Most Dojo points throughout the week)
- Each class uses class dojo as a collaborative reward. An agreed amount of dojo points will be set for each class with class rewards agreed with the class at the beginning of each term.
- Class Dream Team – selected each day for recognition for good behaviour, acts of kindness etc – children who remain on the dream team for the day will be rewarded with Dojo points at the end of the day.
- Weekly Celebration Assembly “Bramcote Stars” – celebrating children demonstrating good behaviour linked to our school values.
- New-Children's champion – Children nominate someone in the class who they've noticed demonstrating school values.
- Lunchtime Awards - TBA

Implementation of the Restorative Approach

We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with challenging behaviour, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Reception our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused- this can be done through modelling, small group work, peer support and visual resources such as photographs and stories these support the pupils' understanding and development of empathy. This approach can also be adapted for other pupils throughout the school.

Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach

using tailored resources and lessons and at their own pace.

Children identified as having significant social, emotional or mental health needs may require an alternative approach, such as support from our school ELSA or external agencies. Discussions will take place with parents and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Our Behaviour System

Bramcote C of E Primary School has adopted a restorative approach to managing behaviour. This approach relies on positive relationships and a willingness for all members of our school to talk through problems that may arise. In line with this practice, we ask pupils how their actions have impacted on others and how they can put right what they have done through discussion.

A restorative approach to behaviour management has been embedded throughout our school. High expectations of behaviour ensure a positive working environment.

The Restorative Approach and use of Consequences

When using consequences at Bramcote C of E Primary School, the child(ren) should always be involved in a Restorative conversation (see appendix 2,4) and take an active part in deciding any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

We aim to help the children look at the harm they have caused to others and see that a consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time out' can be offered to children before an incident is dealt with. This is not a punishment but a time to calm emotions before discussing the event. Some pupils may require support or specialised resources to enable this, e.g. visiting the sensory room, a walk around with an adult or visiting the ELSA room.

When children arrive at school and enter the classroom all children will start the day on green. During the day children may stay on green or move to the left if demonstrating exceptional behaviour or to the right if they are struggling with their behaviour. Appendix 3 shows an overview of the types of behaviour and consequences. These are displayed in the classroom.

Dinner Times and Playtimes

The same behaviour system will be in place at lunchtimes and playtimes. Our midday supervisors will apply the same rules, rewards and consequences.

Identified children who find unstructured times challenging may be offered the opportunity to participate in an activity in the ELSA room, or are given the option to play in alternative area or given resources at playtime, these will be supervised.

Transition

Transition from other schools/ settings is managed by the Headteacher and where necessary, the SENCo is also involved in the transition process.

Necessary information regarding the child is shared with the new class teacher before the child enters their class. Required support/ reasonable adjustments are put in place prior to a child starting at our school.

Transition from class to class throughout a child's journey at our school is managed by class teachers. Transition meetings occur annually, and the behaviour of individual pupils is discussed.

Where necessary, Individual Behaviour Plans are shared, and these are passed to new class teacher for them to best understand pupils transitioning into their class. All relevant resources are also passed to the next class teacher.

During the summer term a transition programmes of support is offered by our ELSA who will work with small groups of children to iron out worries and anxieties about moving on.

Stopping Inappropriate Behaviour

We do everything possible to work with children to promote positive behaviour. Positive reinforcement is more effective than issuing a consequence. At our school we understand that;

1. Behaviour is a form of communication of an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
2. Children's behaviour cannot be fully understood in isolation, without considering their individual influences.
3. Relationship-based, restorative approaches offer an evidence-based alternative to zero-tolerance behaviour management systems.

Continued Inappropriate Behaviour (see Appendix 1 and 3)

Children's behaviour is monitored by logging concerns on the electronic CPOMS by staff and where appropriate ABC charts.

On occasions, additional or individual measures may need to be implemented in order to address a range of needs. Members of staff will work with parent/carer and external agencies to develop a plan that is appropriate.

Repeated incidents of inappropriate behaviour or a significant incident will be discussed with parent/carer and either the relevant SENCo, Deputy Headteacher or Headteacher. In these instances, children may be placed on an Individual Behaviour Plan (IBP) and they will be given behaviour targets which will be regularly reviewed and updated with parents. During this period of monitoring, children may also have ELSA sessions or other interventions, individual reward systems, a Boxall Profile may be completed, and external agencies e.g. SBAP may be requested for support.

If the child shows risk of flight or violent outbursts, they will have an Individual Behaviour Plan and Individual Risk Assessment; these will be shared with all staff within school. Individual Behaviour Plans for individual pupils, will be written in collaboration with parent/ carer, the child themselves (if appropriate), school practitioners, school SENCo and outside agencies may be sought for advice e.g. SFSS or SBAP

For school trips, reasonable adjustments may have to be made to ensure that a child's behaviour will not prevent others from being safe and having a good time. In these instances, a child's parent/carer will be informed of the measures being put in place.

On occasion, pupils may be removed from a classroom. This may occur for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

If a pupil is removed from a classroom the pupil will be reintegrated at a time when it is deemed appropriate to do so in line with the reasons for removal.

Behaviour Incidents Online

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/carers are responsible for this behaviour.

However, often incidents that occur online may affect the school culture. Where this is the case, we will respond to the incident in line with this policy and the behaviour approach adopted by school. This is the case when, the behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Use of Reasonable Force

What is the Use of Reasonable Force?

This describes the appropriateness of the physical intervention which must always be related to age, maturity, sex, understanding and capacity of the individual.

Appropriateness will also be dependent on the risk factors associated with the individual, the staff and other individuals in the vicinity.

- The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to **control** or to **restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact, such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Designated staff have attended Copying with Risky Behaviour training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to, or damage to the property of, any person (including the pupil himself).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Staff to which this power applies is defined in section 95 of the Act. They are;

'any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils'

The use of this power also includes:

- Support staff whose job normally includes supervising pupils such as teaching assistants, learning mentors and lunchtime supervisors.

- Can also include people to whom the Headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits).

Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force. Where Restrictive Physical Intervention has been used, a record must be made (on evolve) and parents/carers must be informed as soon as practical after the incident.

Roles and Responsibilities

The role or responsibility for dealing with behaviour in the school; it is a **shared responsibility**. The relationship-based approach applies to all relationships within the school community.

Stage	Description
Teacher / Teaching Assistant	• The classroom Teacher /Teaching Assistants are the most important people for any child whilst at school. They should familiarise themselves with and follow the school's behaviour approach as outlined. • Being punctual, well prepared, interesting and interested avoids many problems. • They should aim to build strong positive relationships with children which should act as the foundation for achievement. They should always try to solve any problems with children themselves in the first instance. • Seek help and support if a situation is difficult to manage. • To record and report behaviour incidences on CPOMS. • Teachers should always follow up with parents if there has been an incident – good communication is essential.
Deputy Head	• Where it is evident a student requires additional support with behaviour, Deputy Head would support the teacher in improving behaviour through a range of techniques which would may include further contact with home and overseeing behaviour strategies.
SENCo / Outside agencies	• In the event that the Class teachers / DHT have not been able to achieve an improvement in behaviour, the SENCo will be involved, they may ask the teacher to conduct a Boxhall Profile of the child, set up a number of ELSA sessions. • Support the teacher with setting up a Behaviour plan • Request support from external agencies e.g. SFSS, SBAP
Head Teacher/Governing Body	• Where issues escalate further the Headteacher and governing body will be consulted to offer advice and support.

The Role of Parents and Carers

We expect parents and carers to support their child's learning. The school works collaboratively with parents and carers to ensure children receive consistent messages about how to behave both in and out of school.

We ask that they support and respect the decisions that we make regarding rewards and consequences. We aim to build a supportive dialogue between home and school and if we have concerns about a child's welfare or behaviour this will be discussed promptly.

Exclusion

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy.

A pupil may be at risk of exclusion from school for:

- Serious physical assault against a pupil.
- Serious physical assault against an adult.
- Continued verbal abuse or threatening behaviour against a pupil.
- Continued verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item.
- Continued bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

A Fixed Term Exclusion from the school can only be authorised by the Headteacher or Deputy Headteacher (In the absence of the Headteacher). A Permanent Exclusion can only be authorised by the Headteacher or Acting Headteacher and must only be done after consulting with the Chair of Governors about the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our policy.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency.

Fixed Term Exclusions

Fixed Term Exclusions are rare, but in the event of exclusions taking place, the school will monitor the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

In any incidence of exclusion parents/carers will be contacted. This will be done by the Headteacher on the day of the exclusion, either by direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents/carers the same day. A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour. The Chair of Governors, LA and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

The school will also work to put in place a Programme for the pupil on his/her return a reintegration meeting will take place and a reintegration plan will be presented and agreed with the child, parents and school. This plan will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership

between student, parent and school.

It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

Permanent Exclusion

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means.

In the case of a Permanent Exclusion, parents/carers will be notified by the Headteacher in a face-to-face meeting.

In exceptional circumstances, a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident. If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion.
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority.
- The school must explain in a letter how to lodge an appeal.
- The local authority must provide full-time education from the sixth day of a permanent exclusion.

All correspondence regarding an exclusion from the school will inform parents/carers of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

The school's Behaviour Policy should be read in tandem with as well as other relevant school policies, particularly the Physical Intervention Policy, Exclusions Policy, Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Recording and Reporting

Incidents of behaviour are logged on our CPOMS system, along with any actions taken. In addition to this class teacher / TA's can use the ABC record (appendix 1) to log concerning behaviours. Each class teacher is responsible for keeping the class Behaviour records up to date and completing, reviewing and updating Individual Behaviour Plans, graduated Response notes, Reward Systems and Incident Logs/ Forms. Each child with an Individual Behaviour Plan will be designated a file on the SEND network to save electronic copies of paperwork. All paperwork completed on a child is to be kept in their file for purposes of data collection and updated regularly.

Behaviour incidences are recorded on CPOMS by the person who dealt with them. These reports are monitored/ acted upon by the appropriate person this could be class teacher, DHT, SENCo or HT.

Monitoring of Behaviour

Class teachers will monitor the behaviour of their children each week and where they have ongoing concerns and feel it is necessary, they will contact the child's parents/carers to discuss the concerns. At this point, class teachers will begin to complete ABC charts to log concerning behaviours. (Appendix 1).

Should the concerns persist, it may be the case that a meeting is held with the Class

teacher and or HT to discuss the strategies that can be put in place to best support the child to develop the high standards of behaviour we are striving for. If necessary, outside agencies will be invited to support.

The class behavior logs will be monitored whole school by the Headteacher. An overview of behaviour in the school will be reported term to the governing body.

The regular review of behaviour across the school also allows the school to continually review the effectiveness of the system and to make necessary changes.

Monitoring and Review of the Policy

The impact of this policy will be reviewed by the Senior Leadership Team and the governors annually.

The Headteacher and Deputy Head will provide the Strategic Development Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Last Reviewed July 2026

Next Review – July 2027

Appendix 1: How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour.

The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

ABC (Antecedent, Behaviour, Consequence) Chart Form

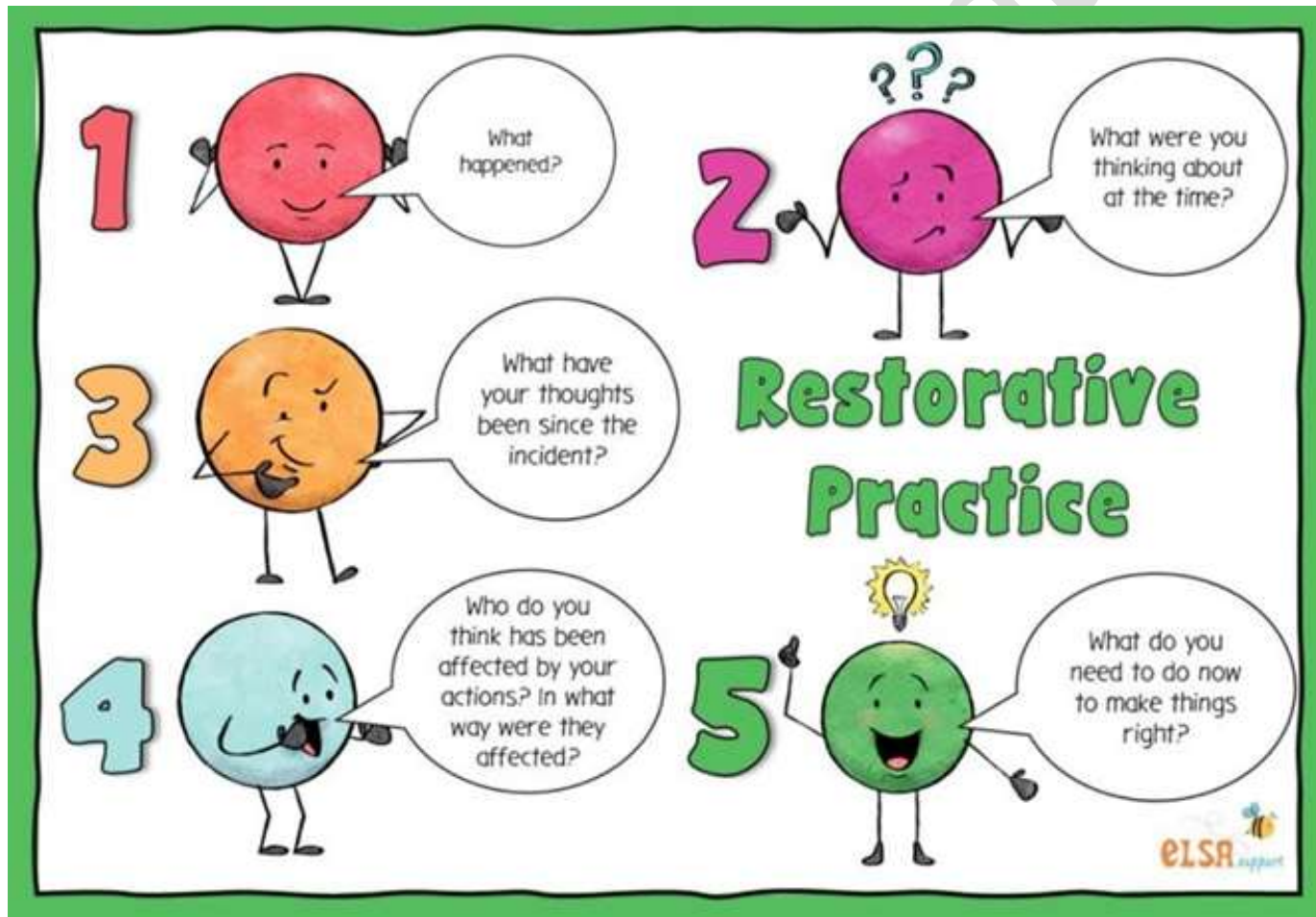
Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the	What activity was going on	What happened right before the behaviour that may have	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Appendix 2: The Restorative Conversation

If there has been an incident in school where a child's behaviour has not been in line with our values or a child has been upset due to the behaviour of others, the individual would be invited to take part in a restorative conversation with their class teacher.

All teachers, TA's and midday supervisors have 5 key questions on their lanyard. This means a consistency of approach when dealing with incidents of behaviour. These 5 key questions will also be displayed in the classrooms.

When reaching number 5 work with the child to agree an appropriate consequence to make things right e.g. make an apology, clean up the mess made, missing some playtime, writing a letter of apology etc...

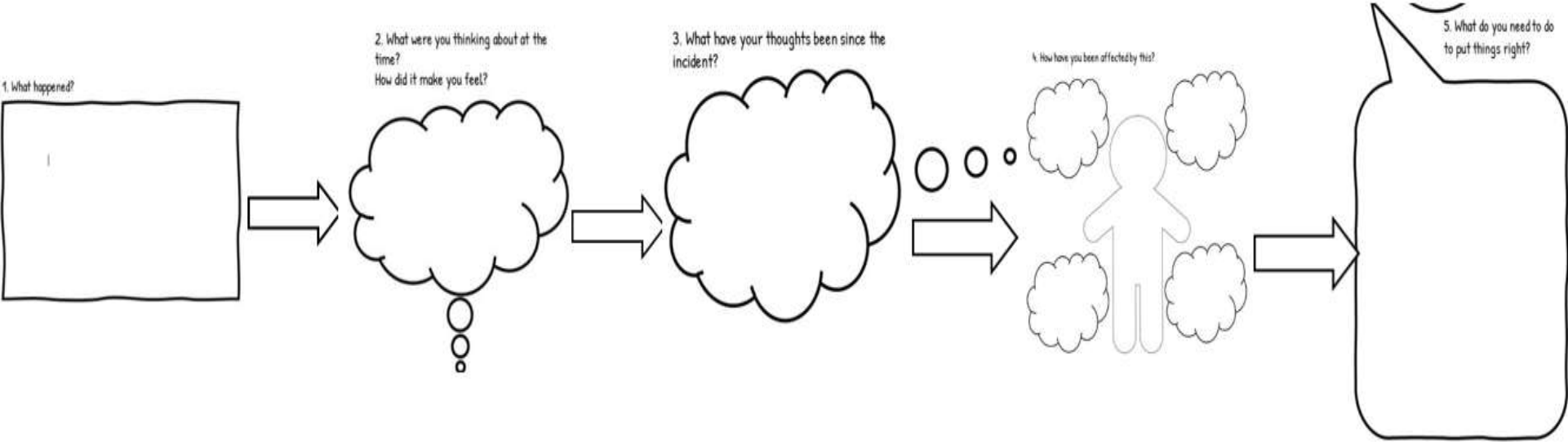


Appendix 3: Rewards and Consequences

Behaviour Steps All children start the day on Green						
What this might look like for me.	Blue Behaviour I have completed and achieved all my work. I am a good Role Model by demonstrating our school values. I respect the safety and learning of everyone. I challenge myself. I will try something new I will help others	Green Behaviour I am ready to learn I show respect for others with my words and actions. I take responsibility for my actions I show I am listening and follow instructions I am polite I am kind	Yellow Behaviours I am not doing what is expected of me. I am calling out / not listening I am not trying with my work I am disturbing others learning	Orange Behaviour I am not being kind to others with my words. I am disrupting other in the class or on the playground. I am not making good choices. I am not listening or following instructions.	Red Behaviour I have hurt others with my actions I have taken things that don't belong to me. I have been constantly disruptive to others learning or on the playground.	Purple Behaviour I am showing significant and sustained disruption to others learning or playtime (3 times per week over 2 week period) I am violent and aggressive towards children or adults. I am not safe in my learning environment. I need support with my behaviour.
Action / What will happen	Verbal Praise Placed on the dream team Star of the day Earn Dojo points Sent to the HT for a sticker Put forward for Bramcote star of the week.	Verbal Praise Given stickers Earn Dojo Points	A reminder from my teacher to make positive choices or ask for help. I can see that you're not focusing / listening can you remember what you need to do? Do you need help? Give Stop and Think!	Time to think 5 minutes to calm down Behaviour will be recorded on CPOMS Parents informed via Dojo using Orange Behaviour symbol.	Asked to sit outside of the classroom (Send out with another adult or send for help) Phone call to parent /carer Behaviour will be recorded on CPOMS	Taken to another place calm down (sensory room, corridor, ELSA room). Phone Call to parent /carer Behaviour recorded on CPOMS Undertake a Boxall Profile. Contact SBAP for support/ advice Fixed Term Exclusion
Restorative Behaviour /Approaches	Class Circle Times	Class Circle Times	Reflect with them on class expectations / remind them of our school values.	Have a reflective conversation with an adult using the ELSA question cards. Discuss a consequence – e.g. apologise, miss 5 minutes playtime, complete unfinished work	Children are asked to complete a reflection sheet (supported by an adult if required) A reflective conversation will take place. Discuss consequences . a letter of apology to those affected, missing 15 minutes of break or lunch.	When calm children are asked to complete a reflection sheet (supported by an adult) Hold a meeting with parent to discuss behaviour and discuss support plan and set date to review. (within 1 / 2 weeks)

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, ALL of which are to be decided within the Restorative Approach

Appendix 4:
Example of Restorative Conversation –



Awair

