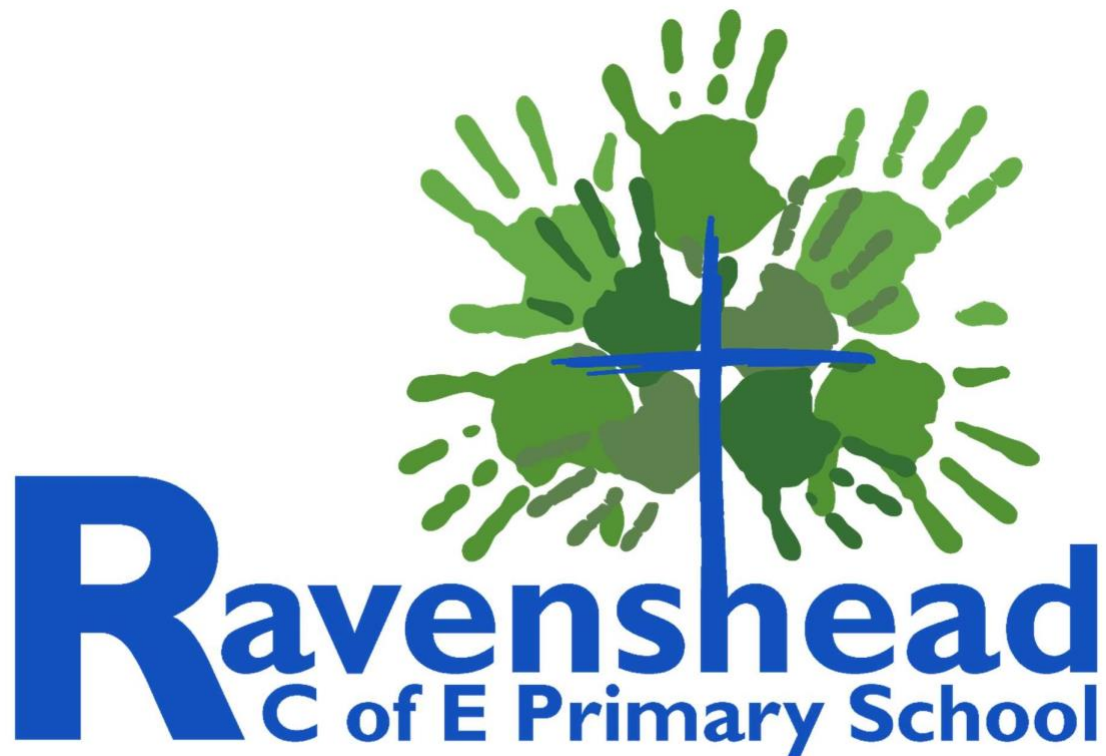




Restorative and relationship-based behaviour policy

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This policy will be reviewed:	September 2027
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Source:	School and incorporating the DFE Restrictive interventions including use of reasonable force in schools

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Our School Vision

Our school vision is based on the theme of 'Taking Care'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and Respect.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."
(1 Corinthians 16.14)

Ravenshead C of E Primary School is 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 fundamentally 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. We recognise that it is essential to create opportunities in which we are able to understand each other's culture if we are able to develop respect for others. Consistency of approach is important in offering the children much needed stability. To this end we recognise the value of ensuring rewards and sanctions are applied fairly and consistently at an individual, class and school level.

At Ravenshead C of E Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. Our approach is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour.

Good behaviour in school is of paramount importance to successful teaching and learning. The main thrust for managing behaviour within school is praise and reward for desired behaviour.

At Ravenshead C of E Primary School, we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to:

- Create the conditions for a caring, orderly community based on mutual respect in which effective learning can take place.
- Take responsibility for their own actions and by so doing develop self-discipline.
- Develop a sense of identity, achievement and self-worth.
- Develop the ability to co-operate with others.
- Develop tolerance and understanding of the needs and opinions of others.
- Develop a greater sense of personal responsibility by giving them responsibilities in a number of ways in school.
- Have a positive, caring attitude towards all people within our school and community.
- Understand the importance of honesty.
- Be aware of the needs and emotions of others.
- Develop self-confidence, self-esteem, perseverance, independence and selfdiscipline.
- Develop qualities of co-operation, the ability to make choices and work as part of a team.
- Understand actions have consequences and they must take responsibility for their actions.
- Respect their own and others property.
- Develop a love of learning.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Have a consistent approach to behaviour throughout the school with parental / carer co-operation and involvement.

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.

All behaviour responses and consequences will be applied consistently, fairly and proportionately, taking into account the individual circumstances of each pupil.

Behaviour decisions will always take account of safeguarding considerations and the welfare of the pupil.

Policy Links

This policy should be read in conjunction with the school's Exclusion Policy. Together, these policies ensure that behaviour is managed proactively and that suspension or permanent exclusion is only used as a last resort, in line with statutory guidance.

This policy was based on Guidance provided by Nottinghamshire County Council (NCC) Local Authority and has included input from: members of staff, our school SENDCo and school Behaviour Lead.

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

- Relationships and Sex Education.
- Anti-bullying.

- Equality.
- Exclusion.
- Health and Safety.
- Safeguarding Policy.
- E-safety and cyber-bullying.
- Coping with Risky Behaviours.
- SEND.
- Play - OPAL Policy

Promoting the Ethos of Positive Behaviour

The basis of achieving good behaviour at Ravenshead C of E is through positive, caring and respectful relationships between adults and children. Our expectations are high and boundaries are clear.

Good behaviour means that everyone in school is:

- Caring and kind.
- Polite and friendly.
- Helpful to each other.
- Calm and hardworking.

It is important to consider behaviour as a method of communication and staff will always attempt to identify what a child is trying to tell them. The word 'behaviour' covers a wide range of actions and staff within our school are given support and training to enable them to identify concerning behaviours and track age-appropriate behaviours. Practitioners at Ravenshead C of E Primary School receive relevant training in line with the behaviour needs of the school on a regular basis. Where further training is required, practitioners receive this at a county level.

Ravenshead Behaviour Values and the Three Rules

All children are expected to demonstrate caring and considerate behaviour around school to promote a conducive learning environment.

We have three rules:

- Ready.
- Respectful.
- Safe and Kind.

How we encourage Positive Behaviour

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

PRAISE, PRAISE, PRAISE.

- Verbal praise and acknowledgment, tell children as often as possible why you are pleased, encouraging and role modelling positive behaviours
- Notice children, use their name and give compliments
- In addition teachers may choose to use, for example, marbles in the jar, raffle tickets etc. for whole class rewards. Individual reward plans may be used for individual children who need extra level of support
- School staff welcome families and children every morning at the class door and say goodbye every afternoon at home time
- Awards are given from each class in Celebration Assembly on Fridays ☑ Use positive language.
- Practitioners will model good behaviour for all children.
- Kind and respectful behaviour is taught through the Personal, Social and Emotional Development sections of the curriculum.
- Children are encouraged to talk about their feelings with the staff at school. ☑ Staff actively 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.
- Ensure that all children are praised for behaving well.
- Reward children for the correct behaviour including Dojo points, Dojo message home, marbles in the jar (for whole class behaviour) etc.
- Praise the child directly for behaviour we are pleased to see.
- Explain 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 PSHE materials and Picture News (British Values).
- Promote emotional literacy through RHE, circle time and restorative conversations.

Our Reward Systems

- Certificates, notes home and stickers are given incidentally.
- Each class has a marble jar and marbles. As a class, a reward is agreed. When all pupils are following the school rules, adults can award a marble (for exceptional behaviour from all). When the class receives an agreed number of marbles, they receive their reward. The jar is then emptied, and a new reward is set.
- Weekly Celebration Assembly.
- Roll of Honour - where parents nominate their children for achievements outside of school.
- Christian Values - where parents nominate their children who have shown Christian values outside of school.
- Dojo Points - (Year 1- Year 6) Dojo points will be displayed on the interactive whiteboard each day. Children will earn Dojo points for demonstrating positive behaviour. Once a child receives 100, 200, 300 etc. dojo points, they will receive a prize.
- Stickers and praise notes in Foundation.

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 Early Years Foundation Stage 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. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy. This approach is also 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, lessons and at their own pace.

Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed 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.

Restorative Practice seeks to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the person whose actions have caused upset and forgiveness by the person affected by this. A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. This approach encourages non-blaming problemsolving conversations conducted in a fair way to resolve issues that occur in school. It encourages empathy, co-operation and honesty, and can lead to healthy resolutions where everyone feels heard and valued.

The Restorative Approach and use of Consequences

When using consequences at Ravenshead C of E Primary School, the child(ren) should always be involved in a Restorative conversation (see appendix 2) 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 their sanction 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 In' 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 space, a walk outside, access to a busy box.

Appendix 3 shows an overview of the kinds of behaviour that would require action and examples of actions that could be taken.

Where there is repeated concerning behaviour, the following will apply:

Where there is repeated concerning behaviour or a significant incident, the following will apply:

1. Informal contact with the parents/carer by the class teacher.
2. Involvement of the Key Stage Lead/ Behaviour Lead or SENDCO.
3. Involvement of the Deputy Head or Headteacher.
4. Formal contact with parents.
5. Individual Safety Passport drawn up.
6. Involvement of outside agencies/ support.
7. Internal exclusion.
8. Suspension/permanent exclusion as set down by Notts County Council guidelines if the incident is serious.

Dinner Times and Playtimes

See OPAL Policy

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

Identified children who find unstructured times challenging may be offered the opportunity to attend Safe Space, Quite Zone, a lunchtime club, an alternative area or resources at playtime.

Identified areas are made available each day during lunchtime (in each Key Stage) for children that may need to bring themselves inside for a quiet space to calm. This will be supervised by a member of staff.

Children who find the busyness of the playground challenging will be offered the alternative of lunchtime club daily. Children can opt to stay inside and choose an activity such as colouring, Lego, board games. This club is not a sanction but a choice.

Transition

Transition from other schools/ settings is managed by the Headteacher and Early Years Lead. Where necessary, the SENDCo 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 Safety Passports 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.

Stopping Inappropriate Behaviour

At Ravenshead C of E Primary, 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 punitive behaviour management systems. Continued Inappropriate Behaviour (see Appendix 1 and 3)

Children's behaviour is monitored by logging concerns on the electronic CPOMS system by staff and 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 parents/carers and external agencies to develop a plan that is appropriate.

Repeated incidents of inappropriate behaviour or a significant incident will be discussed with parents/carers and either the relevant Key Stage Coordinator, Behaviour Lead, SENDCo, Deputy Headteacher or Headteacher. In these instances, children may be placed on a Safety Passport. 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 nurture sessions or other interventions, individual reward systems, and external agencies may be requested for support.

If the child shows risk of flight or violent outbursts, they will have an Individual Safety Passport and Individual Risk Assessment; these will be shared with all staff at the school. Individual Safety Passports for individual pupils, will be written in collaboration with parents/ carers, the child themselves (if appropriate), school practitioners, school SENDCo and outside agencies may be sought for advice e.g. School Special Services, Challenging and Risky Behaviour Team.

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 parents/carers will be informed of the measures being put into 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. Any removal from the classroom is a short-term measure and does not constitute a suspension. Where a pupil is required to leave the school site for disciplinary reasons, this will always be recorded as a suspension in line with the school's Exclusion policy. Decisions to suspend or permanently exclude will only be taken by the Headteacher in line with the school's Exclusion Policy and in accordance with statutory guidance.

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?

Reasonable force refers to the use of physical contact by a member of staff that is **necessary, proportionate and appropriate to the circumstances**, in order to prevent harm or maintain safety.

Force is considered reasonable when:

- It is used to **achieve a legitimate aim** (e.g. preventing injury or serious disruption).
- It is the **minimum level of force required** for the shortest possible time.
- It takes into account **the age, understanding, medical needs and individual circumstances** of the pupil.

Reasonable force may include:

- Physically guiding or escorting a pupil to a safe place.
- Blocking a pupil's path to prevent harm.
- Holding a pupil to prevent injury to themselves or others.

It does **not** include:

- Using force as a punishment.

- Excessive, disproportionate or unsafe physical intervention.

Principles in the use of Reasonable Force

The school is committed to creating a safe, respectful and supportive environment for all pupils and staff. In line with Department for Education (DfE) guidance (April 2026), restrictive interventions:

- **Must only be used as a last resort.**
- Must prioritise **prevention, early intervention and de-escalation.**
- Must always be **lawful, reasonable, necessary and proportionate.**

Restrictive interventions should only be used where necessary to maintain safety and not as a disciplinary response.

Definition of Restriction Interventions

Restrictive interventions are defined as any action that prevents, restricts or subdues a pupil's movement or behaviour.

This includes:

- Reasonable force (physical intervention).
- Non-contact restraint (e.g. removing aids/equipment).
- Seclusion (preventing a pupil from leaving an area).

A **significant incident** is any use of force beyond everyday appropriate physical contact.

Legal Framework

This policy reflects the following legislation and statutory duties:

- Education and Inspections Act 2006 (Sections 93 and 93A):
- Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025.
- Equality Act 2010.
- Human Rights Act 1998.
- Health and Safety at Work Act 1974.

When Reasonable Force May Be Used

All school staff have the legal authority to use reasonable force where necessary to:

- Prevent injury to pupils or others.
- Prevent a criminal offence.
- Prevent damage to property.
- Prevent serious disruption to good order.

Any use of force must:

- Be **necessary.**
- Be **proportionate (minimum force for shortest time).**
- Be in the pupil's **best interests and dignity.**

Prohibited and Unsafe Practices.

The following are strictly prohibited:

- Use of force **as punishment.**
- Techniques that restrict breathing (e.g. pressure on neck, chest or covering mouth).
- Use of unsafe holds, particularly on the ground.

All restraint carries risk and **must be avoided whenever possible.**

Seclusion

Seclusion must only be used:

- As a **safety measure to prevent harm**, not as discipline.
- When a pupil is experiencing significant distress or dysregulation.

Requirements:

- Must take place in a **safe, non-threatening environment.**
- Pupils must be **continuously supervised.**
- Must end **immediately when risk reduces.**
- Must always be **recorded and reported.**

Everyday Physical Contact

Appropriate physical contact is permitted and encouraged where necessary, including:

- First aid.
- Comforting or supporting pupils.
- Guiding or escorting.
- Teaching physical skills.

The school **does not operate a no-contact policy**, as this could prevent staff from keeping pupils safe.

Decision-Making Framework

Before using any restrictive intervention, staff must consider:

Necessity

- Are there safer or less restrictive alternatives?
- Will intervention reduce risk or escalate it?

Proportionality

- Is this the least restrictive option available?
- Is the level of force appropriate to the risk?

Welfare and Dignity

- Impact on pupil's wellbeing.
- Medical needs, SEND, trauma or vulnerabilities.
- Maintaining dignity and privacy where possible.

SEND and Vulnerable Pupils

The school recognises that pupils with SEND may:

- Be more likely to experience distress.
- Communicate needs through behaviour.
- Be disproportionately affected by restrictive interventions

The school will:

- Identify triggers and early warning signs.
- Implement **proactive and personalised strategies**.
- Make **reasonable adjustments** in line with the Equality Act 2010.
- Develop and regularly review **behaviour support plans** (Safety Passports) with parents and professionals.

These plans will include:

- Preventative strategies.
- De-escalation approaches.
- Clearly defined circumstances where physical intervention may be used.

Prevention and De-escalation

The school prioritises:

- Positive relationships.
- Clear communication strategies.
- Environmental adaptations.
- Emotional regulation support.
- Early intervention.

Staff are trained in **de-escalation techniques** and behaviour support strategies.

Staff Responsibilities and Training

The school will:

- Ensure staff receive appropriate **training**.
- Conduct **risk assessments** for pupils and situations.
- Support staff in safe decision-making.
- Provide **post-incident support** to both staff and pupils.

Recording (Statutory Requirement)

All **significant incidents** involving force, restraint or seclusion must be recorded:

- **As soon as possible (ideally same day).**
- By the staff member(s) involved.

Records must include:

- Names of pupil(s) and staff involved.
- Date, time, location and duration.
- Description of incident and triggers.
- De-escalation attempts used.

- Type and level of intervention used.
- Justification for use (why necessary).
- Any injuries sustained.
- Post-incident support provided.

Records must be logged on the school system (CPOMS).

Reporting to Parents (Statutory Requirement)

Parents must be informed:

- **As soon as practicable (ideally same day).**
- In **writing** (via Class Dojo).

The report must include:

- When and where the incident occurred.
- Why intervention was necessary.
- What type of intervention was used.
- Details of any injuries.

Follow-up discussions should be offered to review support strategies and prevent recurrence.

Recording and Reporting Seclusion and Non-Force Restraint

All incidents of seclusion or non-physical restraint must:

- Be recorded using the same timescales.
- Include required statutory information.
- Be shared with parents in writing.

After an Incident

Following any incident, the school will:

- Review what happened and why.
- Identify patterns or triggers.
- Update behaviour support plans if needed.
- Provide emotional and/or medical support.
- Conduct a **debrief process** with staff and pupils.
- Rebuild relationships and promote learning.

Monitoring and Governance

School leaders and governing bodies will:

- Monitor and analyse data on restrictive interventions.
- Identify trends, risk factors and disproportionate use.
- Ensure compliance with statutory duties.
- Use findings to improve policy and practice.

Complaints and Allegations

Any concerns regarding the use of restrictive interventions will be managed in line with:

- The school complaints procedure.
- Keeping Children Safe in Education guidance.

Recording and Reporting Incidents of Behaviour

The relevant forms required for recording children's behaviour are in the Appendixes of this policy and there are also electronic versions on the school network in the Behaviour file. Each class teacher is responsible for keeping the class Behaviour Logs (ABCs/ CPOMS) up to date and completing, reviewing and updating Individual Safety Passports, Graduated Response notes, Reward Systems and Incident Logs/ Forms. Each child with an Individual Safety Passport will be designated a file on the 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/ ABC charts by the person who delt with them. These reports are monitored/ acted upon by Key Stage Leads and where necessary the Behaviour Lead.

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 Foundation or Key Stage Leader, SENDCo and Behaviour Lead 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 behaviour logs will be monitored whole school by the SENDCo and/or Behaviour Lead weekly and overseen by the Headteacher. An overview of behaviour in the school will be reported each half 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 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 stakeholder.

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?

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.

Welcome and set the rules

Thank you for agreeing to talk about what happened. I understand it can't be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you do that? Enquiry – locate in the event (The past) Can you tell me what happened? What were you thinking at the time? How were you feeling at the time? Who else do you think has been affected by this? Enquiry – locate in personal context (The present) What have your thoughts been since? How are you thinking/feeling now? Reframe / Summarise. So what I think you're saying is Identify needs (The future) What do you need to do so that..... Things can be put right? You can move on?

Meeting needs and agreement

So what do you think needs to happen now? / How will we know things are working? Reframe negatively worded goals e.g. "I won't be punching Mark" by asking "What will you be doing, then?" / How will it look? How will you be feeling?" Closure How are you feeling right now? / How will we know things are getting better? Thank for listening so well /working hard to agree a way forward.

If more than one child is involved in the incident there will be a restorative meeting.

The Restorative Meeting

Welcome and set the rules.

I'm glad you've decided to come. Thank you for making that choice. I know it's not easy. Will you try to listen right through to the end when the other person is talking? Please don't interrupt. You don't have to agree with everything you hear, but you need to allow each other to be heard. Can you do that? Listen to the story.

Do you mind if I take a few notes? Tell me what happened What were you thinking at the time? How were you feeling? Has anything else happened since then? How did it make you feel? What were you thinking? And what are you thinking now? How are you feeling now? Summarise/ reframe I think what you are saying is that You were thinking that feeling that

Listen to the other story (stories) Use the same set of questions as above identify What needs to happen now? Invite participants to respond to what they've heard. Allow each participant in turn to state what they need -What do you need (to do) so that things can be put right? OR What do you need (to do) so that things can move on? Seek clarification if needed So what I think you're saying is...

Appendix 3: School's logical Consequences

The logical consequences system is a whole school approach, consistently applied by all staff working in the school. All stakeholders should know the rules, rewards and consequences. We will always praise positive behaviours.

Behaviour	Positive action or de-escalation	Logical consequence
1. Low level – dealt with in class with teacher / TA		
Walking about / out of seat Answering back / Talking over others Work refusal Low level disruption. Boisterous behaviour Uncooperative actions. Disrupting others. Isolated swearing.	- Brain break - Reminders of expectation/ school rules - Proximity praise - Strategies to prevent - Tactical ignoring - Offer support – peer or adult - Use of timers - Praise and recognition of work completed - Clear next steps - First and then - Refer to Zones of Regulation - Follow individual's safety passport	- If learning time is missed due to this, catch up in own time. - Discussion with the teacher to identify possible reason - Discussion with teacher regarding emotional impact on other - Opportunity to reflect on reasons why they answered back Apology - Work missed caught up in own time - Discussion with teacher
2. Medium level dealt with by class teacher with pastoral team support and behaviour lead support if necessary *ABCS to be started*		
Ongoing of the above	- Distraction or diversion - Reminders of expectation - Regulation support from the adult - Move to another class - Follow individual's safety passport	- Discussion with teacher regarding emotional impact on other. - Opportunity to reflect on reasons why they swore Apology - Parent informed - Explore external support if appropriate
Damage to property e.g. drawing on tables	- Distraction or diversion - Removal of equipment - Reminder of use of equipment - Regulation support from adult - Move to another class - Follow individual's safety passport	- When regulated, clean / tidy up the mess, mend or replace any damaged equipment - Discussion with teacher - Parent informed - Explore external support if appropriate

Ongoing work refusal	• Offer support – peer or adult • Use of timers • Praise and recognition of work completed • Clear next steps • First and then • Move to another class. • Follow individual Safety Passport	• Work missed caught up in own time • Discussion with teacher • Parent informed • Explore external support if appropriate
3. Medium level dealt with by class teacher/ TAs/ Pastoral team/ SLT- Consequences MUST be discussed with SLT.		
Persistent disruption or disturbing the peace	• Distraction and diversion • Praise and recognition of work completed • Follow individual's safety passport	• Completion of learning missed in own time or outside of the classroom • CPOMS • Parent informed • Explore external support
Leaving the classroom without permission	• Offer support – peer or adult • Use of timers • Praise and recognition of work completed • Clear next steps • First and then • Move to another class • Follow individual's safety passport	• Completion of learning missed in own time or outside of the classroom • CPOMS • Parent informed
4. High level dealt with by SLT – SLT to determine consequence		
Fighting/ Targeted Violence against peers and staff	• Dynamic risk assessment • Distraction and diversion ○ Remove from area Follow individual's safety passport	• Move to a different class • Removal from playground • Parents invited in • Internal exclusion • External suspension ▪ Reintegration logged on CPOMS • Explore external support
Targeted swearing/ verbal abuse	• Distraction and diversion ○ Remove from area Follow individual's safety passport	• Move to a different class • Removal from playground • Parents invited in • Internal exclusion • Reintegration logged on CPOMS • Explore external support

Absconding	• Dynamic risk assessment • Distraction and diversion • Remove from area Follow individual's safety passport	• Police involved • Parents invited in • Internal exclusion • Reintegration logged on CPOMS • Explore external support
Criminal damage to property / equipment	• Dynamic risk assessment • Distraction and diversion • Remove from area Follow individual's safety passport	• Parents invited in • Replace damaged property / equipment • Internal exclusion • External suspension • Reintegration logged on CPOMS • Explore external support
Racism and bullying	• Discussion with child re emotional impact of actions • Follow individual's safety passport	• Parents invited in • Internal exclusion • Reintegration logged on CPOMS • Explore external support
Items brought in that are a danger	• Dynamic risk assessment • Distraction and diversion • Remove items Follow individual's safety passport	• Parents invited in • Internal exclusion • Reintegration logged on CPOMS • Explore external support

All logical consequences will need to have a restorative conversation with the member of staff that deals with the incident.

Whole class or group activities based around PSHE should be used regularly to address any issues in class.

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, ALL of which are to be decided withing the Restorative Approach. Adults should use their professional judgement when deciding on 'community fix its' with children.



Behaviour Approach

- The first thought is to think positively and be consistent.
- School Rules: only 3 – Ready, Respectful, Safe and Kind.

There are 5 areas to behaviour that we should follow:

1. Consistent, calm adult behaviour:

Strip out emotion when dealing with an undesirable situation. Feeding our own emotional state into the situation creates for a confusing and often unfair outcome.

2. Teach learning behaviours:

If you want them to walk into class quietly, then you model it and encourage it. Do you have a routine that needs tightening up? Is there an area of the school that needs your attention? Create a simple routine that is learned day in, day out. Give it at least 30 days before you decide it doesn't work. Use marbles to reward the collaborative achievements of the class related to Ready, Respectful, Safe and kind. Keep marble rewards proportionate!

3. Give 1st attention to best conduct:

Focus on the 95% in your room: thank them, praise them, sit with them. Ask after them, take time for them...make those great behaviours the 'celebrity' in the room, not the poor behaviour shown by the 5%. Positive relationships are everything. Thank them for doing the basics: door opening, reading when they come in, walking about quietly and safely, using manners.

Reward systems: When asked the top 3 things that children love the most? Dojo points, give jobs, phone calls home, Dojo message home, work on the wall when it is deserved. Consider the wellbeing of parents also. Use the Work Hard & Be Kind to People certificate sent via Dojo for 'shout outs':



4. Script difficult conversations with learners:

This will be our whole school approach that we will all use. It will avoid raised voices, excessive talking of the teacher to the child and essentially reduce loss of learning time which is the priority. The Zones of Regulation language will be used with all children, dependent on cognitive ability. Some scripts will differ for our 5% and these should be noted on individual Safety Passports as we all need to know should we come to deal with them.

5. Invest in personal, restorative follow up

Follow up after the child has had their consequence, it is your chance to encourage the child to reflect on who was affected (restorative conversation – see below in displays section). Create an opportunity for a relationship rebuilding activity e.g. chat about their interests.

Staff Conduct and Responsibilities

We must be role models to these children in our school. If we shout up corridors, use unprofessional words, hand them poorly produced resources, appear unorganised or late this is what will be promoted in our school. This includes everyone who works with our children: teachers, TA, supply, visitors.

1. Try to keep the child in the classroom by engaging with them in a calm way, using the scripted conversation.
2. Don't discuss the issue with pupil until they are calm. This may take a considerable amount of time.
3. Respect personal space; volume of voice, tone, body language.
4. Establish whether the pupil is ready to talk and who with. Ensure adult is listening more than talking.
5. Pupils should not be sat in a public place (i.e. outside the office) as a consequence. They should be in a class with a directed task with a member of staff.
6. Do not discuss children in front of other pupils or discuss that child to another member of staff in front of them.
7. If a child has agreed on a consequence with a member of staff, refrain from adding your own personal comment/look/judgement on the situation.
8. Ignore/brush off confrontational comments from pupil. No arguing back. Walk away to avoid escalating the situation. We are the adults!
9. Be familiar with and follow the school's behaviour policy
10. Ensure every child feels a valued member of the class team
11. Be positive wherever possible. Praise children, offer incentives and celebrate good effort
12. Follow the logical consequences and restorative practice steps if required in their classroom but also in all areas of school
13. Stay calm and avoid confrontation
14. Do not shout at children

There are only 3 occasions where shouting is acceptable at:

- For help
- If a child is at risk of harm
- To be heard in a noisy environment

There is a clear difference between shouting and using a firm tone and all of our staff are aware of this.

We will provide a positive learning environment where all adults:

- Have high expectations and ensuring the children know what the expected behaviour looks like
- Ensure learning is engaging, pitched at the right level, is appropriately differentiated and has appropriate scaffolding
- Establish positive and respectful relationships with all children
- Promote respect, tolerance, positive choice making and problem solving skills
- Deal with incidents positively and remember to use calm tone and intonation ☑ Use proximity praise, re direction and distraction and allow take up time
- Use the words 'thank you' instead of 'please'.

In our classrooms:

- Open the windows – hot, stuffy classrooms make children tired and grumpy – the brain needs oxygen to function properly.
- Promote drinking water– dehydration causes stress on the body and the brain.
- Visual timetables – actively used to give predictable routines and take away anxiety
- Clear expectations – simple language

Classroom Displays

- The school poster of the 3 rules. These are referred to daily e.g. thank you for being safe by tucking your chair in. Thank you for showing respect by listening whilst I was explaining.

At Ravenshead C of E
Primary School we are...

READY!

RESPECTFUL!

SAFE & KIND!



- Restorative conversation steps.



- Zones of Regulation.

- The mindmap created with your class at the start of the year to show what each rule looks like in their class. The following year, a copy of this will be given to the next year group teacher.

Pupils who have a Safety Passport

- Ensure all members of staff who work with the child/ ren, are aware of the Safety Passport.
- The Safety Passport is a 'live document' and should be updated regularly and reviewed as behaviours change.

The ZONES of Regulation

	Green	Yellow	Orange	Red
How I am feeling and what you can see				
What you can do to help and what you can see	You are successfully managing your feelings. You are an active learner, demonstrating a positive attitude. You should feel proud. You are showing respect to adults and your peers.	You are becoming de-regulated and not showing a positive attitude or you are not fully engaged in your learning. It is time to reflect and consider what you can do to turn this situation around.	You have become de-regulated and not showing a positive learning attitude. You may have disrupted learning or playground/ lunchtime, other people might be hurt or upset. You can still turn the situation around but may need some help.	You have become angry, angry, desperate and are disrupting learning in playground/ lunchtime, other people may be hurt or upset. You need lots of help to turn the situation around.
What you can do to help and what you can see	You can share your own successful strategies with your peers and help others to be even more successful. An adult or peer may recognise this and congratulate/ thank you for your effort.	You need to reflect on your behaviour and consider your choices. You may need to ask for help from a peer or adult, or even reflect on the learning task. A peer or an adult will give you a warning as they want you to be successful.	An adult will give you time to reflect/ regulate in the classroom. We may talk to your parents/ carers about how we will support you and encourage you to support yourself.	An adult will remove you from the situation. When you are ready and give you time to reflect/ regulate in another classroom or environment.

Behaviour Management Strategies

Stage	Steps	Actions
1	Reminder/ de escalation	Delivered privately wherever possible: Remind of the 3 rules and which they are not following and why: e.g. “are you showing me you are ready by looking at the front”, “are you being safe by looking where you are going” . - Ready - Respectful - Safe and Kind or 3 step routine (e.g. for lining up – the 3 instructions). Repeat reminders if reasonable adjustments are necessary. Deescalation strategies • Acknowledge good behaviour choices • Remind children of the desired behaviour • Use positive reinforcement • Private and eye level communication • Take up time to process and rectify • Sensory space • Classroom break • Body Language • Move to a different classroom Take the initiative to keep things at stage 1.
2	Caution	Clear verbal caution delivered privately wherever possible: - make the child aware of their behaviour. - clearly outline the consequences if they continue. Use the phrase, ‘Think carefully about what you are going to do next.’ (in a calm/ flat tone).
3	Last chance	Speak to the child privately and give them a final opportunity to engage: - offer a positive choice to do so and refer to previous examples of good behaviour. - use the 30 second scripted intervention* Say, ‘Stay behind 2 minutes after class.’ This 2 minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Reflection Time	Reflection time might be a short time in the quiet area, a safe area just outside the classroom, or at the side of the field of play. It is a

		few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at breaktime on the playground or a more formal meeting (use the restorative approach).

* 30 Second Script

- **I noticed you are...** (having trouble getting started/struggling to get going/wandering around the classroom).
- **It was the rule about...** (lining up/staying on task) **that you broke.**
- **You have chosen to...** (move seats in the classroom/catch up with your work at lunchtime/speak with me at lunchtime).
- **Do you remember last week when you...** (arrive on time every day/had that message sent home to parents on Dojo/had your work shown to the rest of the class)? **That is who I need to see today...**
- **Thank you for listening.** (Then give the child some 'take up' time – move away, give them space and ignore any secondary behaviours designed to lure you back at this stage).

Useful phrases in high pressure interventions

- I am going to come and speak to you later about the consequences of your actions.
- I am going to walk away to give you/both of us a chance to calm down.
- I don't think I have enough information to make a decision right now.

?

10 ways to manage secondary behaviours

1. Don't bite back with your words.
2. Refuse to chase secondary behaviours or engage in a power play (yes you did/not I didn't argument).
3. Use choice if you can but not if it inflames the situation.
4. Resist the urge to bring up past misdemeanours e.g. this is the 23rd time this term you've done this.
5. Don't follow learners when they walk away, unless you have to because of clear and present safety concerns. Often the act of following can provoke another peak in anger.
6. Remember that you are the adult. Focus on the outcome you want, not the argument.
7. Ask questions and try not to make accusations.
8. Focus on what is happening next. You can uncover what has just happened later.
9. Whenever possible move the student to a safe space out of public view and the pressure of an audience.
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

Appendix 5 – Language of Emotions to be Used with the Children

Inner wheel – EYFS.

Middle wheel – KS1

Outer wheel – KS2

Be mindful of the developmental age of the child you are working with and adjust language accordingly.

