Relationship and Behaviour Policy

Approved by:	LGB	**Date:**	February 2026
Next review due by:	February 2027		

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

1. Purpose:

1.1 Statement of Intent

At Brownhills West Primary School, we want to create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning.

This policy has a strong focus on positive behaviours and healthy relationships. We are a Trauma Aware School and adopt a trauma and mental health informed approach when supporting our children, that is built on a knowledge of individual children and their families. Relationships are established with Restorative Practice embedded throughout the school.

1.2 Aims:

- Establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- Support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- Ensure that the reputation of Brownhills West Primary School is positive in the local and wider community.

1.3 Ethos

Building strong and positive relationships is at the heart of everything we do at Brownhills West Primary. It is something we pride ourselves on and strive to continuously develop.

Building these solid relationships with our parents/carers and the wider community are also of key importance to us. Our three school rules — Be Respectful, Be Ready and Be Safe — are the foundation of our behaviour expectations and are embedded across all aspects of school life.

We strive to:

- Help each child to feel happy, safe and secure in the school within a nurturing environment.
- Encourage children/staff, to celebrate their uniqueness and develop respect for each other.
- Help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- Help children recognise their achievements, and to have high aspirations for the future- DREAM BIG and strive for excellence
- Enable each child to develop skills for life so they become increasingly resilient and independent personally, socially and in their learning.

2. Monitoring and Review:

- The Behaviour Policy and associated rules and routines will be reviewed annually by the Senior Leadership Team and Full Governing Body annually.
- Application of the policy will be monitored by the SLT and others within routine school self evaluation activities.

3. Rules and Routines

3.1 School Rules

Children are given clear guidelines about appropriate behaviour and expectations based on our 'Brownhills Best Rules' which are displayed in each and every room around the school. These rules are well embedded into the life of the school and are used in the classroom, in and around the school and in the playground:

Be Ready Be Respectful Be Safe

Our School Values are:

- To Nurture Belonging
- To Take Responsibility
- To Ignite Ambition

3.2 Behaviour Expectations and Routines

Children are taught our behaviour curriculum explicitly through our Being Brownhills' Best curriculum, which is taught alongside other National Curriculum subjects.

Children need predictable routines, expectations and consistent responses to behaviours, and consequences that follow certain behaviours made explicit. Time has been spent by staff, in the review of this policy, outlining clearly what our expected routines and social

norms look like, so that these can be carefully communicated to our pupils and parents. We have specific centralised routines to explain what should happen at different points throughout the school day. These routines are set out below and more detailed expectations surrounding these can be found in Appendix A.

3.3 Behaviour Consequences: Rewards and Sanctions
Our behaviour pathways outline the rewards which our children will receive for demonstrating positive behaviours. These also cover the sanctions that will be issued following certain behaviours. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendices B and C.

Positive behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded. Across the school we use an individual electronic reward system named 'Class Dojo', which allows pupils to earn and save points before redeeming them for prizes. In addition, all pupils and staff are members of house teams where 'Dojo' points are totalled towards achieving a termly team reward. Staff do not use their own localised reward systems.

3.4 Behaviour Toolkit
This consists of the following template documents which must be used in-line with this policy: A. KS1 Reflection Sheet B. KS2 Reflection Sheet

3.5 Reflections

A reflection is a commonly used sanction and is often used as a deterrent for negative behaviour as part of our behaviour pathway. Reflections will typically last no longer than 5 minutes for KS1 pupils and 10 minutes for KS2 pupils, occurring during break or lunchtime on the same day where possible. Pupils will always be given adequate time to eat and use the toilet before reflections begin. We do not require parental consent to issue a reflection. The member of staff who has issued the consequence will supervise the child for the reflection. During this time, the child will complete the work from the session in which the incident occurred and a restorative conversation will take place. This conversation will help to ensure the incident does not occur again. The child will not miss their entire break or lunchtime; staff will ensure they have had sufficient time to eat their snack/lunch and to use the toilet before their time commences. SLT lunchtime reflections will take place in the Beach Hut. During these reflections, pupils will complete a reflection form/letter of apology as appropriate. A restorative conversation will take place with any associated staff members part of/informed about this conversation

3.6 Additional Support Strategies to Promote Positive Behaviour

We practise an **equitable** approach to managing relationships and behaviours, as there may be a number of children who, for whatever reason, find that they need additional individualised support with their behaviour - early identification and intervention being essential. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage; **consequently, our**

approach to children in distress may be differentiated to cater to the needs of the pupil.

It is expected that where a child is struggling with their behaviour, the class teacher acts reflectively, and considers how to pro-actively support that child, **remembering that behaviour is communication**.

Mrs Perry, our school SENDCo (Special Educational Needs Disability Co-ordinator) and Ms. Tina Beck (our Family Support Lead) are the first port of call for class teachers, teaching assistants and lunchtime supervisors to seek and gain advice and strategies to support a child. Should problems persist, the class teacher and Mrs Perry/Tina will arrange a meeting with parents/carers to see how best to support the child. It may be decided that a Positive Behaviour Plan is the best way forward to support that child. This plan will detail individual, proactive strategies in place for the child alongside a Behaviour Target slip.
Should an issue persist, the class teacher will meet with a member of the SLT (Senior Leadership Team) to identify further avenues of support for the child, and this may lead to a positive behaviour plan, to the further deployment of school resources or to referrals to outside agencies.

Being fair isn't about everyone getting the same but it is about getting what they need

3.7 Removal from Classroom
Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the current learning task in a supervised setting, i.e. in a partner class as part of our reflective process. Where removal is used as an opportunity to reflect, it may last up to five minutes for a child in KS1 or ten minutes for a child within KS2.

In the event that removal occurs to maintain the safety of a child, then this may last for a longer period of time. During this time, the child will be supervised by an appropriate member of staff and the educational task will continue where possible. Once the child has had sufficient time to self-regulate, then a restorative conversation will take place and they will be integrated back into the classroom with support from a teaching assistant or the class teacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher. Support will be given to the child and their family by the SLT/pastoral team with an aim to improve behaviour so they can be integrated and succeed within the mainstream school community.

3.7 Suspension and Permanent Exclusion
As a tolerant, supportive learning community, suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' along with CCLT suspension and exclusion documents.

3.8 Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted.

As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable children. Key member of staff are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, this approach will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder. If this occurs, a Reasonable Restraint Record form (Appendix D) will be completed.

3.9 Banned Items

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vapes, lighters, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parents' risk.

3.10 Discipline Beyond the School Gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our behaviour pathways and exclusion protocols, detailed elsewhere in this policy. This includes incidents that may occur online.

The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a serious threat to another person. The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

3.11 Use of mobile phones in school

If children bring their mobile phone to school, they will be collected by a staff member at registration time and kept in the school's main office. Children are not allowed to use their mobile phones during the school day.

4. Pupil Support System

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them.

The Pastoral Team develops a support package which identifies the support required and who will deliver this. Impact is carefully monitored. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

4.1 Record Keeping and Data Analysis

We use the CPOMS system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour lead. Staff are all trained as part of our CPD offer.

Our SLT analyse the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

All records are maintained confidentially and handled in accordance with data protection legislation to safeguard the privacy and dignity of pupils and staff. The recording of more serious incidents (such as Child-on-Child abuse) is important as it can help build up picture of a child's behaviour over time. At Brownhills West, we use CPOMS to record these behavioural incidents:
The following must be included:
- The 'incident' section should include details of the incident and de-escalation strategies tried
- The full names of other children involved through the 'linked children' option
- Location
- Trigger
- Possible Motive
- Further Action Taken

The following may also be put in place when we wish to gain more information on a child's behaviour. This will be under the direction of Mrs Perry, Tina or a member of the SLT where an Educational Psychologist is involved:

- ABC forms – used for analysing triggers for behaviour and the effectiveness of consequences (See Appendix F)

4.2 Reasonable Adjustments

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

4.3 Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the pastoral team is given. Parents/carers are involved and informed as appropriate.

4.4 Anti-Bullying Strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies and PSHE curriculum.

Pupils and parents are encouraged to report any concerns about bullying directly to designated staff. All reports will be investigated promptly and confidentially, with appropriate support and sanctions provided as necessary. Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:
• The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
• The Education (Independent School Standards) Regulations 2014
• The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition: Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:
1. It is ongoing and continuously repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define Cyber bullying as:
The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture, or gender.
- SEN or disabilities.
- Appearance or health conditions - including maternity or pregnancy.
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual.

4.5 Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our Safeguarding policy. The DSL will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

5. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.
Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.
The Headteacher will also consider the pastoral needs of staff accused of misconduct.

6. Roles and responsibilities

6.1 The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.
The governing board will also review this relationship policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this relationship policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principle. The Headteacher will also approve this policy.
The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure consistency.

6.3 Staff

Staff include all teaching and support staff, the SENDCo, and pastoral team members who collaboratively implement behaviour strategies and provide targeted support. Staff are responsible for:

- Implementing the relationship and behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

6.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Links with other policies

This relationship policy is linked to the following policies:

- Anti-bullying policy
- Child Protection and Safeguarding policy

8. **EYFS Adaptation:**

- **Aim** - children are developing foundations of self-regulation, emotional literacy (recognising, expressing and managing emotions), building positive relationships with adults and children and showing empathy.
- Children are taught consistent routines / boundaries and social skills (turn-taking, sharing, listening).
- Promote resilience, independence, empathy and respect for others.
- Taught and modelled within the EY curriculum (PSED) and high quality interactions.

- Behaviour supported in nurturing, consistent and using **developmentally appropriate approaches**. Staff still follow the behaviour consequences (reward and sanctions) at BHWPS (reminders, red dojo, time in another class) but consider age related behaviour / expectations *(for example: snatching, screaming during playtime because a child wants a toy someone else is playing with – adult model sharing / turn taking first rather than immediate sanction).* Behaviour is viewed as a learning opportunity rather than something to be punished.
- Managing behaviour – children are still learning how to regulate their emotions and behaviour. Children will be spoken to at their own level, in a calm and respectful manner. Adults acknowledge and recognise expression of feelings alongside reinforcing boundaries, adults will redirect behaviour, use of 'thinking spot or chair', support with a reflective conversation and visual support.

Appendix A - Centralised Routines

Centralised Routines

Routine 1 - Movement around school

- Children should line up in line order, facing the correct direction and talking stops.
- A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line. If not possible, the staff member at the front of the line will implement 'point-to-point' line leading.
- Children will follow 'best walking' protocol.
- If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
- If children are transitioning around the school alone they should follow 'best walking' protocol
- Children should be encouraged by all staff to hold doors open for adults around school.
- Children should be encouraged by all staff to offer visitors and staff members a friendly greeting as they travel around school.
- When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

Centralised Routines

Routine 2 - Start and end of the day and classroom expectations

At the start of the day, staff members should greet children with a smile. Children should be encouraged to respond. Children should:

- Enter the cloakroom/locker area, hanging up/putting away their coats and bags quickly and then quietly enter the classroom. Children should be encouraged to hang up items that have fallen onto the floor.
- Reading books and diaries will put in the designated place.
- Snack/tuck money should either be put into the child's tray or designated place within the classroom.
- Homework will be put in the designated place on the day that it is due in.
- Water bottles will be placed in the bottle box or under the table, so that they are close-by but will not spill on to work or clutter the work space.
- Lunch boxes will be placed in their locker or lunch box trolley if required.
- Children will then sit at their designated seat and begin 'do now' activity, instructions for which should be displayed on the whiteboard.
- All pencil cases, equipment or items needed to complete 'do now' activities will be on tables, so that children have no need to ask for anything or leave their seat.

At the end of the day:

- Children will ensure their space above, below and around their table is tidy and all items are in their correct places. The classroom should be tidy before children prepare to go home.
- In tables or small groups (no more than 4), children retrieve their belongings from the cloakroom/lockers whilst being visible by an adult.
- If an additional adult is present in the classroom, they support the dismissal routine with high expectations. They may be directed to support children who find this transition difficult.
- Return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- Newsround will play to give children a focal point whilst preparing for home.
- Remain seated and wait for the class teacher to call them to line up
- All children going to an after-school club should remain at the back of the line whilst children are being dismissed
- Children attending clubs are then taken by a staff member and handed over to the staff member leading the club
- If a child is being collected, a member of staff will ensure that the child goes to their grown-up.
- If a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.
- Children should not ride scooters or bikes on the grounds at the start or end of the day.

Centralised Routines

Routine 2 - Start and end of the day and classroom expectations

During learning:

- Children do not leave their seat without consent from a member of staff.
- All staff use the silent hands up signal to gain children's attention alongside a countdown from 3 (see Core Teaching Habits document). In Early Years, this may be accompanied by a sound (e.g. bells) to signal to children to look at the teacher.
- Children may contribute to learning by putting up their hand, or by being selected by the teacher to contribute (cold call).
- Children should push their chair in whenever they are leaving their desk.
- Children should be encouraged to go the toilet at breaktimes, but if needed during a lesson they may go one at a time. Going to the toilet during lesson input should be discouraged.
- Tissues should be easily accessible for children whenever needed.
- Transitions for whole class around the room should follow this system:

1) Stand silently
2) Push Chairs in
3) Move to instructed destination

Centralised Routines

Routine 3 - Playtime and Lunch time

At morning playtime:

- Children collect their coats and snacks as directed by the class teacher.
- Children who are not buying tuck should go out to play
- Children who are collecting tuck from the hall, go in an orderly line into the hall and line up to collect tuck.
- Children should not be inside school unsupervised by an adult, at any time.
- All staff should encourage children to put snack rubbish in the playground bins and to litter pick before the end of playtime.
- At the end of playtime, teachers should be ready to collect their class from the playground at 11:00 am so that lessons can promptly begin.
- Children should re-enter their classrooms quietly, hanging up coats swiftly and returning to their seats, ready to begin the 'do now' activity waiting for them.

At lunchtime:

- Children with packed lunches should line up at their classroom door, ready to be sent to the hall.
- Children who have school dinners should line up behind the children with packed lunches before being dismissed
- Those with packed lunches collect their lunch from their lunchbox box and start eating once seated.
- A member of lunchtime staff will notify those having a school meal when to line up.
- KS2 children will line up quietly outside the hall entrance.
- Children should go up to the serving trolley in year groups.
- Children line up on the left of the trolley.
- Children collect a tray, then their lunch, remembering to use manners.
- Children collect cutlery place this on their tray before walking to their seat.

Centralised Routines

Routine 3 – Playtime and Lunch time

Once they have finished lunch

- Those with a packed lunch will put any unconsumed food back in their lunch box to take home and replace their lunch box in the lunchbox box, before going out to play.
- Those children having a school meal, will take their tray to the cleaning station. They must put their cups and cutlery in the designated bowls, before scraping any unwanted food into the bowl provided. The tray should then be stacked neatly in the designated space. Children should then go down the out to play.
- For Reception pupils, once the majority of the children on the table have finished, they will be asked to line up quietly by the member of staff.
- Please note, that during lunch times, relaxing/instrumental music will be played in the background. This provides a calming atmosphere and sets a level for 'talking' volume.

Outdoor play at lunchtime

- Children will arrive on the playground and engage with the varying activities within the different areas.
- Equipment must be tidied away five minutes before the end of lunchtime
- Members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another.
- Designated 'play leaders' will support their classmates and support with the collection of the play equipment.
- The bell will signal for everyone to stop; once everyone has stopped, the second whistle will signal for equipment to be put away/children to line up.
- Children will walk to their line before being escorted back to their classroom.
- Teachers should be ready to collect their class at 1:05pm so that afternoon lessons can begin promptly.

Indoor Play (wet or other):

- Activities will be provided in class.
- Children to be supervised by a member of their classroom staff at breaktime and a member of lunchtime staff at lunchtime.
- Children should be seated, quietly busy and not moving around the classroom.
- Children should be encouraged to use the toilet during break times in order to reduce missed learning time.

Appendix B: Consequence Pathways

Appendix C: Consequence Pathway

Behaviour Pathway - Sanctions

Behaviour	Recording/ Reporting	Who	Possible Response
Stage 1: Low-level disruption shouting out, talking during input, out of seat without permission, unnecessary noises, deliberate distractions	No recording necessary	Class Teacher Support Staff	Reminder of rules/values 'Catch positive behaviour' 30 Second intervention I've noticed that... Rule/Right reminder..... Connect to consequence .....Remind of previous positive behaviour..... Set time frame and allow take up time .....Thank them for listening
Stage 2: Repeated Stage 1 behaviours Disrespect including: Ignoring instructions, Rudeness, Name calling, Inappropriate language	Teacher informs parents/carers	Class Teacher Support Staff	Time out 5 minutes A different seat A solitary place in the classroom Reflection given for missed learning at next break, to complete missed learning and have restorative conversation with class teacher Red Dojo (-5 dojo points)
Stage 3: Non-compliance with consequence from Stage 2 Continuation of Stage 2 behaviour Refusal to complete learning tasks	CPOMs Class Teacher informs parents Possible formal meeting with parents to discuss strategies (if repeated behaviour)	Class Teacher Support Staff Partner Class Teacher FSW ELT	10 minutes in partner classroom Reflection given for missed learning at next break, to complete missed learning and have restorative conversation with class teacher Consideration of Positive Behaviour Plan (if repeated behaviours) Consideration of referral for pastoral support (internal)

Behaviour	Recording/ Reporting	Who	Possible Response
Stage 4: Non-compliance with consequence from Stage 3 Fighting Deliberate harm to pupil Deliberate verbal abuse Vandalism	Recorded on CPOMs AHT informs parents Possible formal meeting with parents to discuss strategies	Class Teacher FSW Asst. HT SLT SENCO External Agencies	Pupil sent to SLT who will complete an investigation and ensure recording on CPOMs Reflection(s) given as appropriate Parent meeting/discussion with SLT Restorative conversation supported by class teacher Consideration of referral for pastoral support (internal) Reflection Form completed/Letter of apology if appropriate Consideration of Positive Behaviour Plan(if repeated behaviours) Referral to outside agency for support - Behaviour support service/Ed Psych (if appropriate) Internal Exclusion Fixed Term exclusion(if appropriate) (Parents, Chair of Governors, CEO informed
Stage 5: Non-compliance with consequence from Stage 4 Continuation of Stage 4 behaviours Serious one-off incident Deliberate assault of pupil resulting in injury Deliberate assault of member of staff Significant damage to property Racism/Homophobia	Recorded on CPOMs Head Teacher informs parents As above	As above	As above External exclusion as a last resort

Appendix D: Restraint Record Form

Name of child	
Date/Time/Location	
Detail of incident (including details of any other pupils involved, any de-escalation techniques used)	
Reason for using restraint	
Any injury suffered by staff or pupils	
Follow up actions/support	
Report compiled by: Name/Role	Signature …… Date…….
Parent/Carer Signature	Signature……..Date……..

Appendix E: ABC (Antecedent, Behaviour, Consequence) Chart Form

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

Behaviour Toolkit: KS1 Reflection

Behaviour Toolkit - A - KS1 Reflection Sheet

What happened?

How did you feel at the time?

Why did you feel that way?

What do you need to do to fix it?

Are you ready to go back to class?

Behaviour Toolkit: KS2 Reflection

Behaviour Toolkit - B - KS2 Reflection Sheet

What happened?

How did this make me feel?

What was the result of this?

What could I have done differently?

What have I learnt?

Am I ready to go back to class?