TRAVIS ST LAWRENCE CE PRIMARY SCHOOL

RELATIONSHIPS AND BEHAVIOUR POLICY

2024-2025

Contents

1. Vision

Together we belong, believe, learn, achieve.

Underpinned by the 'Parable of the Sower', we believe we can all be 'the good soil' and grow through learning every day to be the best versions of ourselves.

To **belong** means we are all part of the school community, with tolerance and respect for all differences.
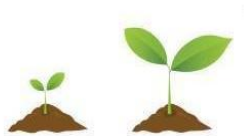
To **believe** means to believe in ourselves and have faith.

To **learn** means to constantly strive to be the best versions of ourselves - knowing more, remembering more and being able to do more.

To **achieve** means to have the drive to succeed in all areas of life, in school and beyond, now and in the future.

This policy was created with our vison at its heart.

2. Aims

This policy aims to promote good relationships for all. It is grounded in the key principles of relational practice, placing emphasis on inclusion and belonging, especially for our most vulnerable pupils.

At Travis St Lawrence CE Primary School, we have clear systems and structures to support staff in helping their children to learn to behave well. We have an ethos that builds security through recognising strengths, celebrating success and recognising each child as being unique.

Travis St Lawrence CE Primary School's policy and practice is based on evidence-informed research and practice, including Paul Dix's books, Restorative Practice (Mark Finnis, 2021), The Kindness Principle (Dave Whitaker, 2021) and Guidance for Developing Relational Practice and Policy (Devon County Council and Babcock Learning & Development Foundation, 2020).

3. Values, Relationships and Behaviour

At Travis we follow the 'Travis Virtues' which reinforce our school vision. There is a focus virtue for each week and the children are rewarded if they demonstrate the virtue in action. Our virtues are designed to foster skills for life-long learning and future success.

T - Teamwork

We can collaborate with others.

R - Resilience

We keep going when things are tough.

A - Active Learning

We actively take part in lessons.

V - Value others

We respect and celebrate difference.

I - Independence

We take ownership of our own learning.

S - Success

We know how to succeed and always do our best.

4. School Expectations

At Travis St Lawrence CE Primary School, we have high expectations of behaviour for our children. We aim to teach children to develop self-control, behaving in ways that allow all children to learn and feel safe in school. We expect children to show respect to all members of our society, treating others fairly and kindly, with good manners. We expect children to endeavour to do their very best in all they do, demonstrating a growth mind-set. Our expectations are expressed as the Travis Expectations which are displayed around school.

Our expectations are that:

1- **Be Ready**
2- **Be Respectful**
3- **Be Safe**

We show appreciation and recognition to children who meet the school Expectations. This is outlined in appendix 1.

At Travis St Lawrence CE Primary School, we acknowledge that some children may find it harder to meet the Expectations, or may choose not to. We know there are many possible reasons for this and we will always seek to find and support to address the underlying reason.

Where children don't meet the Expectations in day-to-day school life, we follow the Behaviour Steps. These are outlined in appendix 2.

5. Key Principles

Our policy and practice are built on the following Key Principles:

Developing Relationships

Building Relationships:
Developing safety, security and trust through protection, connection, understanding and care

Supporting Inclusion:
Facilitating access to learning, ensuring social inclusion and developing individual skills

Setting Boundaries:
Reaching agreements and building a shared understanding of expectations. Establishing clear processes for resolving difficulties

Repairing & Restoring

Resolving Conflict:
Everyday restorative interactions to resolve minor conflict and disagreements and create a shared understanding

Repairing Harm:
Restorative encounters to discuss the breaking of agreements, the impact (consequences) on others and to restore relationships

Supporting Change:
What additional support / action is needed?

Responding & Calming

Keeping Calm:
Using everyday interactions to maintain relationships and agreements and promote a calm and supportive learning environment

Regulating Emotions:
Using key relational skills to regulate strong emotions and calm behaviour

Managing Crisis:
Having clear plans to ensure safety and support

Credit: Devon County Council and Babcock Learning and Development Foundation

Developing Relationships

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships are at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and very clearly perceived.

Through these relationships children will also develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. Building these relationships, supporting inclusion and establishing strong and caring boundaries are integral to making this happen.

To develop relationships at Travis St Lawrence we:

Set Clear Boundaries	Protect
We: • Have a shared set of clear shared Expectations: Be Ready, Be Respectful, Be Safe • Consistently teach and refer to our shared Expectations • Show appreciation and recognition to those who demonstrate our Expectations (See Appendix 1) • Provide regular and repeated provision to those who need targeted support	We: • Are predictable, reliable and trustworthy • Provide safety to all children • Are emotionally available and consistent • Support children to organise their thinking and emotions • Provide consistent systems and routines • Adapt practice to support individual children's needs
Connect	Understand
We: • Meet and greet every child every day • Show children that we like them and are interested in them (Unconditional Positive Regard) • Have fun and stimulate shared joy and laughter • Provide opportunities for positive shared experiences (peer-to-peer and adult-to-peer) • Teach the skills needed for positive relationships	We: • Are curious about children's feelings, thoughts and behaviour • Accept their feelings and experience • Express empathy • Help children to process their feelings

Care	Support Inclusion
We show unconditional positive regard through:	We:
• Genuineness	• Assess all areas of learning and relational needs.
• Acceptance	• Provide additional support to enable children to access the learning and social environment.
• Empathy	• Provide equal opportunities for all.
• Being our real self	• Support children to develop peer relationships and be socially included.
	• Are a strong advocate, who understands the needs of the child and who is able to represent their views, ask questions and provide challenge can significantly affect outcomes for the child.

Responding and Calming

At Travis St Lawrence CE Primary School, we recognise that it is normal for children of all ages to be playful, challenge authority and to test boundaries. Most children will at some point overstep a boundary and will need reminding about agreements and expectations. We know that our relationships, and the relational skills we utilise should be our first port of call at these times.

We use skilled interactions to successfully resolve low-level disruption without the need to escalate. Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction. We catch these emotions and co-regulate with the child so that these emotions do not become overwhelming. This is integral to keeping the child and classroom calm.

When behaviour impacts on the child, another child's, or the adults' safety, this is managed as part of our individual support plans. How we respond in a crisis should be clear, coordinated and communicated to ensure safety.

At Travis St Lawrence CE Primary School, we use the following approach for **Responding and Calming**:

Keeping Calm
We: • Ensure predictability through consistent systems and routines   • Prepare children for change wherever possible (including transition)   • Maintain an organised, calm and low-arousal environment   • Are emotionally consistent as adults
Managing Emotions
We: • Use skilled relational interactions to resolve low level disruptions including Repair Conversations (appendix 3)   • Support children to use a range of regulation strategies when dysregulated through the Zones of Regulation model
Responding to Crisis
We: • Use the Six Stages of Crisis Model to support adults to manage situations safely   • Put support plans in place for children who regularly experience crisis to support adults to provide containment and consistency on how to respond   • Have an understanding of children's needs including those related to regulation   • Train staff in the use of de-escalation

Repairing and Restoring

At Travis St Lawrence CE Primary School, we recognise that sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused. The demands of school mean that some children (and adults) will need support to repair and restore relationships and learn from the mistakes made.

When supporting this learning process in the aftermath of a challenging event, we ensure the children still have the security of our relationships in order to access the learning needed to repair harm and be supported to change. We give them our empathy, our understanding and our support.

Through research and evidence-based practice, we understand that applying a restorative framework following conflict or when incidents have taken place can be far more successful in promoting understanding and learning, than a purely consequence driven approach.

At Travis St Lawrence CE Primary School, we use the following framework for repairing and restoring:

Resolve EverydayConflict

We:
- Hold and/or facilitate Repair Conversations (appendix 3) whenever two people have a difficulty
- Resolve worries and disagreements as they arrive rather than allowing them to build into bigger conflict
- Teach children the skills to be good restorative communicators and listeners
- Provide time and opportunities for children to discuss disagreements, express their thoughts and feelings and come to helpful agreements (circle time, collective worship, school council, learning mentor time, available adults)

Repair Harm

We:
- Hold a Repair Meeting, following a significant conflict or incident, with all those involved to share their story, thoughts and feelings, understand others and come to a shared agreement of what needs to happen to meet the needs of all people involved.
- Include pairs and/or groups of children, adults and parents/carers
- Use a Restorative Framework to conduct the Repair Meeting in order to maintain boundaries and demonstrate acceptable behaviours (appendix 4.)
- Agree restorative actions and logical consequences which support change and repair relationships

Support Change
We, as the practitioners, reflect on: • What was the behaviour communicating? • How did the adult involvement help or hinder? • How are the unmet needs being addressed? • What skills does the child need to develop? • What additional learning opportunities are in place to enable this? • Consider further assessment of need, a plan for support (SEE APPENDIX?) and/or intervention to develop skills and further opportunities to support the repair of relationships and ensure inclusion.

6. Serious Incidents

Some incidents may require a greater or quicker level of action (see Step 4 and Step 5 and appendix 2). On occasions involving significant violence (Step 5), a senior member of staff will be summoned immediately to offer support. These are categorised as serious incidents.

Children use appropriate safe spaces to regulate and reset, while staff decide the appropriate next steps. Discussions will always include those involved. In circumstances when a serious incident has occurred, parents will be informed as soon as possible, and a record will be made. Serious incidents, including any racist or homophobic incidents, are not tolerated and will be recorded on CPOMS.

7. Statutory Information about the School's Approach to Specific Behaviours

Bullying

Bullying, including cyberbullying and prejudice based/discriminatory bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated, often over a period of time and difficult to defend against. Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-Bullying Policy, which can be accessed on the school website.

Off-site Behaviour

Repairing and Restoring may take place where there has been conflict or an incident off-site when representing the school, such as on a school trip or on the way to or from school.

Online Behaviour

Repairing and Restoring may take place for online conflict or incidents when:

- It poses a threat or causes harm to another child

- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school

- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a child is suspected of criminal behaviour, and is 10 years old or above, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police a member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, supportive, and decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Child Protection and Safeguarding Policy for more information.

Mobile phones

Children are not allowed to have mobile phones with them on-site.

If children who walk to school on their own need to bring a mobile phone to school this is by agreement with the school and the phone is passed to the class teacher each morning. Phones are handed into the office. Parents/carers complete the appropriate permission form. The school does not take any responsibility for damage or loss.

If a child is found to have a phone with them in the class this will be dealt with as a breach of the behaviour code, at the appropriate level of sanction, depending upon individual circumstances. The phone will be stored by the Headteacher and parents/carers will be called to collect it.

8. Confiscation, Screening and Searching

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items found in a child's possession will be confiscated and we will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

9. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them from significantly harming themselves, others or property. At Travis St Lawrence CE Primary School, key staff are trained in positive handling by Team Teach trainers. Incidents of physical restraint must:

- Always be used proportionately, when there is a clear need to maintain the safety of children or property. Restraint is about safeguarding not a behaviour practice.

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to the headteacher and parents
- Be recorded on CPOMS by a member of the Senior Leadership Team

10. Exclusion

The school uses suspension and/or permanent exclusion in response to serious incidents/conflict or persistent breeches of the school's behaviour expectations.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our DSAT Exclusions Policy for more information. This can be found on the school website.

11. Child Transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. The school works closely with local nurseries, high schools and parents to ensure we gather/transfer as much information as we can about a child to better inform practice and relationships with children

To ensure behaviour is continually monitored and the right support is in place, relevant information related to the child may be transferred to key staff at the start of the term or year. Information may also be shared with new settings for those children transferring to other schools.

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding policy for more information. This can be found on the school website.

13. Malicious Allegations

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

14. Recording and Reporting

We collect data on the following:

- Conflict and incidents (Step 3 and above). This is outlined in appendix 2.
- Attendance, permanent exclusions and suspensions
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, children, Local School Board, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At individual level as part of **Reparing and Restoring**
- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle

15. Roles and Responsibilities

The Trust and the Local School Board

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Local School Board work in partnership with the Trust to support the school in its implementation of the Behaviour Policy.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour and relationship policy
- Ensuring that the school environment encourages positive behaviour and relationships
- Ensuring that staff commit to the school's key principles for behaviour and relationships in theory and practice (See section 4)
- Monitoring how staff implement this policy to ensure it is applied consistently to all groups of children
- Ensuring that all staff understand the Travis St Lawrence CE Primary School Expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behaviour and relationships culture to ensure they understand its expectations and routines, and how best to support all children to participate fully

- Offering appropriate training in relational and restorative practice, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy

- Ensuring that data is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Committing to the school's Key Principles for behaviour and relationships in theory and practice (See section 4)

- Creating a calm and safe environment for children

- Establishing and maintaining the school Expectations

- Implementing the behaviour and relationships policy consistently, through implementation of the Key Principles (see section 4)

- Communicating the school's expectations, routines, values and standards through every interaction with children

- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular children

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly (see appendix 2)

- Teaching and supporting children to meet the school's expectations

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

Children

Childs will be explicitly and repeatedly taught and modelled the following during their time at Travis St Lawrence:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy

- The school's Expectations and routines

- The recognition they can earn for meeting the Expectations, and what will happen if they don't meet the standards

The children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of this Behaviour and Relationships Policy

Parents/carers

Parents/carers are expected to:

- Support their child to meet the school's expectations

- Inform the school of any changes that may affect their child's wellbeing

- Discuss any concerns with their child's class teacher promptly

- Attend Restorative Meetings when invited

- Endeavour to build positive relationships with the school

16. Links with other policies

This behaviour policy is linked to the following policies and procedures:

PSHE Procedure

- Anti-bullying Strategy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- DSAT Exclusion Policy
- Restraint Policy
- Online Safety policy
- Cyber-bullying policy
- De-escalation and positive-handling Policy

17. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting child's with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its childs

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate childs' behaviour and publish a behaviour policy and give schools the authority to confiscate childs' property

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association

18. Appendices

Appendix 1: APPRECIATION AND RECOGNITION

Appreciation and Recognition: Staff Version

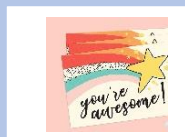| **Verbal Praise**	**Postcards Home**
At Travis St Lawrence we: • Appreciate and name everyday efforts • Use praise in every interaction • Use the language of choice • Link our verbal praise to the Expectations and Values • Make phonecalls and/or send Dojo messages to parents/carers to show recognition	At Travis St Lawrence we: • Recognise special achievements with a postcard home • Children bring their work to the headteacher • Their work is also displayed in the headteacher's room • The child also has a postcard posted home.
Star of The Week	**House Points**
At Travis St Lawrence we: • Choose one child from each class to be Star of the Week • Parents/Carers are invited to the Celebration Assembly where the child finds out that they are Star of the Week. • Children also receive a written description of why they are Star of the Week.	At Travis St Lawrence we: • Give house points to children who go above and beyond. • Our House Captains (year 6 children) count up the weekly totals and then announce these in celebration assembly. • Every term there is an award for the winning house • Children receive milestone awards for their house points collected
Celebration Assembly	**Afternoon Tea with the Headteacher**
At Travis St Lawrence we: • Hold a Celebration Assembly every Monday • Award one certificate in each class for Star of the week, maths, reading or writing award and a values Award	At Travis St Lawrence we: • Nominate a child, placing their name in the nomination box • Draw six children each half term from the box • Hold an afternoon tea on a Friday afternoon with the Headteacher • Share a photograph on ClassDojo
Recognition Boards	**Whole Class Rewards**
At Travis St Lawrence we: • Have a Recognition Board in each classroom, and other learning spaces around school • Have a focus linked to the Travis St Lawrence Expectations and/or Values written at on the top • Write names on the board to show recognition • Wipe the board clean at the end of the each session to give a fresh start	At Travis St Lawrence we: • Use whole class rewards to motivate and support the class as a team • Allow teachers and classes to devise their own system for the whole class reward • Have a visual reminder in each class • Aim for the class have a treat linked to the whole class reward at least once a half term

How we recognise your good behaviour and effort.

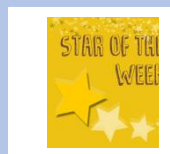| **Verbal Praise**	**Postcards Home**	**Star of The Week**	**House Points**
You may receive verbal praise linked to our Travis Expectations and Values Phone calls and/or Dojo message may be sent to parents/carers	Postcards are given for recognising achievement in work. Your work will be displayed in the headteacher's room.	Star of the Week is chosen each week for someone who has been seen displaying our Expectations and Values.	House points are given for those who go above and beyond. You will also get house point certificates. Every term there is an award for the winning house

Celebration Assembly	**Afternoon Tea with the Headteacher**	**Recognition Boards**	**Whole Class Rewards**
Every week there is a celebration assembly. A star reader/writer/mathematician are chosen. Values Awards are also presented.	Any adult can nominate a child for this. They will be noticed for displaying our Expectations and Values. Every half term names will be drawn out to have a special celebration. There will be a picture on Class Dojo to celebrate.	Each classroom/Learning space will have a recognition board. The focus will be on either Travis Expectations or Values.	As a class you can decide with your teacher what your class reward will be for the half term.

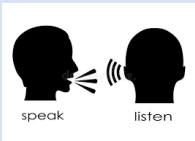## Appendix 2: BEHAVIOUR STEPS

Behaviour Steps: Staff Overview

Step	Script	Action
1: **Reminder of Expectations**	"You are ____. The Expectation is that you ____. You need to ____."	**a) Responding and Calming** It may be appropriate to remind the child of regulation strategies
2: Second Reminder with a Choice	"You are still ____. The Expectation is that you____. If you choose to continue, the consequence will be____ "	**a) Responding and Calming** It may be appropriate to direct the child to a specific regulation strategy
3: Classroom consequence	"You are still ____.This means that you have chosen to ____. OR For Step 3 physical behaviour/language/damage to property (no Step 1 or 2) "The Expectation is that you are safe/respectful. You need to (classroom consequence)	**a) Responding and Calming** Child moves to the regulation station or another place in the learning space or area **b) Repairing and Restoring** A Repair Conversation is held at the earliest opportunity (usually break time)
4. Time Out	"You now need to have Time Out of the classroom /playground/Gemstone" OR For Step 4 physical behaviour/language/damage to property "The Expectation is that you are safe/respectful. You need to have Time Out of the classroom / playground/ Gemstone"	**a) Responding and Calming** Class-based staff takes the child with their work to a safe agreed place and inform a member of SLT (if only one member of staff in class, they alert SLT who will arrange for the child to be collected from class) Child is directed to regulation activities in the safe agreed place before any other interaction takes place. SLT and the class-based staff agree the length of time the child needs for Time Out. Wherever possible, class-based staff work with the child in safe agreed place (SLT will do so if this is not possible) **The aim is to reintegrate to class at the earliest opportunity.** **b) Repairing and Restoring** A Repair Meeting will take place (ideally before returning to class) Parent/carers are informed
Serious Incident	"The Expectation is that you are safe. You need to come with me now to _____" (insert name of HT or relevant senior leader)	**a) Responding and Calming** It may be appropriate to use Six Stages of Crisis Model to support de-escalation. Physical intervention would be a last resort but should be use if to not do so would result in harm. Child is escorted to a senior leader. Child works in the safe agreed place until a Repair Meeting takes place **b) Repairing and Restoring** A Repair Meeting will take place with parent/carers present. Logical and appropriate consequences agreed Safety measures are put in place (if appropriate)

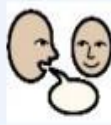Behaviour Steps: Detailed Outline of Behaviours and Actions

Behaviour Step	Step 1	Step 2	Step 3	Step 4: Persistent or high level incident	Serious Incident
Repairing and restoring			Repair Conversation led by class-based staff	Repair Meeting led by SLT	Repair Meeting led by HT
Recording			Where: Arbor Who: class-based staff	Where: Arbor Who: agreed between staff involved	Where: Arbor Who: agreed between staff involved
Staff Involved	Class-based staff	Class-based staff	Class-based staff	Class based staff, SLT	Class-based staff, HT
Behaviours					
Non-Compliance	Non-compliance – not disruptive	Non-compliance – disruptive	Non-compliance – persistent	Non-compliance – persistent refusal/defiance	
Disruption	Disruption- low level	Disruption- low level	Disruption – persistent	Ongoing disruption impacting on wider school	Prolonged disruption impacting across school
Unkindness	Unkindness to other children	Unkindness to other children- persistent or repeated			
Bullying/ Perceived Bullying				First incidents of bullying and/or low level	Bullying – ongoing after school involvement
Swearing, threatening language and/or verbal abuse	Inappropriate language – Low Level	Inappropriate language/Swearing	Inappropriate language/ Swearing/ verbal abuse towards a child	Inappropriate language/ swearing/ high level verbal abuse towards a child	Inappropriate language /verbal abuse – High level and repeated
Online Behaviours				Cyber bullying Online Incident	Cyber bullying- continued Online Incident- high level
Damage to property	Damage to Property	Continued damage to Property		Damage to more valuable property	Damage to property- deliberate to high value property

Violence and aggression			Inappropriate physical contact (e.g. Slapping, pushing, dropping, play fighting)	Violence and aggression – to a child Fighting	Violence and aggression – to an adult or causing harm to a child
Discrimination				Discriminatory Language/ behaviour	Discriminatory Language /behaviour extreme to a child or directed to an adult
Mobile phones				Possession of a mobile phone without permission	Use of a mobile phone in school (e.g. to make a call or take photographs
Sexual Violence/ harassment					All sexual violence and harassment is classed as a serious incident.

Behaviour Steps

1 **Reminder of Expectations**	2 **Second Reminder with a Choice**	3 **Classroom Consequence**	4 **Time Out**
speak listen			?
Responding and Calming - Reminders of regulation activities by adults	**Responding and Calming** - Directed to a specific regulation strategy by adults	**Responding and Calming** - Regulation Station - -Different learning space **Repairing and Restoring** - Repair Conversation to take place	**Responding and Calming** - Time our to work in a designated area - Adults will agree the length of time out **Repairing and Restoring** - Repair meeting to take place - Parents/carers contacted

5 Serious Incident

Children will be directed to work in a designated area until a Repair Meeting with parents/carers can take place.

Appendix 3: Repair Conversation Structure

Repair Conversations
Timeline

What happened?	Who has been affected by this?	What needs to happen now?
Storytelling	*Impact*	*Solution focus*
Exploring what happened and ensuring we look at this from everyone's perspective. The interrelationship between behaviours, thoughts and feelings.	Exploring the impact of what has happened on people and relationships. This considers how others have been affected and presents an opportunity to discover the idea of unintended consequences.	Exploring what needs to happen next in order to move forward, what needs should be taken into consideration and how do we prevent a reoccurrence. It is important to establish and agree on the steps needed in order to repair any harm. It is key to as these questions individually.
What happened? What has brought us here today? What happened next? What were your thoughts at the time? What was happening before? How were you feeling? After that, what happened next? What do you think about it now?	How have you been affected? Who else has been affected? Anyone else? What has been the hardest thing for you? How do you feel now? Was anyone else involved? If there was, how were they left feeling? Has anyone else been affected by this?	What else needs to happen? Do you agree with that? What do you need in order to move on? What would that look like? When will it be done? How does that leave you feeling? What will it look like when it is done? If you can't do that, what can you do? Credit: Mark Finnis

I wonder
I imagine
I Notice
wrapped in
Empathy