



BRAILES C of E PRIMARY SCHOOL

Behaviours and Relationships Policy






GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'

Matthew 5:16

 <p>BRAILES C of E PRIMARY SCHOOL</p>	 <p>Behaviour Blueprint</p>	 <p>THE STOUR FEDERATION LEARN. GROW. SUCCEED TOGETHER MULTI ACADEMY TRUST</p>
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GROW TOGETHER, SHINE BRIGHT
'Let your light shine.' Matthew 5:16

<p style="text-align: center;">3B's</p> <p>Be ready. </p> <p>Be respectful. </p> <p>Be my best. </p>	<p style="text-align: center;"><u>Visible Consistencies</u></p> <p>Calm and consistent approach Talk and connect Whole body listening Praise positive choices Support and challenge Effectively manage conflict Zones of regulation</p>
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 <p style="text-align: center;">COURAGE</p>	 <p style="text-align: center;">COMPASSION</p>	 <p style="text-align: center;">CURIOSITY</p>
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Reminder
Warning - assert choice direction
Talk time - Restorative conversation

RESTORATIVE CONVERSATION	
DESCRIBE	What happened?
RECOGNISE and LABEL	How did you feel at the time?
UNDERSTAND	Who was affected, how were they affected and how do you think they felt?
EXPRESS	What are your feelings now?
REFLECT	What are everyone's needs when it comes to what should happen next?

Learn, Grow, Succeed Together

1. INTRODUCTION

At Brailes C of E Primary, we recognise the importance of exemplary relationships with others and positive behaviours are modelled continuously and professionally. We value children as individuals, use praise for effort, demonstrate warmth and empathy, and show respect for all (Carpenter, 2018). We work 'with' our children and families as a way of 'being', rather than a way of 'doing' to develop positive relationships and genuine, mutually beneficial learning experiences where everyone has something to bring, share and learn. (Finnis, Restorative Practice, 2021).

2. PHILOSOPHY

'Grow together, shine bright' and 'Be Ready, Be Respectful, Be my best', and the Trust Strategy 2030 form the basis of all relationships within our school community and behaviours for learning. Underpinned by a relational restorative ethos, this enables us to build and maintain healthy relationships and ensure the creation of a secure and safe environment to improve the emotional well-being of all. Our staff authentically and unconditionally care for all the pupils in our school and check in regularly, listen deeply, support thoroughly, build children up and champion them, to facilitate them being the very best versions of themselves.

3. AIMS

- To provide a consistent approach across the school.
- To build and maintain positive relationships with peers and adults within school to enable talking and connecting whilst supporting and challenging each other.
- To create a climate for learning that strengthens confidence and motivation, with the use of effective strategies to regulate emotions which enables all members of our school community to thrive, grow and reach their potential academically, socially and spiritually in line with our school vision.
- To guide and support all members of the school community to effectively manage conflict, heal the wounds caused by conflict, support forgiveness and relationship repair to build a culture of peace as an ICON School.
- To ensure pupils and adults 'are crew and not passengers' along the way.

4. VISION AND VALUES

At Brailes School, we embrace the adventure of learning, encouraging everyone to step out further and think more deeply. We support and encourage all to aspire to great things, to find and nurture their passion, to live life in all its fullness and for the light of each life to shine and make a positive difference, in our school, our communities and our world. Aiming for excellence in all that we do, through high standards, mutual respect and compassion, we encourage and nurture confident, articulate, resilient, reflective and flexible citizens who are courageous, curious and empowered to steer their own lives, challenging and supporting those around them. We build and sustain strong relationships which enables every child to learn about themselves, value themselves and others, celebrate differences and their personal strengths and to use these gifts to help others. We value everyone's contribution and expect that everyone will participate. Together, we grow and shine brightly.

GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'
Matthew 5:16





	BELIEVE	BELONG	ASPIRE
Be ready.			 Courage
Be respectful.			 Compassion
Be my best.			 Curiosity

The Stour Federation's values RESPECT values underpin system leadership and the capacity to collaborate with others leads to a long-lasting driver for improvement - partnership only works when both sides are adding capacity and receiving support as the foundation of the relationship. Values inform expectations. Expectations influence behaviour. Behaviour creates culture.

Relationships

Excellence

Service

Passion

Ethics

Collaboration

Trust





5. ICON SCHOOL

The school is proud to be a member of the International Cross of Nails School (ICONS) network working with the core principles of peace, forgiveness, conflict transformation and reconciliation throughout our school community. As an ICON School, Brailes embraces these three themes:

- Healing the Wounds of History
- Living with Difference and Celebrating Diversity
- Building a Culture of Peace

The aim of PSHE lessons is not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function in society. It is our core values and school vision that underpin successful peer relationships and exceptional learning attitudes. The school has a scheme of work for wellbeing and PSHE with progression in-built as children move through the school. Transformational collective worship, as the heart-beat of the school, also plays a significant role nurturing spiritual development, reflection, relationships and well-being throughout the school.



6. STRATEGIES FOR THE PROMOTION OF POSITIVE BEHAVIOUR

All staff in all roles have the same expectations of children's behaviour throughout the school day and extended school day as outlined in this policy.

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make everyone feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix (2017) 'When the Adults Change, Everything Changes'

In addition, we wish to give recognition through the awarding of Values tokens and Christianity in Action Awards to pupils who go 'Over and Above'. 'Over and above' behaviours include consistently living out our school vision and being an exceptional role model of our school values within and beyond our school community.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix (2017) 'When the Adults Change, Everything Changes'

What?	How?
Create a sense of belonging.	<i>Simple positive greetings, taking time to get to know children and their families, checking in and checking out with children Class charter which is refreshed at different times in the year in order to ensure it remains relevant and a useful tool.</i>
Always model positive body languages and tone.	<i>Through positive communication Polite, calm tone and language structures must be used and modelled at all times by adults.</i>
Always using praise and noticing good behaviours (catch the children in, rather than catching them out).	<i>Verbal praise and feedback, house points, values tokens, stickers.</i>
Sharing children's successes with other staff, children and families.	<i>Verbally, phone calls home, messages on Seesaw, Assemblies, Newsletters, 6cs Star of the Week, Christianity in Action Awards, Parent Sharing assemblies, Parents Evenings</i>
Having a good awareness of children's emotions and well-being.	<i>Use of Zones of Regulation, class charter, emotion coaching, core values (courage, compassion and curiosity) and 3Bs - 'Be Ready, Be Respectful, Be my best' when communicating.</i>
A structured approach to tackling common misdemeanours to ensure consistency.	<i>At times, it may be necessary for an adult to use a firm voice, but we do not shout as a way of dealing with poor behaviour choices. Brailes Behaviour Blueprint.</i>

7. UNDERSTANDING BEHAVIOUR AND THE THRIVE APPROACH

Brailes School staff are trained in supporting good behaviour for learning through the Thrive approach. The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development. Staff use the Vital Relational Functions (VRFs) to help pupils to regulate behaviour. These are:

- Attune. Validate.
- Containment. Regulation

Staff will also support a child by maintaining an attitude of PACE, maintaining this stance will develop trusting relationships and help a child to feel safe:

- Playful.
- Acceptance.
- Curiosity.
- Empathy.

We separate the child from the behaviour, we make it clear to the child that while their behaviour is unacceptable, we continue to care about them and are committed to maintaining the relationship with them.

Instead of labelling children or behaviours as challenging, use ‘distressed’ - they may be challenging us, but we should label their behaviour as distressed.

We show compassion and curiosity when looking at the behaviour of children.

- The Thrive approach is designed to support our whole community to develop positive relationships with each other and individually to support positive mental health.
- Thrive is designed to support children in learning how to recognise different emotions in themselves and others and how to successfully manage those emotions to develop self-regulation strategies.
- We have three Thrive Practitioners and all teaching staff have regular training in how to support children to ‘thrive’.
- All children in school are screened for their emotional needs through the thrive programme regularly. These are then used to identify support plans which are delivered by class teachers as part of their classroom lessons.
- All children in school receive Thrive lessons.
- Zones of Regulation are used across the school to support and teach strategies for self-regulation.
- Some children may be identified as needing additional reparative support and be involved in separate work with a school adult trained in delivering this.
- Some children may be identified as requiring additional support daily to help them to attend and be punctual regularly and to feel settled at the start of each day.
- Parents are informed if children are involved in either 1-1 support.

8. BEHAVIOUR EXPECTATIONS

(This list provides examples, rather than being exhaustive.)

How is ‘good’ basic behaviour defined? Expected Behaviours	How is ‘misbehaviour’ defined?
Showing courtesy, consideration, and respect for other people and property.	Persistent disruption in lessons which interferes with the progress of themselves and

<p>Speak clearly and answer politely.</p> <p>Use Perfect learning position (PLP).</p> <p>Looking at people when they are talking to you</p> <p>Listen when others are speaking at all times: whole body listening.</p> <p>Expectation that everyone will put in their best effort and try their hardest.</p> <p>Be honest and truthful.</p> <p>Be engaged in learning - PLP, all are prepared to answer questions asked (use of lolly sticks, cold calling, batch calling hands up used occasionally)</p> <p>Take responsibility for our actions if we make a mistake or jump to an incorrect conclusion and apologise.</p> <p>'Voices off' when walking around school eg in and out of the hall, inside from outdoor play. Work and play cooperatively and fairly.</p> <p>Lining up (straight, silent, still) and moving around the school in a quiet, orderly manner.</p> <p>Wear the correct uniform properly.</p> <p>Using common manners: please, thank you, letting others go first, holding open doors, saying sorry, at appropriate times.</p> <p>Treat resources carefully. Children and adults are expected to leave their working area tidy when they have finished using equipment or an area.</p> <p>Use good table manners.</p> <p>Celebrate their own and others' achievements. Being proud of ourselves, each other and our school.</p>	<p>others (talking, not managing distractions, acting in a non-collaborative manner).</p> <p>Aggressive or violent behaviour directed towards themselves and others.</p> <p>Rude or abusive language, including using unkind words, swearing, or spitting.</p> <p>Acts of vandalism to school or other's property.</p> <p>Taking property which doesn't belong to them.</p> <p>Bullying, including acts of violence, racism, persistent name calling, online bullying – Several Times On Purpose (Refer to Anti-Bullying Policy).</p> <p>Non completion of schoolwork due to lack of effort applied.</p>
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<p>Show patience and understanding towards each other.</p> <p>Develop deep learning characteristics: character, citizenship, collaboration, communication, creativity, critical thinking (6Cs of Global Education).</p>	
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9. SERIOUS BREACHES OF THE SCHOOL'S BEHAVIOUR POLICY

We promote equity and treat each child and their behaviour individually, according to their needs. There is no 'one size fits all' approach to behaviour and any possible sanctions. This does not mean that children with any underlying condition or SEND need are not expected to follow our behaviour expectations.

The decision to suspend or permanently exclude a child is a serious one and will only be taken in response to a serious breach or persistent breaches of the school's Behaviours and Relationships Policy, and if allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school and is taken as a last resort. Please refer to The Stour Federation's Suspensions and Exclusions policy regarding. This policy is in line with the [DfE guidance](#) on school suspensions and permanent exclusions. Serious breaches examples include:

- Where behaviour presents a threat to themselves and others.
- Seriously disruption to the calm running of the school and effective education of others.
- Presents continued deliberate, unwanted behaviour.
- Uses deliberate abusive, derogatory or racist language.
- Causes deliberate damage to property.

10. USING DE-ESCALATION AS A STRATEGY FOR MAINTAINING RELATIONSHIPS

Occasionally, pupils may experience anxiety or other feelings that may trigger certain behaviours. This is usually as an expression of an unmet need or not getting their desired outcome in a situation.

Our aim as a school is to employ strategies to avoid a young person reaching their 'peak'. A range of strategies are implemented to achieve this, depending on the age of the child, circumstance, cognitive ability and the needs of the child. Interventions are tailor-made to the pupil involved.

For pupils who are frequently dysregulated, a Thrive Behaviour Support Plan is implemented that outlines strategies for that individual. It also outlines how the pupil can best support themselves in the regulation of their emotions. (See Appendix 1)

11. MANAGING CONFLICT

We aim for children to feel safe and secure at all times which means that we deal calmly with situations and do not act in a way which will escalate high tension. If necessary, time out is used. It may sometimes be necessary to use a **firm voice, but we do not shout as a way of dealing with poor behaviour.**

As staff, we need to support children to understand why they acted the way they did and what the consequences are for their actions. We also emphasise the need for children to take responsibility for their actions, which means asking them to make decisions on how to put things right.

When conflict does occur, we need to give children (and adults) the best chance possible of getting back on track. This is when staff will use the Brailes Behaviour Blueprint to guide restorative conversations. Staff will always consider the following when initiating these conversations with children and adults:

- Give children the opportunity to tell their side of the story – their unique perspective and account of what happened.
- Encourage children to express their thoughts and feelings from their perspective (using zones of regulation approach).
- Provide an opportunity to understand the perspectives of others and the impact of the behaviour in question on everyone.
- Give the space to think about how to prevent a recurrence of the behaviour.
- Seek the opportunity to accept responsibility for the harm caused.
- Provide the space to identify what needs everyone has.
- Support the development of a plan to meet these needs and move forwards.
- Provide the chance to explore issues of reintegration as part of moving forward.

(Finnis, Restorative Practice, 2021)

Finnis (Restorative Practice, 2021) promotes 'The Restorative Five' as a model to draw upon when restoring conflicts:

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected and how do you think they felt?
5. What are everyone's needs when it comes to what should happen next?

These can be found on the Brailes Behaviour Blueprint and form the basis for restorative conversations within our school using Widget icons. (Appendix 2)

12. EQUAL OPPORTUNITIES

We understand that all children are individuals and all have the right to personalised behaviour management support. We ensure that all children are treated equally and fairly in accordance with this policy. We know that the Disability Discrimination Act applies when behaviour is the disability and that we have a duty to make reasonable adjustments to environments, policies and procedures to ensure the equality of opportunity to which we all aspire.

13. BULLYING

All allegations of bullying should be recorded in line with the school's Anti-Bullying Policy recording procedure and acted upon, with outcomes reported back to School Leaders and those involved, both the child or parent/carer who has made the allegation and the child who has done the bullying if proven. See Anti-Bullying Policy.

Brailes C of E Primary School considers that bullying of any kind is unacceptable. Neither do we accept that it is a phase which children and young people go through, that it is part of growing up or that it teaches children and young people to stand up for themselves.

Brailes C of E Primary School acknowledges that bullying may happen from time to time, and we will deal with incidents as promptly and effectively as possible.

Brailes C of E Primary School wants to uphold a caring ethos within the school environment where everyone feels a sense of belonging and can work, play and express themselves, free from the fear of being bullied.

We use the acronym **STOP** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **S**everal **T**imes **O**n **P**urpose and the child should **S**tart **T**elling **O**ther **P**eople.



14. ONLINE SAFETY AND BULLYING

- We educate children about how to stay safe on line and to make positive choices about their online behaviour as part of our curriculum and in assemblies.
- We use Project Evolve as a teaching resource.
- Children are taught to report any online abuse or bullying just as they would any other behaviour.
- Mobile phone use is banned in school and only school devices with the correct firewalls and behaviour reporting software may be used.
- Only those children in Year 5 and Year 6 whose parents have completed and returned a permission to walk home form may bring a phone to school with them.
- Phones must be switched off as soon as children reach school.
- Those children must place their phone in a designated locked place in the school office and only collect them at the end of the school day.
- School will take no responsibility for the phone if it is damaged or stolen.
- Children who do not use their phone responsibly, either in school or on their way to or from school, may be banned from bringing phones to school either permanently or for a period of time.

15. ROLES, RESPONSIBILITIES AND COMMUNICATION

All staff are responsible for: modelling positive behaviours, promoting the philosophy and aims of this policy, implementing the strategies within this policy and for having restorative conversations with pupils.

The school behaviour log on the Brailes Google Drive will enable staff to record Stars of the Week. Details of any restorative conversations are recorded on CPOMs and checked by the Headteacher at least weekly.

Any behaviour incidents, including bullying or racist behaviour, and online behaviour will be recorded on CPOMS. An ABCC (Antecedent, Behaviour, Consequence, Communication) chart may be completed following an incident to enable staff to explore presenting behaviour more deeply. (Appendix 3)

Restorative conversations will be fed back to the class teacher in brief, so that situations can be monitored effectively and fairly.

Depending on the incident, children must always be encouraged to suggest how to put things right, but also depending on the incident, some things have to happen in addition to their own suggestions - for example parents contacted, some loss of playtime to reflect on what went wrong.

On the rare occasion when a child does not respond to a restorative discussion, they will be given thinking time. This may involve spending time with the Headteacher.

All parents, children and staff are responsible for implementing the school's Home/School Agreement (Appendix 4) and parents can expect to be kept well informed of their child's behaviours in school.

Class teachers will inform school leaders and seek advice when there is a continued need for restorative conversations with the same child/ren.

Class teachers will phone parents/carers to explain and share any ongoing concerns; these concerns will be dealt with in a timely manner and not left until parents' evening consultations/end of year reports. Sometimes behaviour 'mistakes' are cumulative and whereas an isolated incident may not need to be shared with parents/carers, where a pattern emerges, parents/carers do need to be informed and this conversation should be one of mutual support - a talk around what can be done both at home and at school to support better behaviour choices for the child.

Parents/Carers will be informed by letter if their child has used swear words in school.

The Headteacher will regularly speak with pupils to celebrate positive behaviours and to support conflict resolution, relational repair and reconciliation as and when necessary.

16. PARTNERSHIP WITH PARENTS

We expect parents and carers to support the actions of the school but in order to gain their support, we must work in partnership through good communication:

- Sharing our Behaviours and Relationships Policy.
- Informing parents/carers of any concerns that we have as early as necessary, as detailed above.
- Encouraging our parents/carers to keep us informed of any behaviour issues they may be experiencing at home and of any traumas that may have occurred i.e. death of a family member, change in family circumstances, as these may influence their child's behaviour.
- Encouraging parents/carers to report back good behaviour/work so staff can follow up with a reward if judged necessary.

Parents/Carers who have any questions or would like to talk further about behaviour and relationships at Brailes CE Primary School are very welcome to make an appointment to speak with the Headteacher.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern continues, they should then contact the Headteacher. If these discussions cannot resolve the problem, parents or carers should refer to our formal Complaint's Policy on our website.

17. USE OF SAFE TOUCH AND PHYSICAL INTERVENTION

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, with the child's consent, for example:

- To comfort pupils in distress.
- To gently direct a pupil.
- For curricular reasons (for example in PE, Drama etc.
- In an emergency to avert danger to the pupil or pupils.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupils age and level of understanding. the pupils' individual characteristics and history. the location where the contact takes place (it should not take place in private without others present).
- All staff have undertaken de-escalation training and some staff have completed safer handling training.

The Use of Reasonable Force

The school follows the DfE's non-statutory advice ;[Use of Reasonable Force April 2026](#)

'reasonable' force means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force (Section 93 Education and Inspection Act 2006).

At Brailes School, there are a number of staff who have completed safer handling training, giving them the confidence and strategies needed to de-escalate challenging situations and reduce the need for physical intervention. De-escalation and safer handling training, supports positive, respectful and safe relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully.'

Staff will only manually handle a pupil if:

- The child is at risk of harming themselves or others.
- The child is causing significant damage to property.

Staff will seek support from a colleague if help is needed (either verbally or through the red triangle system in school).

Incidents of positive, manual handling will be recorded in the Bound and Numbered Book stored in the Headteacher's office and parents will be informed.

18 SAFEGUARDING

If staff feel that a child's behaviour represents a safeguarding risk, they will report this via CPOMS. (See Child Protection and Safeguarding Policy).

If anybody has any concerns over the behaviour of an adult in school they should complete a yellow form (widely available around school) detailing their concern and hand it to the school's Designated Safeguarding Lead. (Refer to Child Protection and Safeguarding Policy).

19. LEAVING THE PREMISES

In the serious event of a child leaving the premises, the Headteacher, and in their absence the Deputy Safeguarding Lead should be informed and they will be responsible for informing the police and the child's parents/carers. A member of staff should observe the child, if practical to do so, but on no account should they chase or run after the child, as this may make the situation worse.

20. MONITORING AND EVALUATION

The Headteacher is responsible for the annual review of this policy and for ensuring it is implemented by all staff consistently.

The Local Academy Council for Brailes CE Primary School is responsible for approving this policy. They will also monitor its effectiveness, holding the Headteacher to account for its implementation and impact.

21. SUMMARY

'All children have the right to feel safe all of the time as well as the right to talk with someone about anything, even if it feels awful or small'

(Protective Behaviours).

Social environments have a significant influence on social emotional skills, well-being and behaviour; children who have a good start in life are shown to have significant advantages and tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems (<https://www.nurtureuk.org/nurture/what-nurture>). At Brailes Primary we aim to support children in the development of social and emotional skills and relationships so that they can do well at school and develop their resilience and their capacity to deal more confidently with life's challenges.

22. LINKED POLICIES AND DOCUMENTS

This policy is to be read in conjunction with the following policies and documents:

- Brailes Anti-Bullying Policy.
- Trust Child Protection and Safeguarding Policy.
- Trust Staff Behaviour Policy (Code of Conduct).
- Trust Inclusion Strategy.
- Trust 2030 Strategy.
- Trust Online Safety Policy.
- Trust Acceptable Use Policy.
- Brailes SEND Policy.
- Brailes Health and Safety Policy.
- Trust Educational Visits Policy.
- Brailes Helping Hands Guide for Volunteers.
- Brailes Spirituality Policy.
- DfE Guidance on Suspensions and Exclusions Policy.

APPENDIX 1: Appendix 1. The vital relational functions (VRFs - Attune Validate Containment Regulation) to help pupils to regulate behaviour



We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum education outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil's wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

The escalation of a child's emotional intensity will always have an inciting stimuli, for example something said by a peer or something related to an adverse childhood experience that triggered them. This will cause a release of adrenaline into the body, heightening their 'fight' or 'flight' response which will inhibit their ability to regulate their emotional responses. The first step should always be the removal of the triggering stimuli. This can be done by moving the individual or their peers to a safe space.

We can help children to regulate their emotional state in many ways. Guided by the Thrive approach de-escalation begins with the **Vital Relational Functions** (VRFs):

- **Attune** - match the child's energy using your body, face and voice.
- **Validate** - let the child know that it is ok to have the feeling.
- **Contain** - be alongside as a helpful supportive adult.
- **Regulate** - soothe or stimulate back to social engagement.

Things to consider whilst using the VRF's

We understand that children who are dysregulated do not have access to their prefrontal cortex (thinking brain) therefore language should be kept to a minimum. Be alongside to soothe and contain, using short phrases such as 'I can see this is tricky for you, and I will keep you safe' or 'let's breathe together'.

It is important for the child to recognise the sensations (trembling, pounding heart, fuzzy feeling, queasiness etc) that they experience and relate them, with adult support, to the actual feeling e.g. anger, sadness, excitement.

It is important to be empathic and non-judgmental - feelings for the child are absolutely real for them whether you as the adult feel they are justified or not. Avoid reasoning with the child until later. Shining a light too soon may lead to escalation.

Additional adults getting involved may escalate the situation. The adult dealing with the incident is the person who takes the lead to request help or to tag team. We recognise that relationships vary between staff and pupils, it is important that this is held in mind when staffing an incident.

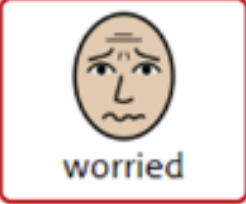
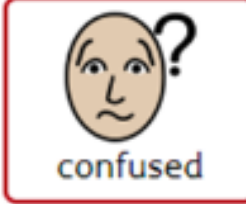
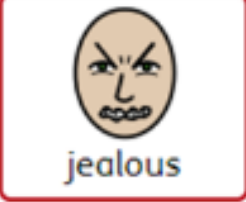

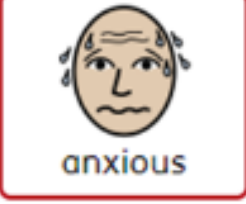


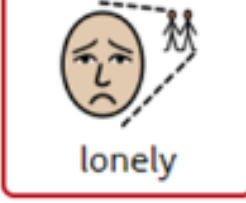
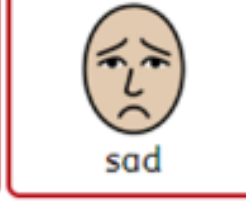













Once the child is regulated, the child will need an adult to lend them their thinking brain (Captain Thinking). The following questions will allow learning to take place.













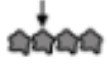
- Can you show me what happened? (using the arts will allow the child to express the incident eg. using puppets or a sand tray.)
- I am wondering if you felt angry / frightened / sad etc.
- I can imagine it's difficult to have those big feelings but it is not ok to, I think I could help you with that.
- How do you think..... is feeling?
- I wonder if there is a way that we could make this right?

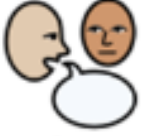








The adult lends their thinking brain to problem-solve, by paraphrasing, offering it back in small chunks to the child to work out an appropriate solution. It is important to focus on the issue at hand and not bring up previous incidents or events that are not relevant. Use **WIN** (I wonder, I imagine, I notice), not necessarily in that order. All staff will take responsibility for leading restorative conversations to ensure a positive outcome.

It is important that after staff have been dealing with a child presenting with distressed behaviour, they take time to reflect on what has happened and check in with a trusted colleague.

APPENDIX 2: RESTORATIVE CONVERSATIONS (WIDGET VERSION)

 worried	 fidgety	 confused	 angry	 scared
 jealous	 How were you feeling?			 frustrated
 anxious	 How were you feeling?			 excited
 distracted	 lonely	 out of control	 sad	 something else
 me	 a friend	 a teacher	 a T.A.	 my mum
 child in my class	 Who has been affected?			 my dad
 a child	 Who has been affected?			 my brother
 a MDSA	 a parent	 someone else	 my family	 my sister

 sad	 sorry	 guilty	 ashamed	 embarrassed
 unfairly treated	 How do you feel now?			 scared
 angry				 unsure
 worried	 tired	 calm	 happy	 something else

 apologise	 write a letter	 talk to someone	 take responsibility	 fix something
 follow instructions	 What needs to happen to make it better?			 make a change
 miss playtime				 clean something
 time out to calm and think	 share	 help	 make a plan	 something else

APPENDIX 3: ANTECEDENT, BEHAVIOUR, CONSEQUENCE, COMMUNICATION CHART

The Stour Federation Serious Behaviour Incident ABCC Record Form

Pupil Name:	Class/Year Group:	Date	Person completing the form
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Previous Exclusions <input type="checkbox"/>	Fixed Exclusion <input type="checkbox"/>	Permanent Exclusion <input type="checkbox"/>
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ANTECEDENT Describe the context in which the behaviour occurred: the lesson, teacher, what others were doing, what happened before etc.	BEHAVIOUR Describe the events factually and in performance terms so an outsider can visualise it exactly.	CONSEQUENCES/ OUTCOME What happened next? What did the individual and others do? What was the effect of these actions	COMMUNICATION What do you feel the behaviour was trying to communicate?

Names and accounts of any witnesses:

Parents of instigator informed YES/NO	Parents of victim informed YES/NO
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APPENDIX 4: HOME SCHOOL AGREEMENT



GROW TOGETHER, SHINE BRIGHT
'Let your light shine.'
 Matthew 5:16



BELIEVE BELONG ASPIRE

Be ready: embrace high standards in all we do; come to school with a ready to learn attitude (properly equipped and wearing school uniform); ensure high attendance and punctuality; be ready for learning; attend parents' evenings and workshops to support learning and wellbeing; communicate effectively.

Be respectful: value, respect and include everybody; care for all children in school; create a safe and happy environment in which every child matters; move around school safely; support school's policies.

Be my best: be compassionate, curious and courageous; celebrate successes; learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; enjoy being part of the school team.

Appendix 5: Consequences Posters

Positive Recognition
 Verbal praise
 House points
 Values tokens
 Stickers
 Postcards home
 Recognition board

Reminder

Warning - assert choice direction

Talk Time - restorative conversation

Talk Time

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

Consequences



Work in another room or space.



Up to 10 minutes at playtime putting it right.



GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'

Matthew 5:16



Consequences



Work in another room or space.

Be ready.



Be respectful.



Be my best.



Up to 10 minutes at playtime putting it right.



GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'

Matthew 5:16



Consequences



Work in another room or space.



Up to 10 minutes at playtime putting it right.