



THORNGUMBALD

PRIMARY

Behaviour Policy

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Nurturing Positive Relationships: A Commitment at Thorngumbald Primary School

At Thorngumbald Primary School, fostering strong and positive relationships lies at the very core of our ethos. Our commitment to relationship building is unwavering, with a steadfast focus on cultivating positive behaviours and intrinsic motivation among our pupils. Our community is dedicated to nurturing and supporting each and every child, valuing each individual's unique worth and contributions. Empowering every member of our community to achieve their fullest potential, we endeavour to open a world of opportunities for them to explore. In our safe and supportive environment, high expectations are complemented by robust support and care, fostering self-esteem and self-belief in our pupils.

We believe that behaviour is a form of communication, and we embrace a mindset where difficult behaviours are seen as expressions of underlying needs and emotions. Punishments can breed feelings of anger, shame, and humiliation, undermining the development of healthy relationships and mutual respect. They don't teach; they often just widen the gap between adult and child, fostering compliance at the expense of understanding.

Instead, we embrace restorative practices as a progressive approach to resolving conflicts and addressing behavioural challenges, rooted in our commitment to positive behaviour management and relationship building. Restorative practice emphasizes accountability, empathy, and forgiveness, focusing on repairing harm to relationships rather than assigning blame or giving out punishments. In this process, we actively involve the pupils, separating the deed from the 'doer,' fostering a sense of ownership in their actions. Through integral relationship building, we aim to equip pupils with the tools to manage emotions, exercise self-control, consider others' perspectives, and make thoughtful decisions.

Our relationships and communication, whether between adults and children or among peers, are characterised by respect, cooperation, tolerance, encouragement, and praise. They embody the principles of nurture, restorative practice, and trauma-informed teaching, creating an environment conducive to growth and positive development.

At Thorngumbald Primary School, our dedication to nurturing positive relationships and promoting healthy behaviour extends beyond the classroom, guiding our pupils towards a future characterised by empathy, responsibility, and meaningful connections.

Intent

This policy aims to:

- Provide a consistent approach to behaviour management based on an agreed set of values and positive relationships between staff, pupils and families that encourages and reinforces self-worth, respect and tolerance of others.

- Create a valuing relational environment ensuring that everyone feels safe, secure and happy.
- To support and guide children with their need to be regulated in order to learn.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour and relationships.

Legislation and Statutory Requirements

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

- Behaviour in Schools 2022.
- Searching, Screening and Confiscation in Schools 2022.
- The Equality Act 2010.
- Use of Reasonable Force Advice.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education 2022.

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.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour.
- DfE Guidance explaining that maintained schools should publish their Behaviour and Relationships policy.
- Mental Health and Behaviour in Schools.
- Suspension and Permanent Exclusion Guidance.

Implementation

The Behaviour and Relationship Policy is based on the following principles:

- All behaviour is a form of communication and reflects the emotions a child is experiencing.
- At Thorngumbald Primary School, we believe that children are able to develop the ability to self-regulate their emotions and behaviour.
- Through integral relationship building, our goal is to teach pupils how to manage their emotions, develop self-control, to consider others' feelings, to consider consequences and to make thoughtful decisions to help them to grow up to become kind and responsible people who can enjoy successful relationships, better mental health and more meaningful lives.
- Behaviour Management is based on positive relational practice.

- Where children have additional needs which impact on their behaviour; school will make every effort to support them whilst maintaining the safety and well-being of other pupils and staff within the school. External support and advice will be sought where necessary.
- A whole school, positive approach to behaviour management including individual strategies where appropriate based on the school values.
- A balanced system of recognition of positive behaviours to support pupils in developing resilience, regulation, self-determination and responsibility for their own actions.
- Undesired and unsafe behaviours will be addressed through support systems involving reinforcement of desired behaviours and the teaching of self-regulation.
- In case of serious incidents of undesired behaviour, sanctions may be required. Plans for development of desired behaviours will be put in place in collaboration with parents/carers.
- All children have access to pastoral support, either with class staff or with the pastoral team where necessary (ELSA, Drawing and Talking).
- A collaborative approach between school, pupil and home to support a positive behaviour ethos.
- Early identification of specific issues which may impact on emotions and behaviour. At the beginning of each new academic year, we have TAC (Team Around the Child) Meetings, between the previous and new class teacher and the Pastoral Officer, SENDCo and Head teacher to discuss any relevant issues that may affect pupils' behaviour.
- High expectations of behaviour standards for all, in line with the school values.
- Teachers will plan and deliver lessons which challenge and motivate pupils to engage with their learning.

Links to Additional Policies

This policy has links with the following policies:

- Safeguarding Policy.
- Equality and Diversity Policy.
- Internet Safety Policy.
- Disability, Discrimination Act Policy.
- Child Protection Policy.
- Anti-bullying Policy.

Appendix 1

Roles and Responsibilities

PUPILS	
RIGHTS	RESPONSIBILITIES
To be treated with respect	To treat everyone else with respect
To be physically and emotionally safe	To follow safety rules and instructions with a regard for the emotional and physical safety of others
To be able to learn	To make the most of their learning opportunities and allow others to learn
To learn in a positive environment where mistakes are part of the learning process	To learn from their mistakes To accept others mistakes
To be listened to at an appropriate time	To listen to others

PARENTS	
RIGHTS	RESPONSIBILITIES
To be treated with respect	To treat other members of the school community with respect To model this attitude for their children
To be kept informed about their child's progress through newsletters, reports and meetings.	To attend parent/carers meetings To read reports/newsletters To communicate with staff at a mutually agreed time about issues that may affect their child To support their child with learning at home
To be listened to	To listen to others and communicate their needs appropriately to the school To talk to someone at early stages of concern, starting with the class teacher
To have access to information on the school's approach to behaviour and attendance	To read the information provided and to act on it.
To be informed of what their child needs to progress in their learning	To enable their child to learn (by having correct PE kit, reading books, arriving at school on time).

STAFF	
RIGHTS	RESPONSIBILITIES
To be treated courteously by all others in school community	To treat all members of the school community with courtesy and to model this for pupils
To be made fully aware of the school's systems/policies/expectations and receive an appropriate induction (including information for supply teachers)	To take part in the development of the school's systems/policies/expectations To read and follow the school's systems/policies/expectations
To receive appropriate training to increase skills in behaviour management	To communicate training and support needs and to offer their experience and support to others To implement training provided

Appendix 2

Definitions

Desired Behaviours are defined in accordance with the school values as:

- Having belief in ourselves and others (showing resilience and teamwork).
- Showing support, respect and care for each other (safety and teamwork).
- Learning and living without limits (aspirations).

Undesired behaviours are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork.
- Poor attitude.
- Breach of the Whole School rules/values.
- Failure to observe health and safety regulations.
- Children demonstrating undesired behaviours will be supported by reinforcement of positive behaviours and reminders of expectations.

Serious undesired behaviours are defined as:

- Repeated breaches of the Whole School Charter/Values.
- Any form of bullying.
- Sexual assault, which is any unwanted sexualised behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of prohibited items.

These may include: knives or weapons, stolen items, electronic devices, including games, laser pens, aerosols, drugs or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Physical Intervention

In some circumstances, staff may use physical restraint techniques to restrain a pupil to prevent them behaving in an unsafe way which may involve:

(Staff have been trained using 'Team Teach' techniques which is a positive handling strategy).

- Hurting themselves or others.
- Damaging property.
- Running away.

Incidents of physical intervention must:

- Always be used as a last resort.
- De-escalation is preferable. Staff know our pupils well and spot signs and triggers and take action before a situation escalates.
- 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 recorded and reported to parents/ guardians.
- Only ever be used by members of staff who have up to date Team Teach Training.

Exclusions are used as a last resort and we will follow the Government guidance while keeping parents informed at all stages of the process.

Appendix 3

Expectations of Pupil Behaviour and Relationships

All pupils are expected to conduct themselves in accordance with the School Values.

Positive Rewards

- Dojos are awarded for good behaviour, good work, kind acts, good manners etc.
- Each class will determine the number of Dojos required to earn individual and class treats.
- Teacher awards – stickers, dojos.
- Lunchtime staff will award dojos to children that behave well at lunchtime in the hall and playground.
- Star of the Week certificate in Celebration Assembly.

Additional Rewards

- Verbal praise/positive language.
- Sticker charts.
- Marbles in a jar.
- Children from different age groups/key stages helping in other classes.
- Extra playtime.
- Positive notes home.
- Good work shared with a member of the SLT.
- Trips/visits Etc.

Consequences

Wherever possible, we try to use natural consequences. These are different from punishments as they are logical and linked to the behaviour. They are the inevitable result of a child's own actions and aim to establish cause and effect. They are closely tied to the behaviour, so give the child a chance to learn what happens when they do not behave in the expected way. It separates the deed from the doer and it does not shame the child. It is concerned with present and future behaviour and helps children learn to be responsible for their own actions. The goal of natural consequences is to help students learn that their behaviour has an impact on themselves, others, and their environments. It is one way to teach behavioural responsibility.

Behaviour Scaffolds

In order to have a clear and consistent approach, a series of detailed steps for staff to follow are organised in 7 tiers (Blocks). They are repair centred and focus on repairing harm caused through unkind acts. The strands are used as guidance to help staff, children and parents understand the level of distressed and dysregulated behaviour and the resulting work with the child.

The Blocks are as follows:

Block 1 = Realigning;

Block 2 = Reaffirming the boundary;

Block 3 = Repairing significant harm;

Block 4 = Repairing complex harm;

Block 5 = Internal intensive support;

Block 6 = Breathing space (fixed term exclusion);

Block 7 = Permanent exclusion.

These Blocks can be found in the appendix of this policy.

Appendix 4

Behaviour and Relationships Management

All school staff are responsible for establishing and maintaining positive behaviour and relationships within school. The school employs a consistent, whole school approach to raising self-esteem and promoting good behaviour, self-regulation and respect which is supported by all members of the school community (including visiting teachers and support staff) and which supports/is inclusive and mindful of equal opportunities. The school acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with SEND. Children are supported to develop resilience and be responsible for their own actions and decisions, thus raising the self-esteem of each member of the school community. PSHE and Learning Circles are used to help school staff understand both the social and academic needs of the children. The standard of behaviour expected of all pupils is included in the school's 'Working Together in Partnership Agreement', which pupils, parents and teachers are asked to sign at the start of each academic year. Parents receive a copy of the school's Behaviour and Relationships Policy following their child's admission to the school and the induction process includes discussion of its key points.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- At all times, model calm regulated behaviour.
- Create and maintain a stimulating, safe and trusting environment that encourages pupils to be engaged.
- Have high expectations of all children through care and support and be mutually supportive, empathetic, encouraging, challenging and tolerant.
- Ensure children are given the chance to learn from their mistakes and to restore any damaged relationships.
- Develop positive relationships with pupils, which include:
 - Greeting each child at the beginning of each day.
 - Modelling positive relationships and desired behaviours at all times.
 - Establishing clear routines including verbal and visual prompts and timetables.
 - Communicating expectations of behaviour in ways other than verbally.
 - Recognising and promoting desired behaviours.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption by highlighting desired behaviours.
 - Provide and support natural consequences.
 - Using positive reinforcement and recognising effort.
 - Use a restorative approach, repairing harm wherever or whenever necessary.
- Using the language of the school values.

- Emotion Coaching in order to help children to connect their emotions to their actions.
- Scripted conversation to allow children to return quickly to their learning.
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the children's development
- Never shout at or shame children.

Relationship Difficulties

There are many reasons why children may have difficulties with relationships, following rules and the ability to cope with their emotions. These can include:

- Children with Special Education Needs.
- Children who have or are still experiencing Adverse Childhood Experiences (ACEs).
- Children who have experienced Toxic Stress.
- Children who have experienced disrupted attachment.

This can lead to:

- Children being unable to talk about their feelings.
- Children being in a constant state of fight or flight.
- Problems in children's brain development and functioning.
- Problems in children's emotional development, mental and physical health.
- Children who struggle to link cause and effect.
- Children finding it harder to think, explore, reflect, develop, regulate and process information.

It is our responsibility to repair and heal through our positive relationships.

Building Relationships through Intervention

All Children

Intervention	Implementation	Benefits
Cool Corner	Retreat, Regulate, Reflect, Relate, Return. Worry Monster, Hugging bean bag, blanket, regulating resources, well-being posters, information and positive messages.	A safe and nurturing space for when children may feel overwhelmed, stressed or angry or just need some time to be alone to regulate their body and mind. Consistent regulation resources throughout the school so they can be accessed by everyone. Less time spent out of class as

		children have this safe space to go to.
Restorative circles	Whole class or small group circles which support healthy, caring interactions and pro-social behaviours	Time given to develop, repair and restore relationships. Often used to resolve conflict where everyone has an equal opportunity to speak, and be listened to. No judgements are passed instead we seek to understand why the conflict happened, how it affected others and how it can be resolved
STAR Awards	Linked to each value. Sticker and certificate for children to recognise going over and above in that value.	Public recognition and communication home that the child has gone over and above in that particular value. Everyone around school can ask the child what they have done to receive this special sticker.
Notes home	Use of postcard home if a teacher wants to communicate a STAR with the child's parent	Recognition and positive, strength-based communication. Particularly good if the child would find it difficult to explain to their carers how they have been a STAR.
Written comments in work	As part of marking and feedback, teachers recognise the values that the children have used.	Positive affirmation makes children feel valued and will therefore be more likely to continue to go over and above
Brain Breaks	Termly Brain week.	An understanding of the different parts of the brain – Brainstem, Limbic Brain and Cortical Brain, and the part they play in our emotions, reactions and behaviour.
Extra Responsibility	Within the classroom	Trust is recognised through the giving of responsibilities.
Extra Responsibility In the wider school community as an Ambassador	School Council	Regular meetings - pupil voice, running meetings in class, actioning school change,

	Wellbeing Warriors	To work on the playgrounds during break and lunch times. Trained in restorative practices, organising games, recognising and supporting individuals who need help.
	Lunch buddies	Individual peer mentor to support a child who finds unstructured time difficult.

Targeted

Intervention	Implementation	Benefits
ELSA	Sessions tailored to fit into the school day	School based interventions run Pastoral Lead and ELSA include: Lego Therapy, Worries and Wobbles, Happy to be me, Tall Trees, Calm Club, Blue Balloon group, Family changes
Relax Kids	Sessions tailored to fit into the school day. Each session combines physical activity, yoga stretches, peer massage, relaxation breathing, affirmations and guided imagery	Children report feeling calmer, less worried and happier. Staff say they view children more positively and see deeper, more focussed learning in the classroom.
The Nest	Dedicated regulation room	The room has a range of features designed to support self-regulation and actively calms the nervous system.
Pastoral Lead	Nurture groups, friendship groups, one to one work.	A trusted adult for all our children. The Pastoral Lead is an integral part of our school. She provides a link between home and school, strengthening relationships and working collaboratively to solve problems, support attendance and encourage our school community.
STAR targets	Individual targets linked to the values for children to work on.	Personalised targets for identified children to work on using a points system. Children taking ownership of their own behaviour

Check ins and Check outs	Individual check in every morning and check out at the end of the day with an assigned person	Check in - Time to talk about their day ahead, any worries they have, their targets for the day. Setting up for a successful day. Check out – Time to resolve any issues, share the successes of the day. Going home with positivity.
Read Yourself Well Library	Books linked to different areas of well-being.	Children have access to reading material that will help manage emotions, understand themselves and realise that they are not alone. These can be shared at home

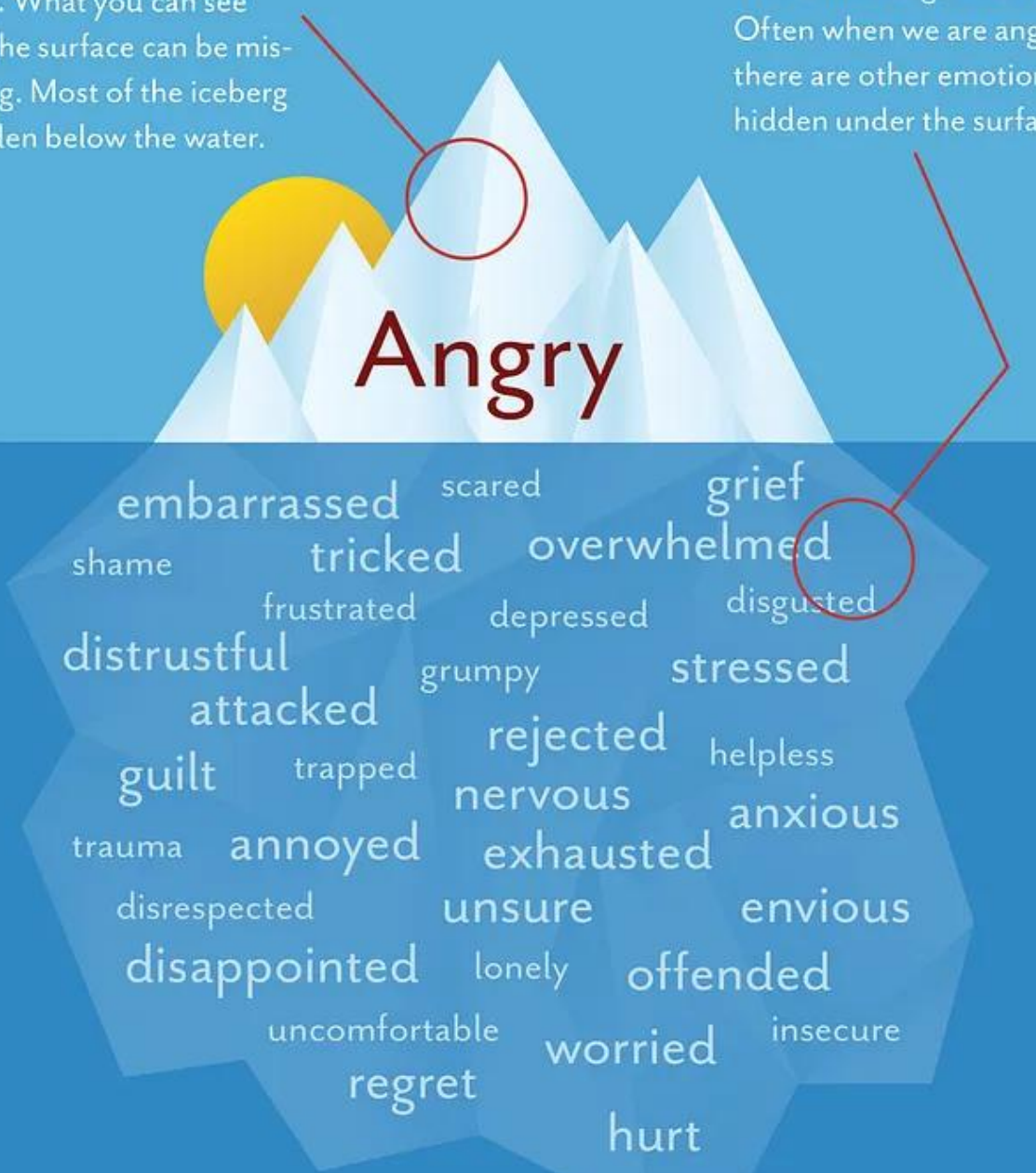
Intensive

Intervention	Implementation	Benefits
Mental Health Team	Referral	Mental Health Service for pupils and parents
SEMH Team	Referral	This team is made up of specialist professionals who provide an advisory service to schools for children with complex needs
Educational Psychologist	Referral	Professionals specially trained to understand how children learn, behave, think and feel
Drawing and Talking	Referral	Trained therapist working with individual children to help them understand their feelings
Outreach	Referral	Specialist teachers working with individuals to support learning
CAMHs	Referral	Specialist team working with children and their families on mental health needs

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

An illustration of an iceberg floating in a blue ocean. The tip of the iceberg is above the water line and is labeled 'Angry' in large red letters. A red circle highlights a small portion of the tip. The much larger part of the iceberg is submerged below the water line. This submerged part contains a word cloud of various emotions. A red line points from the text 'Other emotions hidden under the surface' to a red circle that highlights the word 'grief' in the word cloud. A yellow sun is partially visible behind the iceberg's tip.

Angry

embarrassed scared grief
shame tricked overwhelmed
frustrated depressed disgusted
distrustful grumpy stressed
attacked rejected
guilt trapped nervous helpless
trauma annoyed exhausted anxious
disrespected unsure envious
disappointed lonely offended
uncomfortable worried insecure
regret hurt

Appendix 6

Branch One	
Definition: Realigning behaviour through individual or small group approach	
Types of Behaviour: Talking over the teacher Not following instructions Low level classroom disruptions No care of school resources Calling out	
Realigning Make a decision & act on it. Agreed action may be visited daily for some children at first. Keep going. Minor Connect before correct "I know you're _____, if I was doing that I'd be _____ too, I'd like to see _____" Positively 'notice' expectations demonstrated by another pupil Non-verbal communication or touch if appropriate. Refocus the child. Quiet word. Use child's name. "You okay? Do you need anything?" "Bob, all okay?" "Bob, you're talking and we're working quietly in this lesson" Use restorative sentence stems "When you do _____, I feel _____, I need _____" Refer to STAR values "Which core value are you not showing when you _____?" Increasing Direct an adult or give extra support. Wondering Question: "Bob, I'm wondering if sitting too close to Phil is making it difficult for you to concentrate on your work. Come sit here where I can help you." Distraction/Redirection: "Bob please pop next door and ask Miss if I can borrow a _____" Name the need: "You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week." Frequent: All of the above plus... "What do you need?" - Regulate, Relate, Reason - Cool Corner	Repairing Harm & Problem Solving Ensure relationship is maintained. After frequent disruption... Group circle to discuss impact & feelings. Problem solve & share ways to repair. Do small job with great love e.g. handing out sheets, saving the teacher time as a way to show sorry & reconnection with the community. Fresh start after repair.

- Brain break - Sensory Circuit - Busy Box (Sensory Box)	
Communicating: Mention to parents at the gate/dojo if consistent throughout day	
Responsibility: Classroom Staff	
Next steps: If behaviour is frequent or out of character, update one page profile if necessary	

Branch Two	
Definition: Reaffirm the boundary, offer support where possible and enable skill building and preparation of harm when necessary. This branch signifies a loss of free time, focused on skill building, establishing cause and effect through logical and natural consequences. It does not mean this loss of free time is used as an arbitrary punishment.	
Types of Behaviour: Escalation & continuation of Branch One Behaviours Rudeness & Disrespect Refusal (work and cooperation)	
Repairing Harm Make a decision & act on it. Agreed action may be visited daily for some children at first. Keep going. All steps in Branch One must have been used before escalating to Branch Two. Action: "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do _____." "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do _____ as I've asked you already I'm going to need you to miss your play time so I can help you to do the right thing" A Branch Two interaction triggers a loss of free time. This loss should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time. Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.	Repairing Harm & Problem Solving Regulate, Relate, Reason. Ensure relationship is maintained. Loss of free time - breaktime or the number of minutes that have been lost. Group circle to discuss impact & feelings. Problem solve & share ways to repair - this can be creative! Fresh start after repair.

Communicating: Parent/Carer notified via telephone	
Responsibility: Classroom Staff	
Next steps: If behaviour is frequent or out of character, update on page profile	

Branch Three	
Repairing Significant Harm Through Skill Building. Step Three recognises significant ongoing disruption and first-time serious breaches of school rules and expectations	
Types of Behaviour: Escalation & continuation of Branch One & Two Behaviours Swearing at staff Targeted harm to others Damage to property Inappropriate physical contact	
Repairing Significant Harm Through Skill Building Make a decision & act on it. Agreed action may be visited daily for some children at first. Keep going. <i>All steps in Branch One & Two must be followed before Branch Three is utilised if the behaviour is a continuation of Branch One & Two behaviours.</i> If the behaviour is new and fits the Branch Three Criteria, Branch Three can be used immediately. Action: "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do ____." "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do ____ as I've asked you already I'm going to need you to miss your lunch time play so I can help you to do the right thing" A Step Three interaction triggers a loss of lunchtime. This loss should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time.	Repairing Harm & Problem Solving Regulate, Relate Reason. Ensure relationship is maintained. Extended loss of free time - Lunch time or the number of minutes that have been lost to either catch up or repair the harm/show sorry. Group circle to discuss impact & feelings. Problem solve & share ways to repair - this can be creative! Fresh start after repair.

Escort the child to the NEST at lunchtime. A restorative circle will be held which will focus on repairing the harm. The child must be collected by classroom staff at the end of lunch. Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.	
Communicating: Telephone call with parents/carers. Record on CPOMS	
Responsibility: Classroom Staff & CARE Team	
Next steps: If behaviour is frequent or out of character, update on page profile	

Branch Four	
Repairing Complex Harm signifies the loss of multiple break times to facilitate complex repair and learn alternative coping mechanism and behaviours. Complex harm requires complex repair and complex skill building.	
Types of Behaviour: Escalation & continuation of step One, Two & Three Behaviours Bullying and targeted harm Violence Malicious behaviour towards staff and pupils Significant damage to property Significant Inappropriate physical contact Intentional prolonged opposition or attempt to abscond	
Repairing Complex Harm Regulate, Relate, Reason. Use Team Teach if necessary (if the child is in imminent danger). Call for the CARE Team, this may not be immediate if the behaviour is continuation. An agreed plan will be drafted and discussed. Escort the child to the NEST at lunchtime. A restorative circle will be held which will focus on repairing the harm. Complex harm will require a Harm Repair Plan which agrees the actions, outcomes and sessions to be missed. See Appendix. The child will be supported to achieve the steps. The child must be collected by classroom staff at the end of lunch. Ensure that steps are taken to repair or maintain your relationship with the child. A Branch Four interaction triggers a multiple losses of free time. This loss should be used to teach the required skill, repair the	Repairing Harm & Problem Solving Regulate, Relate, Reason. Ensure relationship is maintained. Extended loss of free time - Complete Harm Repair Plan to be utilised over multiple lunch times to teach the skills missing and restore relationships and repair harm. Restorative circle with victim and perpetrator to discuss impact & feelings to be implemented by CARE Team. Problem solve & share ways

harm or host a restorative circle. It will not be used as an arbitrary loss of free time. Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.	to repair - this can be creative! Fresh start after repair.
Communicating: Face to Face meeting with parent/carer. Record on CPOMs	
Responsibility: CARE Team & Classroom Staff	
Next steps: If behaviour is frequent or out of character, one page profile updates	

Branch Five Intensive Support - Internal Exclusion	
Intensive Support is Pastoral Team led and will require classroom staff to provide work for children to complete in the presence of the CARE team or a member of SLT, away from the child's class. The motivation for internal exclusion is to envelope the child in nurturant care to break the cycle of poor behaviour without further shaming or disengaging from the child but also to reflect the seriousness of the incident	
Types of Behaviour: Serious bullying and targeted harm Targeted derogatory and discriminatory language Serious unprovoked or disproportionate violence Serious malicious behaviour towards staff and pupils Serious damage to property Serious inappropriate physical contact Serious intentional prolonged opposition or attempt to abscond impacting on multiple others	
Internal Intensive Support Remember our roots. Call for The CARE team. Use Team Teach if necessary (if the child is in imminent danger). Prepare work for the child to complete whilst away from the classroom, this can be both typical of the classroom but should also include something that is logically linked to the incident which can facilitate learning	Repairing Harm & Problem Solving Regulate, Relate, Reason. Ensure relationship is maintained. The child will be removed from the classroom and work with a member of SLT/CARE for an appropriate amount of time. This will not be punishment based but aid refocusing, repairing and breaking the classroom or social cycle that is feeding the behaviour. Classroom Group circle to discuss impact & feelings to be

	implemented by Classroom Staff. Problem solve & share ways to repair - this can be creative! Fresh start after repair.
Communicating: Face to Face meeting with parent Record on CPOMS	
Responsibility: CARE Team, SLT & Classroom Staff	
Next steps: If behaviour is frequent or out of character,	

Branch Six Breathing Space – Fixed term Exclusion

Repairing Complex Harm signifies the loss of multiple break times to facilitate complex repair and learn alternative coping mechanism and behaviours. Complex harm requires complex repair and complex skill building.

Breathing Space is operationalised through fixed term exclusion is SLT led and will be used in response to persistent breaches in school expectations or one off significant and dangerous incidents.

Behaviours must be deemed as dangerous by three members of the school community (a child witness, an adult witness and an impartial member of staff). Fixed term exclusion is used as 'breathing space' to reset, evaluate risk and update risk assessments and plans to ensure that future poor behaviour can be prevented or minimised.

Types of Behaviour:

Persistent serious bullying and targeted harm
 Persistent and/or serious targeted derogatory and discriminatory language
 Severe unprovoked or disproportionate violence
 Severe malicious behaviour towards staff and pupils
 Severe damage to property
 Severe inappropriate physical contact
 Severe intentional prolonged opposition or attempt to abscond impacting on multiple others

Breathing Space (Fixed Term Exclusion)

Call for The CARE team.

Use Team Teach if necessary (if the child is in imminent danger).

Call for a member of SLT.

Prepare work for the child to complete whilst away from school, this can be both typical of the classroom but should also include something that is logically linked to the incident which can facilitate learning.

Repairing Harm & Problem Solving

Regulate, relate, reason.

Ensure relationship is maintained.

SLT will meet with the child and call for their parent or guardian. It will be clearly explained as to what has happened, the expectation which has been breached and how the harm may be repaired.

Classroom staff will sensitively share the news with their class in a restorative circle, giving chance for children to reflect and share their feelings.

A **Harm Repair Plan** will be completed at the reintegration meeting. Staff will treat parents and children with dignity and respect regardless of the incident.
Fresh start after repair

Communicating: CPOMS, Meeting with Parents/carers. Contact EWO/Inclusion Support

Responsibility: CARE Team, SLT & Classroom Staff

Next steps: If behaviour is frequent or out of character

Branch Seven - Permanent exclusion

Permanent exclusion is an extreme sanction and is only administered by the Head Teacher. The main categories of misconduct that may lead to permanent exclusion are described below; these are not limited to this list.

Permanent exclusion will be used in response to persistent dangerous breaches in school expectations which significantly risk the wellbeing of others.

Behaviours must be deemed as dangerous by three members of the school community (a child witness, an adult witness and an impartial member of staff).

Types of Behaviour (Repeated or one off significantly dangerous):

Verbal and physical abuse/targeted attacks towards pupils, staff and others

Persistent and/or serious targeted derogatory and discriminatory language

Dangerously inappropriate or sexual behaviour

Dangerous deliberate damage to school property

Possession of weapons

Blackmail

Intimidation

Racism

Persistent bullying

Carrying or brandishing an offensive weapon with intent and threatening staff or pupils

Arson

Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

Other serious misconduct by a pupil which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises

Permanent Exclusion

Secure adult and child wellbeing.

Call for The CARE team.

Use Team Teach if necessary (if the child is in imminent danger).

Call for a member of SLT.

Prepare work for the child to complete whilst away from school, this can be both typical of the classroom but should also include something that is logically linked to the incident which can

Repairing Harm & Problem Solving

SLT to action local authority protocol and follow steps outlined by ERYC

A transition meeting will be held with the child and their family if appropriate to aid a positive transition to a new

facilitate learning.

setting.

Classroom staff will sensitively share the news with their class in a restorative circle, giving chance for children to reflect and

Communicating: Face to face meeting with parents/carers CPOMS, Letter Template

Responsibility: CARE Team, SLT & Classroom Staff