




Acre Schools Federation

Behaviour and Relationships Policy

Date Reviewed	10 th September 2025	Review Date	Autumn 2026
Signature of Chairs of Governors	Mr. John Knight and Ms. Hannah Sheehan  		
Signature of Executive Headteacher	Mr. James Broad 		

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NB: Throughout this policy, headteacher refers to the executive headteacher or, in his/her absence, the head of school relevant to each school in the federation.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) Behaviour in Schools: advice for headteachers and school staff
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, Screening and Confiscation advice for schools'
- DfE (2023) Suspension and permanent Exclusion from Maintained Schools, academies and pupil referral units in England, including pupil movement,
This policy operates in conjunction with the following school policies:
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following federation policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Monitoring the implementation and reviewing the effectiveness of this policy.
- Making a statement of behaviour principles, and supporting the headteacher in the implantation of those principles.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Head of School and behaviour lead are responsible for:

- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy.

- Staff induction, development and support:

All new staff will receive clear induction into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Leadership and Management Team (LMT) will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including an understanding of matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SENCO is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO, the behaviour leader and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their challenges. Contribute to the creation, design and review of any tailored support documentation (e.g. PSP (Pastoral Support Plans), risks assessments, home learning activities etc).
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling the standards of behaviour that the school expects and adhering to the Staff Code of Conduct
- Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant members of school LMT up-to-date with any changes in behaviour.

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Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school expectations.
- Modelling the standards of behaviour that the school expects and adhering to the Parent Code of Conduct.
- Attending school meetings to support their child's learning.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Aims

At the Federation of Clapham Manor and Sudbourne, we have high expectations for all our children. We provide an inclusive, safe and calm environment where everyone is valued and knows that they will be listened to. We stand together as a school community to actively oppose racism, prejudice and injustice.

We believe that developing positive relationships between staff, pupils and families is integral to building the self-esteem, trust and integrity necessary to promote positive behaviour.

The following policy reflects our commitment to securing the right to learn for all children, our belief in promoting a consistent learning environment and our aim to develop a personalised approach based on a child's specific academic, social, mental and emotional needs.

4. Behaviour blueprint

All members of staff are expected to follow the Behaviour Blueprint (see appendix A) which is a whole school approach and details the expectations, consistencies and routines required throughout the school. It provides a guide to enable everyone to take responsibility for promoting good behaviour and demonstrating the school values. The Behaviour Blueprint is updated termly with a clear focus for the whole school to improve. See a full explanation of the individual sections below:

Expectations:

To promote positive behaviour and prevent unacceptable behaviours we expect everyone to follow three rules; be **Responsible, Respectful** and **Safe**.

Relentless routines:

Where staff act consistently and reliably, pupils feel safer and are more likely to understand the expectations of them. This in turn will make it less likely that events will trigger negative behaviour. Our relentless routines are the things we do and expect all the time. An example of this is 'meeting and greeting/ ending and sending.'

Over and above Recognition:

Whilst we reinforce and reward pupil's day to day efforts (*see 5. Whole School Preventative Measures*), we also recognise those pupils who go 'above and beyond' our expectations. We do this in the following 3 ways:

1. **Certificates at 'celebration assembly'** - for 'over and above' **effort** in learning.
This is for pupils that show 'over and above' effort in their learning by going that extra mile. Each teacher recognises this by selecting one pupil each week to be presented with a certificate at celebration assembly.
2. **'Hot Chocolate with the Head'** - for 'over and above' **achievement** in learning.
This is for pupils that show 'over and above' achievement in their learning based on their individual starting points. Each teacher recognises this by selecting one pupil each week to join the head of school for 'Hot Chocolate with the Head' and to show their exemplary work.
3. **Praise postcards** - for 'over and above' **behaviour and attitude** to learning.
This is for pupils that *consistently* show the desired behaviour, attitudes and conduct in their learning in line with the school **values**. Each teacher recognises these pupils by sending at least 1 praise postcard home each week.

Visible adult consistencies:

Adult consistency is highly valued at our schools in order to move standards forward. We take one area of improvement and work on it wholeheartedly until it has been adopted fully. It will then become part of our relentless routines. An example of this might be silent walking in the corridors.

Stepped boundaries

The Behaviour Blueprint provides a guide to the "Stepped Boundaries" every pupil can expect when making inappropriate behaviour choices.

Microscript

We use a microscript to ensure consistent language and consistent response from adults. The script supports adults and offers consistent calm language, to enable a pupil to make better choices and reflect on their behaviour. Mutual respect, preserving the adult pupil relationship and de-escalation strategies are at the heart of this approach.

Restorative conversation

Through these conversations we use restorative language and questions to allow pupils to understand the impact of their behaviours and consider how to proceed with meaningful actions and change.

5. Whole school preventative measures

Time spent building relationships with children

High quality learning and behaviour is underpinned by relationships, consistent language and positive recognition. Our staff understand that building a positive relationship is about being listened to and taking an interest in a pupil's individual life. We believe that one of the most important ways adults in school can connect with pupils is by making them feel valued, respected and showing them that they care.

Classroom management

Effective classroom management and well organised learning environments promote independence and individual initiative, whilst minimising disruption and uncertainty. Strategic seating arrangements enable children to focus on their learning without unnecessary disruption. Classrooms should be calm with organised, orderly environments so that children are able to access resources. Classrooms are inclusive spaces for all children where their individual needs are considered through the use of visuals, additional resources and specific personalised strategies.

A stimulating inclusive curriculum

A high quality curriculum, which is tailored to the learning needs of individual learners, ensures children are inspired and motivated to learn. The curriculum is used to develop knowledge about health and wellbeing and promote meaningful engagement with the wider community. Assemblies and the PSHE curriculum provide opportunities to celebrate diversity, challenge discrimination and raise self-esteem. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to promote resilience as part of a whole-school approach.

Recognition

We believe in developing pupil's intrinsic motivation to reach their goals through purposeful praise. We recognise day to day conduct and behaviour through awarding individuals with DOJO points. DOJO points are given to reward children that are showing conduct in line with our **school expectations** (set out in the behaviour blueprint) and in particular the '**visible adult consistency.**' DOJO points are given to the individual and added to their school house points score.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

An ILP (Individual Learning Plan) and/or a PSP (Pastoral Support Plan) will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. The measures the school will implement (where appropriate) include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Soft start and finish to the school day to ease transition.

- Delivery of social and emotional interventions (i.e. such as ELSA or Thrive) to support children's regulation.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical conditions.
- Training for staff in understanding autism and other conditions through planned CPD.

6. Anti-bullying

Bullying of any kind is unacceptable at our school. For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group over time, with the intention of verbally, physically or emotionally harming another person or group. The school views cyberbullying with the same severity as any other form of bullying. Not all arguments, disagreements and conflicts constitute bullying.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs: they are frequent and happen over a period of time.
- Intent: The perpetrator(s) mean to cause verbal, physical or emotional harm: it is not accidental.

All types of bullying will be discussed as part of the Personal, Social, Health, and Citizenship Education (PSHCE) curriculum.

Bullying can be:

- Emotional (verbal and non-verbal) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or using any violence
- Racist – based on another person’s ethnic background, religion or skin colour
- Homophobic/biphobic/transphobic – because of their actual or perceived sexual orientation
- Sexist – based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender
- Ableist – based on an individual because of their disability or perceived disability (physical or hidden) and stemming from prejudice and a belief that typical abilities are superior
- Sexual – unwanted physical contact or sexually abusive comments
- Religious - being treated differently because of a person’s religion, lack of religion or beliefs.
- Cyberbullying – use of technology to repeatedly harass, threaten, embarrass or target others including messages and images generated by artificial intelligence (AI).

Managing allegations of bullying

Staff will treat reporting of bullying seriously and they will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident and review behaviour records for trends and patterns to identify and substantiate allegations bullying.

- Staff will listen carefully and investigate where necessary
- Details will be confirmed, and the incident will be reported to the head of school or executive headteacher
- All incidents will be investigated, recorded and reported to the head of school or executive headteacher
- All incidents of bullying are reported to parents
- After discussion the head of school or executive headteacher will decide on the appropriate consequence. In the first instance this is to support the perpetrator to bring about a change in behaviour.
- Repetitive bullying and serious cases could result in suspension or even expulsion

Outcomes

- The perpetrator(s) will be asked to genuinely apologise.
- If possible, efforts will be made to reconcile pupils using a restorative approach.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This will be agreed in an action plan.
- If appropriate the victim or perpetrator may be referred for therapeutic support (CAMHS, Thrive or additional time with a known and trusted adult in school).

7. Managing behaviour

Instances of unacceptable behaviour are taken seriously, thoroughly investigated and dealt with immediately or as soon as possible. They are investigated by the member of staff who has dealt with the situation initially and recorded on Arbor (the school management information system).

Appropriate staff (i.e. the class teacher, the SENDCo (where appropriate) and LMT) are automatically notified via Arbor that an incident has taken place. After an investigation has taken place to ascertain the details of the incident, a consequence will be agreed and recorded on Arbor.

For the purpose of this policy, there are 3 levels of behaviour as follows:

- Level 1 - Low-level unacceptable behaviour
- Level 2 - Unacceptable behaviour
- Level 3 - Serious unacceptable behaviour

Level 1 - Low-level unacceptable behaviour

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any substantiated behaviour which may disrupt the education of , but not limited to, the following:

- Anti-social behaviour
- Deliberately not following instructions
- Disrespectful behaviour towards adults
- Disrespectful behaviour towards peers
- Failure to complete classwork
- Low-level disruption and talking in class

“Low-level unacceptable behaviour” may be escalated to “unacceptable behaviour”, depending on the frequency and severity of the behaviour.

Level 2 - Unacceptable behaviour

For the purposes of this policy, the school defines “unacceptable behaviour” as any substantiated behaviour incident which may disrupt the education of others, cause physical or emotional harm or is deemed as unsafe behaviour. This includes, but is not limited to, the following:

- Any behaviour that seriously inhibits the learning of pupils
- Bringing potentially harmful items into school
- Deliberate deceit (lying)
- Disrespectful behaviour towards adults
- Disruption of learning
- Disobedience or destructive behaviour
- Exiting a room - leaving a classroom without permission, on or off the premises.
- Hurting others in retaliation
- Misuse of online technology
- Offensive language
- Prejudice incident - language or other targeted offensive language e.g. homophobic, racist, sexist or religious intolerant language or actions in any context.

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the frequency and severity of the behaviour.

Level 3 - Serious unacceptable behaviour (breach of the school policy)

For the purposes of this policy, the school defines “serious and unacceptable behaviour” as any **substantiated behaviour** incident which may cause significant physical or emotional harm to oneself or others, and/or any illegal behaviour.

- Any behaviour that threatens safety or presents a serious danger
- Bringing prohibited items into school – bringing into school anything that may cause harm to others
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied. This might be in the form of discriminatory bullying towards an individual or group.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Hurting others with physical intent
- Intimidating others with physical intent
- Possession of legal or illegal drugs, alcohol or tobacco

Consequences

An internal behaviour and consequences document for staff ensures consistency and provides guidance. At the Clapham Manor and Sudbourne Federation, we believe that a combined approach of restorative conversations and clear consequences will support lasting change in behaviour.

For example, an appropriate consequence could be:

- a verbal reminder of the expected behaviour and guide to follow instructions
- reflection time at break or lunch time
- a detention with a teacher or member of the leadership team
- removal of privileges
- removal from an enrichment activity or representing the school

Where a substantiated behaviour is deemed as seriously unacceptable behaviour there is likely to be an automatic suspension.

The behaviour policy applies to all areas of the school day. Where any of the above occur in a school run club the child could miss a session or have their place revoked.

Staff will use their professional judgement to determine what is appropriate and reasonable. A consequence will be applied that has the most chance of bringing about a permanent change in behaviour or in some cases gives the child the best chance to attain the support they need.

Reflection Time and Detentions

The school will use reflections and detentions as a consequence to deter future misbehaviour, during school hours. These are distinguished as follows:

- Reflections - reflection time of 5-10 minutes is used at break time or lunchtime as an opportunity to discuss a child's behaviour choices and used as a **learning opportunity**.
- Detentions - is either a 30 minute or 60-minute consequence as a result of substantiated behaviour. Children may be required to complete work or another task during a detention.

All teachers at the school will be permitted to impose reflections and detentions on a pupil. Parental consent will not be required for reflections and detentions and, therefore, the school will be able to issue reflections and detentions as a consequence without first notifying the parents of the pupil, including for same-day reflections.

The use of reflections and detentions as a consequence will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. Investigation of an incident, teacher professional judgement and the use of the Consequence Wheel (Appendix C) will guide these decisions.

When issuing reflections and detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to have lunch and use the toilet.

The Head of School and behaviour lead evaluate termly all reported incidents to help identify pupils whose behaviour may indicate additional intervention and potential mental health problems to ensure they receive appropriate support. A PSP (Pastoral Support Plan – Appendix 1) can be written with the school, child and family at any point where behaviour is identified as a barrier to learning, in order to identify additional support and attempt to prevent further escalation.

Exclusions

For a serious breach of the school's behaviour code, the executive headteacher, or head of school, has the right to exclude children from school for a fixed term. In extreme situations, in the absence of the executive headteacher or head of school, this may be exercised by the acting headteacher. Exclusions can vary depending upon the nature of the incident. Lunchtime exclusions may be implemented if there has been a serious breach of the school's behaviour code during lunchtime and parents will be expected to collect their child from school at 12:30 and return at 1:30pm for the afternoon session. The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the executive headteacher. This should be read in reference to the suspensions and exclusions policy.

Physical intervention

In line with the school's Positive Handling Policy, all trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Positive handling is used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to themselves or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

Wherever possible, staff will ensure that a second member of staff is present to support the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the most senior member of the leadership team and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. All incidents where a physical intervention is involved will be recorded by the adults involved and a physical intervention log recorded (see Positive Handling Policy).

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

8. Prohibited items, searching pupils and confiscation

The executive headteacher, head of school and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

[The model list below was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.]

- Knives or weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Mobile phones will be handed on arrival to an identified member of staff.- Pupils are required to hand their phone in at the beginning of the school day to be collected at the end of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Head of School will determine the proportionate length of time for confiscation. The child's parents will be contacted and asked to collect the phone before it can be returned to the child.

The executive headteacher, head of school and staff authorised by them can use their power to search without consent for any of the items listed above. Staff will follow the DFE's Searching, Screening and Confiscation guidance (2022) when conducting searches and confiscating items. Mobile phones and similar devices will be items that staff may search for.

The head of school, executive headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

9. Malicious Allegations

Where a pupil makes an allegation against a member of staff, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

The school's behaviour policy applies for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also apply the school's behaviour policy for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy

The school will impose the same consequences for substantiated bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Monitoring and review

This policy will be reviewed annually by the headteacher and behaviour lead in conjunction with the governing board; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Appendix A - Behaviour blueprint

Behaviour Blueprint





Our mantra for behaviour
 We rebuild and repair together

<u>Expectations</u>	<u>Visible Adult Consistencies</u>	<u>Over and Above Recognition</u>
1) Responsible 2) Respectful 3) Safe	1) Praise in public, guide in private 2) Encourage pupils to wear uniform with pride 3) 'Meeting and greeting' and 'ending and sending'	1) Values gold certificates 2) 'Always' praise post card 3) 'Over and above' Hot chocolate Friday

Current Whole School Relentless Routine

To

<u>Stepped Boundaries</u>	<u>Microscript</u>	<u>Restorative Conversation</u>
1. Positive praise of the desirable behaviour 2. Discrete clear reminder 3. Discrete scripted conversation 4. Your choice, your behaviour, your consequence 5. Restorative Conversation and appropriate consequence	1. Shine the light <i>'I've noticed that...'</i> 2. State the desired behaviour <i>'I need you to...'/ 'I need to see...'</i> 3. Recall the good times <i>'Remember when...'</i> 4. Swift respectful exit <i>'Thank you for...'</i>	1. Trigger—"What happened before?" 2. Identify feelings—"How did that make you feel?" 3. Attunement - "I can understand that you must have felt..." 4. Impact — "Who did this impact? "How have they been affected?" 5. Repair—"What needs to be done to make this right?" 6. Commitment to action— <i>"When and how are you going to make this right"</i>

Appendix B - Behaviour and consequences wheel

Consequence Wheel

