




**St Augustine of Canterbury  
Catholic Primary School**

# Restorative Behaviour Policy

**Date: April 2026**

<b>Version History</b>	<b>Date</b>	<b>Reason for Amendment</b>
<b>1.0</b>	<b>20.04.26</b>	<b>New policy</b>

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Author	Head Teacher	Review Frequency	Annually
Date of Ratification	25/03/26	Related Policies and Procedures	<ul style="list-style-type: none"> <li>• Anti-Bullying Policy</li> <li>• Complaints Policy</li> <li>• Child protection and Safeguarding Policy</li> <li>• E-Safety Policy</li> <li>• RSHE Policy</li> <li>• School Uniform Policy</li> <li>• Severe Behaviour Policy</li> <li>• Attendance Policy</li> <li>• Exclusions Policy</li> </ul>
Review Date	March 2027	Chair of Governors Signature 	

## St Augustine of Canterbury Catholic Primary School



*“Created by God to Love and Learn”*

### Restorative Behaviour Policy

#### Rationale

At St Augustine of Canterbury Catholic Primary School, we believe that every member of our community has the right to feel safe, secure, happy, and healthy within a positive and nurturing learning environment. Guided by our Catholic ethos, we are committed to the development of the whole child by actively incorporating and promoting our core values of humility, respect, perseverance, love, compassion, honesty, courage, curiosity, responsibility, and service.

We strive to ensure that every individual is valued and respected, encouraged to act with integrity and kindness, and supported to contribute confidently and responsibly to school life. The successful implementation of this policy is a shared responsibility of staff, children, parents/carers, governors, and the wider school community, working together in a spirit of service and mutual respect.

#### Aims

We aim to achieve this by:

- Agreeing, clarifying and setting clear boundaries for expected behaviour, with children and all staff.
- Providing a stimulating learning environment that enables children to feel secure and motivated.
- Enabling children to take responsibility for their own actions, separate their actions from their emotions (Zones of Regulation), respond appropriately, and engage in restorative actions. Our children will become independent in managing their behaviour, understand their role in the community and become positive active citizens.
- Listening to one another and ensuring all behaviours are met with a fair, consistent, empathetic and restorative response.
- Supporting one another in modelling positive behaviours and relationships in a spirit of mutual respect.
- Providing positive discipline scripts so that there is a shared language among all staff members, and children are provided with a consistent approach by all staff.
- Ensuring a restorative justice model is maintained, never shaming or deliberately punitive.
- Establishing and maintaining clear communication between staff, pupils, parents/carers and the wider community. We recognise that good partnerships with our school families is key to a child's success.
- Supporting children who have difficulty managing their behaviour, by identifying their needs as early as possible and working in partnership with their parents/carers to develop a Supporting Behaviour Regulation Plan (see appendix). We understand that negative behaviour can often be a symptom of an un-met need and that it is our responsibility to help understand and meet that need.
- Ensure effective classroom management techniques to promote positive behaviour
- Ensure the classroom environment and layout supports positive behaviour and minimises chance of disruption.

#### Prevention Strategies, Intervention and Sanctions for Unacceptable Behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

#### Initial Interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered

outside of the classroom, in small groups or in one-to-one activities. SLT and pastoral staff will work with parents and school staff to be aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour initiatives
- Long-term behaviour plans
- Risk assessments for pupils, where appropriate
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Positive Teacher-Pupil Relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative Measures for Pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school 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. 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
- 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 condition
- Training for staff in understanding autism and other conditions
- Use of regulation stations

### **De-escalation Strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will revolve around the schools mental health and wellbeing policy and strategies such as Zones of Regulation and may also include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Ignoring the secondary behaviour.
- Acknowledging how the pupil feels, "I can see that you are angry/ in the red zone."

## **Praise and Rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Golden book certificates and stickers for demonstrating one of the school's 10 values
- House points, leading to certificates and badges
- Positions of responsibility, e.g. being entrusted with a particular project

## **Definitions Specifically around Behaviour**

**Positive behaviour is defined as:**

- Consistent good manners
- Willingness to help each other learn
- Consideration for adults and children
- Consistent effort into work
- Good self-management in school
- Recognition and respect for everyone
- Honesty
- Sharing and caring
- Responsible and reliable behaviour
- Ability to forgive and become reconciled after any disagreement
- Displaying positive learning behaviours

At all times, St Augustine's pupils strive to avoid:

### **Discrimination:**

not giving equal respect to an individual on the basis of age, disability, gender identity, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation or any other protected characteristic.

### **Harassment:**

behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

**Vexatious Behaviour:**

deliberately acting in a manner so as to cause annoyance or irritation

**Cyberbullying:**

the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

**Low-Level Behaviours:**

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Talking inappropriately in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti and minor damage to property
- Distracting others in class
- Not following teacher instructions
- Hurting others

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

**Serious unacceptable behaviour** is defined as:

- Repeated breaches of the school rules (the 3 Bs)
- Serious physical assault of any kind towards another pupil, staff or visitors
- Endangering the safety of themselves, other children and staff – carelessly or with intent
- Speaking disrespectfully or holding disrespectful attitudes towards others
- Throwing objects
- Peer on peer abuse
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - 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)

**Legislation**

In formulating this policy, St Augustine’s has considered guidance issued by the DfE.

## **Roles and responsibilities:**

### **The Governing Body will:**

- approve the school's behaviour policy and ensure it aligns with national guidance and legislation,
- make sure the policy reflects the school's values, Catholic ethos and expectations,
- ensure the policy covers rewards, sanctions, exclusions and behaviour support,
- monitor the use of suspensions as a sanction within the school. This will be through the Head Teacher's Governor report which details suspensions for each half term.

### **The Head Teacher will:**

- agree the detail of the standard of behaviour acceptable to the school,
- with the support of the Senior Leadership Team (SLT), lead the development of a system of rewards and sanctions in order to maintain discipline in the school and to promote successful learning.

### **The school will:**

- have a strong focus on attendance and punctuality so that disruption is minimised,
- have clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.

### **Teachers and staff will:**

- hold high expectations of themselves and of all children. They expect children to be focused, prepared and ready to learn, managing transitions effectively and addressing low-level distractions both inside and outside the classroom and not accepting disruptive behaviour,
- apply the behaviour policy and school systems fairly and consistently,
- create a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn,
- set clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom,
- develop pupils' motivation and positive attitudes to learning, as these are important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education,
- foster a positive and respectful school culture in which staff know and care about pupils,
- model and exemplify high standards of behaviour,
- provide a personalised approach to the specific behavioural needs of particular pupils, especially those children with SEND,
- record behaviour incidents (using CPOMs) in addition to communication with parents
- the senior leadership team will support staff in responding to behaviour incidents.

### **The SENCO will be responsible for:**

- collaborating with the governing board and Head Teacher as part of the SLT, to determine the strategic development of behaviour,
- undertaking day-to-day responsibilities for the successful operation of the behaviour 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.
- engaging with external agencies and professionals to seek and implement advice

### **Parents will:**

- take responsibility for the behaviour of their child both inside and outside the school,
- work in partnership with the school to assist the school in maintaining high standards of behaviour and support the school by ensuring their child attends school every day on time,
- complete and support the home school agreement (see appendix),
- take the opportunity of raising with the school any issues at home which may affect their child's behaviour,
- take every step to ensure that their child uses the internet and social media safely and correctly,
- agree to adhere to the school's policies and approaches,
- support the school in taking appropriate action, when an incident arises,

- understand the consequences for certain behaviour,
- support the school's aims for excellence and high expectations.

#### **Pupils will:**

- support the school as stated in the home school agreement,
- take responsibility for their own behaviour both in and out of school. They will be made fully aware of the school policy, procedures and expectations,
- ensure that incidents of violence, vandalism, bullying and any form of harassment are reported,
- know the school rules, understanding that they are underpinned by the school's values and learning to live them out on a daily basis,
- accept responsibility for their own actions, particularly when inappropriate choices are made,
- learn how to accept failure/disappointment with humility, and success/praise with grace,
- treat staff and other pupils with respect and kindness:
  - by listening to each other,
  - by speaking in kind/respectful voices to each other,
  - by treating others how we want to be treated,
  - by behaving how Jesus teaches us to,
- respect the school buildings, grounds and transport alongside other people's property and belongings.
- walk in an orderly fashion around the school buildings.
- wear the correct school uniform and only bring in appropriate equipment to school.

#### **School Rules – the 3 B's**

At St Augustine of Canterbury Catholic Primary School our Mission is at the heart of our school and community. By living our lives through our Mission, we show that we are "Created by God to love and learn." There are many ways that we can live our Mission but these can be summed up in our three school rules: The Three B's

- Be safe – behaviour that hurts or harms others is unacceptable
- Be ready to learn – focused, organised, positive and ready
- Be respectful – treat yourself, others and the world around you with kindness and fairness

At the start of each academic year, class teachers and school staff will discuss these rules with their class to ensure clear understanding and an agreed interpretation of them. Our school rules are displayed around the school and in the classrooms. School staff use a shared language based around these rules e.g.

- *Are you showing you are ready to learn?*
- *Well done, I can see you being safe when you make that choice.*
- *Are you showing respect when you do that?*

#### **Rewards and Recognition**

When our children follow our rules and routines, they will be recognised in a variety of ways:

- ✓ Whole school agreed systems e.g. House Points, recognition as a Role Model, House Point badges
- ✓ Children will also receive praise and positive comments from the adults in school for good behaviour, manners, learning and for acts of kindness and caring
- ✓ Weekly Head Teacher certificates, linked to the school values

#### **Sanctions**

At St Augustine of Canterbury Catholic Primary School, we expect all children to follow our school rules once they have understood them. However, there will be occasions when some children will struggle to follow our rules. On these occasions all adults are empowered to deal with incidents fairly and within our agreed Behaviour Management System. This Behaviour Management System is consistent across all year groups and is as follows:

**Thresholds or classification:**

St Augustine of Canterbury Catholic Primary School is committed to setting high-expectations for behaviour. Low-level disruption in the classroom can lead to a significant amount of learning time lost, to a negative learning environment, and to feelings of frustration in learners, staff and parents. It is essential that we have a consistent, fair system in place in order to deal with any low-level disruptive behaviour quickly and efficiently.

Therefore, staff will ensure that low-level disruptive behaviour is managed and addressed in school. Therefore, the school has three rules: **safe, ready and respectful**.

Verbal reminder	<p>The adult issues the child with a 'reminder' stating which of the three rules they have contravened. The adult also issues a reminder of the school's expectations to be Safe, Ready and Respectful.</p> <ul style="list-style-type: none"><li>• <b><i>This is your reminder. You are not being safe because... Please walk around the school.</i></b></li><li>• <b><i>This is your reminder. You are not being respectful because... Please get an adult if someone upsets you.</i></b></li><li>• <b><i>This is your reminder. You are not ready to learn because ... Please look at the board.</i></b></li></ul>
Warning	<p>The adult issues the child with a 'warning' stating which of the three rules they have contravened. The adult also issues a reminder of the school's expectations to be Safe, Ready and Respectful.</p> <ul style="list-style-type: none"><li>• <b><i>This is a warning. You are still not being safe because... Please walk around the school.</i></b></li><li>• <b><i>This is a warning. You are still not being respectful because... Please get an adult if someone upsets you.</i></b></li><li>• <b><i>This is a warning. You are still not ready to learn because... Please look at the board.</i></b></li></ul>
Consequence	<p>The adult issues the child with a 'consequence' stating which of the three rules they have contravened. The adult also issues a reminder of the school's expectations to be Safe, Ready and Respectful.</p> <ul style="list-style-type: none"><li>• <b><i>You are still not being safe. This is a consequence. Please walk around the school.</i></b></li><li>• <b><i>You are still not being respectful. This is a consequence. Please get an adult if someone upsets you.</i></b></li><li>• <b><i>You are still not ready to learn. This is a consequence. Please look at the board.</i></b></li></ul> <p>The child is then asked to complete the behaviour reflection form in class (see appendix).</p> <p>The <u>consequence</u> is that the child misses their break or an equivalent time of up to 20 minutes to:</p> <ul style="list-style-type: none"><li>• complete a task linked to their behaviour (or some other appropriate restorative action)</li><li>• complete any incomplete, unsatisfactory or missed work</li></ul> <p>The teacher records the incident in class behaviour log; this can be referred to with parents, if helpful, at a later time.</p>

## Further disruptive or persistent behaviour issues:

### SLT support and intervention

If unwanted behaviour continues to persist, even after being spoken to by the class teacher and after completing a behaviour reflection form, the child will:

- be sent out of class for the remainder of that session to a member of senior leadership team (SLT). This does not constitute an official internal suspension.
- discuss with a member of SLT their actions and the impact it has on other people. This will be done using a restorative script (see appendix).
- review their behaviour reflection form with a member of SLT.
- complete any incomplete, unsatisfactory or missed work.
- miss an equivalent of 20 minutes of their break to reflect on their actions.

At the start of the next session, the child returns to class. If they continue to contravene the school rules, they will be sent out again and remain out of class for the rest of the day. This constitutes an internal suspension.

At the end of the day, the class teacher discusses the child's behaviour with a parent and/ or carer explaining their child's actions and the impact it had on their own and other pupils' well-being and learning.

If this pattern of behaviour continues over time, SLT will decide if a Supporting Behaviour Regulation Plan is required.

**Incidents involving the senior leadership team (SLT) will be recorded on CPOMS by both the class teacher and member of SLT. This information may be used by staff to monitor patterns, including the frequency and nature of incidents, in order to inform appropriate follow-up actions and support targeted future interventions. This can then be shared with parents if needed.**

### **Zero Tolerance Behaviour:**

Verbal abuse: serious name-calling, swearing or discriminatory language

Physical abuse: deliberately causing serious physical harm to another person

Mental abuse: bullying, repetitive and intentional (STOP)

Zero tolerance behaviour must be dealt with in the moment, as soon as possible to when it happened.

1. Staff member identifies the offence and, if possible uses the Red Card system, sends for the Head Teacher or another member of SLT.
2. The Head Teacher or member of SLT, deals with the incident, using the restorative script and Zones of Regulation.
3. If a child causes significant disruption to the learning of others or causes serious harm to another person they can be removed from class for a fixed period of time and will work under the supervision of the Head Teacher or member of SLT. Depending on the severity of the incident the child may or may not return to class at the start of the next session.
4. The Head Teacher notifies parents of the incident and records it on CPOMS.

*St Augustine of Canterbury Catholic Primary School is an inclusive school committed to equal opportunity for all. It is felt that suspension of children from the school, whether fixed term or permanent, is damaging to the child. Consequently, a child will only be excluded or suspended when other strategies have not been effective over time in dealing with persistent breaches of the expected behaviour, or when there has been a single, clear and serious breach of discipline, or where allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school.*

*This policy aligns with the Severe Behaviour Policy.*

### **Lunchtime Behaviour Issues**

All children deserve to have a safe and happy lunchtime play period. School Meals Supervisory Assistant (SMSAs) will promote positive behaviour. It is very important that a shared script is used by all staff, including SMSAs, so that a positive and consistent approach is maintained; new staff who need training in this should be supported as necessary.

Zero tolerance behaviour at lunchtimes is to be dealt with as outlined above.

If conflicts arise among children, then a restorative conversation can be held, using the key question prompts on the restorative script. They can be used where groups of children have a need to express their emotional response to an incident and can be useful as a means of thinking through what has happened, why it happened, and their part in it. It can enable children to feel validated, regain control, have an equal voice and be heard. The aim is to clarify what's happened, help to resolve an issue, work towards restorative action.

If conflicts are more complex to resolve, or become repetitive, then SMSAs will communicate with the class teachers or SLT as appropriate.

### **Individualised Supporting Behaviour Regulation Plan**

We recognise that if a child is displaying consistent unwanted behaviour, and it is clear that whole school behaviour management systems are not working for that child. Therefore, that child needs other forms of support. A Supporting Behaviour Regulation Plan (see appendix) will be drawn up in consultation with the child and reviewed. Parental involvement is desirable. This takes into account SEN children and children with any other educational needs and consider how their needs can be best met. Whilst on a Supporting Behaviour Regulation Plan, the expectations of the child's behaviour remain the same as the expectations we have of all children; however, they may be supported in a more individualised way.

### **Physical Intervention**

Only **trained members of staff** will use positive handling to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes a fixed term suspension or a permanent exclusion, in line with the Severe Behaviour Policy

### **Monitoring and Review**

This policy will be reviewed by the Head Teacher on an **annual** basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **January 2027**

### **Links to other policies or documents**

This Behaviour and Positive Handling policy is linked to our:

- Anti-Bullying Policy
- Complaints Policy
- Child protection & Safeguarding Policy
- E-Safety Policy
- RSHE Policy
- School Uniform Policy
- Severe Behaviour Policy
- Attendance Policy
- Exclusions Policy

## **Restorative Behaviour Policy Appendices**

- Appendix 1 - home/ school agreement
- Appendix 2 - behaviour log
- Appendix 3 - behaviour reflection form
- Appendix 4 – supporting regulation behaviour plan
- Appendix 5 – restorative script

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## Home copy

### Home and School Expectations

We endeavour to create an 'in it together' attitude to learning and we encourage you to take an active role in supporting your child's learning at home.

### What can you expect from the school?

You can expect the school to:

- keep you informed of the progress your child is making and how this is affecting their learning
- invite you to parents' evenings to discuss your child's learning and to support you in how to help them move forward
- send out regular newsletters from the Head Teacher (class newsletters are also sent out 3 times a year)
- send home an annual progress report at the end of the year

### What can the school expect from you?

We ask that our parents:

- show support for school policies and procedures
- take an active interest in their child's education by listening to their child read regularly, support homework, and by attending parent evenings, workshops, celebrations and services
- ensure their child attends punctually, regularly, and equipped for the rigors of the day
- insist on the highest standards of behaviour, showing courtesy and consideration at all time

Please sign and return to the school office

Signed.....

Child's Name.....

Date.....

Appendix 2

Behaviour Log - Terms 1 and 2

Name:	Reminder					Warning					Consequence				
Wb 01/09/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 08/09/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 15/09/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 22/09/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 29/09/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 06/10/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 13/10/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 20/10/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F

Name:	Reminder					Warning					Consequence				
Wb 03/11/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 10/11/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 17/11/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 24/11/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 01/12/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 08/12/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Wb 15/12/25	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F

## Behaviour Reflection Form



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Name:	
Class:	Date:

Which school rule did you not follow?

Safe	Ready to learn	Respectful
------	----------------	------------

I felt...

What could I have done instead?

What did I do?

How did it make others feel?

What can I do to make it right?

I have discussed this with the adult who asked me to reflect on my behaviour choices:															
Child <u>signed:</u> _____ Adult <u>signed:</u> _____															
For teacher:	Parents informed:														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 15px;"></td><td>Reminder given</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td>Warning given</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td>Consequence given</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td>Recorded on CPOMs</td></tr> </table>		Reminder given		Warning given		Consequence given		Recorded on CPOMs	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 15px;"></td><td>At pick up</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td>By telephone</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td>By email</td></tr> </table>		At pick up		By telephone		By email
	Reminder given														
	Warning given														
	Consequence given														
	Recorded on CPOMs														
	At pick up														
	By telephone														
	By email														

## Appendix 4

### Using Edukey for the proforma

#### Strengths and difficulties

Areas of strength

Areas of concern

Add field

Select field...



add field

#### Pupil Voice

I find it difficult to:

I will help myself by:

It would help me if you could:

#### De-escalation Techniques

Triggers

What will we do:

What will we say:

#### Plan

Area of concern

Target

Success criteria

Strategies & Provisions

Key staff

#### Review

Review date:

What is working well:

What is not working well:

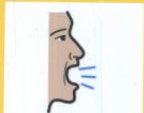







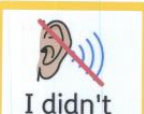
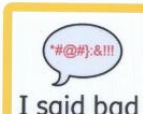


















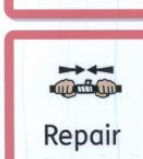











Next Steps:

Appendix 5

Using the Restorative Behaviour Flipbook – Build Positive Relationships

(ASDResources.co.uk)

Using the questions and pictures cues, work through them in order to help the child reflect on their actions.

What Happened?				Who was affected?			
 I shouted	 I broke something	 Hit	 Kicked	 Me	 Brother or sister	 Parent	 Friend
 I didn't listen	 I said bad words	 Unkind	 I was unsafe	 Family	 Pet	 Teacher	 Someone else
How did you feel?				How can we make it right			
 Frustrated	 Unkind	 Scared	 Bored	 Cuddle	 Say sorry	 Write an apology letter	 Special activity together
 Angry	 Sad	 Tired	 Unsure	 Repair damage	 Ask for help	 Time out	 Offer help
What could we do next time?							
 Play with someone else	 Use a fidget toy	 Take deep breaths	 Use kind words				
 Tell a grown up	 Go to a quiet space	 Walk away	 Think				