



St Paul's School

Behaviour, Anti-bullying and Restorative Practice Policy

“Working together, releasing potential...”



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Behaviour, Anti-bullying and Restorative Practice Policy

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Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, pupils and parent/ carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes restorative practice
- Teaches appropriate behaviour through restorative practice

Principles of Our Approach to Behaviour

St Paul's school is a RESTORATIVE school and ALL staff are committed to dealing with behaviour restoratively.

“Restorative processes bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.”

At St Paul's we recognise that behaviour can change in one or more of the following ways:

- Appropriate behaviour can be increased
- Inappropriate behaviour can be decreased
- New appropriate behaviours can be instilled.

Behaviour is communication of needs. These needs may be real or imagined, related to the immediate situation where the behaviour is displayed or an indication of other underlying concerns or difficulties.

Behaviours, thoughts and feelings are linked. Considering what a person was thinking and feeling is key to understanding their behaviour and in supporting them to make more positive behaviour choices.

Pupils of St Paul's are taught to have an increasing responsibility for:

- Their own behaviour
- Recognising the impact of their behaviour on others'
- For determining consequences of behaviour
- For solving problems and repairing harm
- Expressing themselves confidently and clearly

Positive Behaviour

An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect. Pupils know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour and not to get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other children because it makes the learning situation more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'.

We recognise the implicit need for young people to develop the skills that make positive relationships with adults possible. We also recognise that emotional wellbeing, mental health and behaviour are closely linked therefore we promote emotional literacy and the ‘Five Ways to Wellbeing’, through daily check ins, assemblies, weekly R/PSHE lessons and positive reward systems (see appendix). We want our pupils to develop their own positive coping strategies for life and resources are available through behaviour support and can be found online at the following link: <http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mentalhealth/>

It is vital to give praise and rewards when pupils are behaving appropriately. Verbal and non-verbal signs are used to show approval for work related activities and to motivate pupils to behave appropriately. It is an important role of all staff in order to:

- Encourage pupils to continue appropriate behaviour. It is more likely to be continued when it has been recognised and positively reinforced to receive more recognition.
- Increase self-esteem, which is a key need for many of our pupils.
- Reduce problem behaviours. Pupils will understand they can receive the attention they want, need and deserve by behaving appropriately and that negative behaviour will not be given attention.
- Create a positive classroom environment for pupils and staff. Concentrating on negative behaviours can cause frustration and tension for all.
- Teach appropriate behaviour and establish positive relationships with pupils. The more consistently praise and positive recognition is used the better pupils feel about teachers and the more motivated they will feel to achieve academic and social goals.

Behaviours and values, we encourage and foster in St Paul’s:	Behaviours we do NOT tolerate at St Paul’s:
<ul style="list-style-type: none"> • Honesty • Listening • Positivity • Kindness • Teamwork • Personal Responsibility • Independence • Respecting other’s rights and property • Celebrating diversity • Understanding each other and fresh starts • Politeness • Respecting pupils’ difficulties and the impact on behaviour 	<ul style="list-style-type: none"> • Verbal or physical abuse of staff or other learners • Bullying – physical, verbal, emotional • Sexual harassment of any kind • Prejudice on grounds of race, age, gender, sexuality, disability and others • Carrying an offensive weapon • Use or sale of alcohol or other mood-changing drugs • Deliberate damage or theft of property • Smoking in or around the building • Refusing to leave the premises when asked • Gambling

Parents and Carers

We recognise the importance of a collaborative and consistent approach to behaviour and set clear expectations for our pupils, staff and parents/carers through our home school agreement (see appendix) which is shared at the beginning of each academic year or when a pupil joins St Paul’s. We expect our parents/carers to:

- be involved in recognising and improving behaviour
- support our policy on attendance and punctuality by notifying the school of any absences or lateness
- notify staff on any factors which may affect the behaviour of their child
- support their child by effectively communicating and liaising with the school, including any phone calls or meetings that may be necessary.

- understand and accept their key responsibility and work together with the school in a fair, consistent, and respectful manner.
- be aware of and support the school's Behaviour Policy

Whole School Rules

Our rules are clear set boundaries for pupils, to ensure everyone can focus on learning and teaching in an atmosphere of understanding and mutual respect. Pupils are involved in all rule making. Rules are observable, specific, positive where possible and teach appropriate behaviour. There are specific rules for classrooms, corridors, outside and hall. Class discussions each September decide 5 positive, age appropriate rules to enable learning. Positive Behaviour Mentor combines for key stages. This ensures class ownership of rules and consequences. Rules are clearly displayed, taught, rehearsed and referred to. See appendix for full list of school rules.

Monitoring Behaviour

SchoolPod is used by ALL staff to record and monitor behaviours. Class staff can access information about their class and individuals to focus on behaviour management and compile reports to share with staff/pupils/parents where appropriate. Support is available from Behaviour Support.

Restorative Practice (RP)

One of the most effective behaviour management strategies in schools has been shown to be restorative practice. Using reflection and restorative practice, pupils and staff will focus on the harm caused rather than the rule broken, the feelings of the event rather than the expected consequence and on repairing the harm rather than punishing the harmer. The pupils are the focus of using RP which allows them to develop skills in thinking of creative and valuable solutions to the problems and in peaceful conflict resolution, whilst understanding how to reflect on their own choices. Restorative practice is our focus when dealing with inappropriate behaviour across the whole school. To ensure our methods are age appropriate slightly different techniques are used with the Primary and Secondary School.

Restorative Scripts and levels of RP

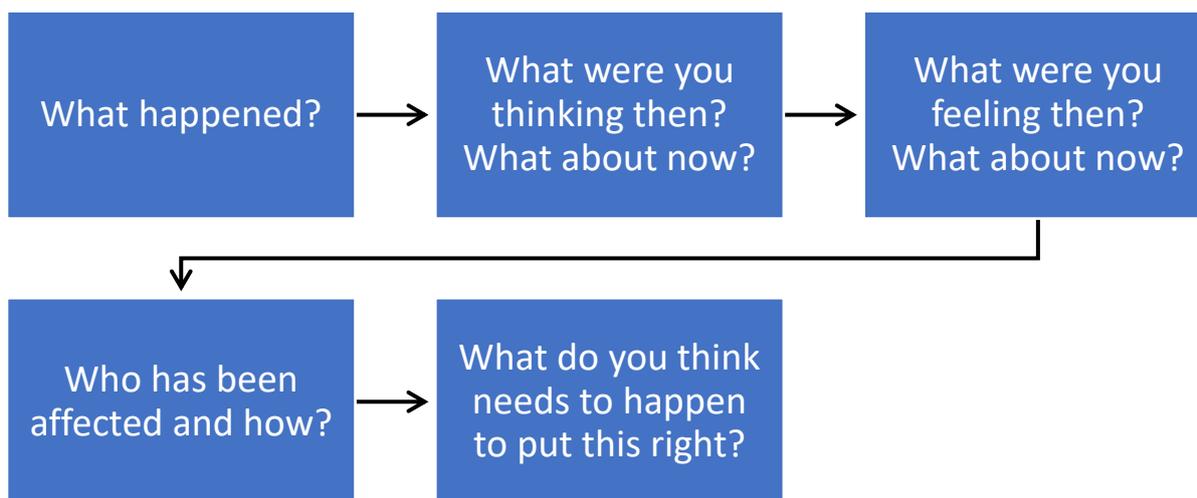
Affective language in and around school is essential during positive and corrective interactions with pupils, parents/carers and is an expectation of all staff. We teach our pupils to empathise and understand cause and effect by linking behaviours, thoughts, and feelings with consequences, including harm. We can use phrases such as:

- "I feel really pleased when you work hard, because I know you'll be making progress."
- "Thanks for opening the door, that's kind, you make me feel appreciated."
- "I feel worried you are talking during this activity because you're not achieving as much as you can."
- "I feel upset you are disturbing the lesson because I worked hard to prepare something interesting for you."

Both the primary and secondary departments use restorative scripts and levels of RP, the language and setting will be adapted to the scenario and to be age appropriate.

RP Level One

When inappropriate behaviour, an incident and/or an argument occurs, staff will have a discussion with the pupils based on a script of 5 questions. This conversation can involve all parties of the incident, including staff and pupils and is to be facilitated by a member of staff. It is possible that this conversation cannot happen immediately after the event as pupils may need to take a Time Out period – supervised by a member of staff. This allows for the pupils to sort themselves out physically and emotionally. Ensure the pupils are calm and ready to talk, this will be different for every pupil, but it is best to make sure they are ready as if not it could re-escalate the situation. Ensure the environment is comfortable, neutral and there is a lack of distraction. For more detail see RP Debrief in appendix.



RP Level 1 Script 1

RP Level Two and Three

If restorative conversations are not successful in finding a solution, staff will refer pupil to Behaviour Support for guidance and more formal (RP Level 2) conversations. Some behaviour will require a more formal meeting and consequence immediately. In formal RPs the Positive Behaviour Mentor will need to do a risk assessment before meeting can take place. Some behaviours or follow up to RPs will require SLT to be present. (RP level 3)

	RP LEVEL 1 Formal	RP LEVEL 2 refer to behaviour support /SLT	Formal RP LEVEL 3 with Head teacher present
Behaviours	Not following class, corridor or lunchtime rules Incorrect uniform Not handing in phone Swearing at staff Bullying and intimidation (see attached bullying section) Persistent disruptive behaviour Deliberate damage to property Personal comments lying play fighting	Not responding to staff RP or keeping promise from RP Refusal to engage in RP Constant Intimidation and bullying of pupils Bullying or intimidation of staff Racist behaviour or comments Walking off site Intentional physical incident on pupil or staff	Drug possession Theft Smoking As part of Pre and Post exclusion. Malicious comments about staff Refusal to take part in level 1 or 2
Leading	Any member of staff	Positive Behaviour Mentor	SLT and Positive Behaviour Mentor. A risk assessment may be needed.
Present	Involve relevant pupils and staff	This could involve anyone harmed and/or parents. In some situations, governors or police could support.	

Rewards	Strategies
<ul style="list-style-type: none"> • Praise – this would be frequent, linked to specific action or task and genuine using affective language • Stickers • Phone call home 	<ol style="list-style-type: none"> 1. Warning 2. 5 Minutes Time Out (for pupil or staff to come back and return to expected behaviour) 3. Behaviour Mentors Office/Heads office

- Letter/Post Card home
- All key stages earn 'Making the Right Choice Points' which contribute to end of week enrichment activities.
- KS3/4 Pupil points to achieve chosen enrichment
- Class wide reward system – classes work collaboratively towards chosen shared rewards
- For some children it may help them to have an individualised reward system linked to a specific behaviour target or promise
- Kindness token for 'caught being kind' which goes into the kindness bank to have a chance of winning weekly prize drawn from kindness bank in proud lead assembly

Staff should consult SLT if they think a pupil should not take part in a class reward, activity or trip

4. RP Level Two where fair consequences may be decided. Such as:
 - An apology
 - Repairing a display or tidying a mess
 - A lesson in behaviour support with agreed support work
 - Written task (writing an apology letter, writing down what happened)
 - Spoken to by SLT
 - Phone call home
 - Pay for broken objects
 - Behaviour contract
 - Fixed term exclusion (can only be decided by SLT)

Exclusion

Most of the behaviour is managed in school however for serious or persistent problem behaviour a pupil may be excluded for a defined period. Their return to school would be only be possible after a RP meeting with SLT and parents/carers present. Exclusion can only be authorised by SLT. Permanent exclusions are the final sanction and can be imposed by HT where all methods of support and management have been exhausted.

Pupils' Conduct off Site

Teachers can discipline pupils for misbehaving outside of school premises to such an extent that is reasonable. (Misbehaviour that results in an effect on running the school, poses a threat to pupils/staff/member of public or adversely affects the reputation of the school.) This includes school organised or related activity, travelling to or from school, wearing school uniform or in some other way identifiable to school.

Pupil Support Systems and Behaviour Plans

Following our restorative practice staff ensure that pupils are listened to and a proactive and individualised approach is used. Some pupils will need an individual behaviour plan, adapted curriculum or resources, reward system or specific targets to access learning and succeed.

Class teachers, with support from teaching assistants and SLT are responsible for putting in place and sharing personalised, age-appropriate systems. Pupils should be involved and where possible parents/carers, behaviour mentor and SLT can advise and support. Effective behaviour plans can include but are not limited to:

- Reward charts and displaying good work
- Tasks broken down into smaller steps with a visual timer or using Now and Next charts
- Communication boards
- Fiddle toys and doodle books
- Timeout cards (Agreeing a safe place and time frame, a written plan will be needed for this)
- A series of 1:1/small group sessions this could be for assertiveness, self-esteem or what is deemed appropriate
- Sensory or movement tasks built into lessons and timetables
- Changing Seats
- Using games and interactive activities
- Visual charts or traffic light systems to support children expressing difficulty
- Social Stories
- Morning de-briefs
- Stories/Role Play
- Responsibility within the classroom or school

- Support at breaks to model kind behaviours
- Making choices – choices have consequences

Referrals

Behaviour can be sign of additional needs and referrals may need to be made to External Specialist Inclusion Support Services and/or outside agencies such as CASS/CAT Team. This needs to be done through the HT, DHT or DSL.

Pupil Transition

Before a pupil joins the school, SLT will decide through review of EHCP and paperwork to determine if the school can meet their needs, considering behaviour alongside learning. Observations may be made to determine behaviour needs. Any child joining school is offered appropriate transition activities. Pupils can attend taster days whilst staff will have appropriate transition meetings, observe pupils, and share feedback for behaviour plans.

Bullying

At St Pauls' School we do not tolerate bullying, we work as a team to discourage and prevent any form of bullying behaviour in our school. Pupils, staff and parents are consulted and will contribute to bullying monitoring, policies and procedures. Following our behaviour strategies and research, we use a restorative approach as it is deemed the most effective way to tackle bullying.

We define bullying as DELIBERATE (hurting someone physically or emotionally on purpose) and REPEATED (doing it again and again). It is not always about the victim feeling vulnerable, but about the bully feeling powerful.

Bullying includes but is not limited to:

Physical threats or violence	Verbal intimidation or abuse	Indirect	Cyberbullying
hitting, kicking, smacking, pushing, punching, throwing things at someone, spitting at someone, stopping people to go somewhere, breaking someone's things, getting into someone's personal space and tripping over.	making threats, name calling, swearing at someone, teasing a lot, saying nasty things about someone, their family and their appearance. Making racial, cultural or sexualised remarks, including, inappropriate comments about appearance, sexuality and gender.	nasty about someone behind their back or sending letters, spreading stories about people, not letting people join in, pulling faces and 'taking the mickey out of people.'	sending nasty texts, emails, making unkind comments on social network sites.

St Paul's School will:

- Make sure all pupils are safe and feel comfortable in school.
- Work together as a whole school to prevent bullying.
- Face up to bullying and act against it. Follow clear procedures to follow when bullying occurs.
- Help victims of bullying to become more assertive.
- Give consequences for bullying.
- Record all incidents on SchoolPod

Preventing Bullying

- Using praise and rewards for positive behaviours
- Using Restorative practice affective language, check ins and circles and RP meetings to:
 - Raise awareness of bullying and our anti-bullying policy.

- Teach and model positive values -listen to pupils’ opinions, ideas and feelings.
 - Encourage pupils to recognise their and other’s positive qualities and to raise self-esteem.
- Having the school bullying policy on display in all classrooms and visible in the playgrounds.
 - Having anti-bullying posters displayed in school.
 - Bullying on each school council agenda.

Staff, pupils and parents all have a responsibility in noticing, preventing and stopping bullying. We all have a role to play in safeguarding and protecting our pupils.

Pupils	Staff	Parents
Do NOT ignore it!	Do NOT assume you know what has happened	TALK to your child about their day regularly
Tell the bully NO	LISTEN carefully to all using RP Level 1	WATCH to see if they are upset or there is a change in behaviour. (They may not want to go to school or avoid certain places).
Tell someone you TRUST straight away, this could be a family member or staff.	INFORM the appropriate staff (SLT/Form Tutor)	LISTEN carefully to your child
	RECORD what has happened on SchoolPod	Make sure of the FACTS
	Only use the term Bullying if staff and SLT agree.	CONTACT SCHOOL AS SOON AS POSSIBLE

Strategies:

- Following the behaviour policies pupils will take part in an RP Level 1
- Victim and bully to work on task together if / when appropriate or comfortable to do so.
- Apology in person or in writing
- Pupil(s) to follow anti-bullying and/or anger management support programme

Further Strategies (for serious/repeated bullying)

- RP Level 2 or 3 Meeting
- Isolation from peer group in another class for a set period
- Possible fixed term exclusion (Decided by DHT or HT)
- If necessary, bullying can be reported to the police if it involves criminal activity or if appropriate through DMS Social Services
- *ALL discipline must take account of SEN or disabilities that the pupils involved may have.*

Recording and Monitoring:

- Staff must record all information on SchoolPod, whilst monitoring bullying in their classroom. SLT must monitor bullying levels in school.
- All staff should be aware of any potential difficulties and pupils should be monitored after the incident. There should be RP discussions with pupils involved at regular intervals afterwards to ensure bullying incidents have not been repeated.
- Pupils targets should have a focus on specific behaviours

Identifying the Type of Bully

It is important to understand that people bully for different reasons and that they will need to be monitored to support them as well as protect others.

- **Passive bully:** People who are led into bullying and are trying to protect themselves. These people need to be held fully responsible so that bullying does not seem like the easier option.

- **Aggressive bully:** People who wish to dominate and have poor control, have good self-esteem and are insensitive to needs of others.
- **Anxious bully:** People who are victims themselves and are angry at others and have strong sense of failure. Bad behaviour is used to confirm poor self-image.

Helping pupils to prevent bullying and deal with any incidents

The bully and victims of bullying should be encouraged to complete the bullying support programme to develop assertive skills.

Check in and circle to focus on that individual as a 'special person' or circle of friend's activity

Option of pupil having pastoral support or assertiveness training with staff

Possible referrals to additional agencies, e.g. CSFSW, Barnardo's Counsellor

Using bullying support organisations:

- **Bullying UK:** a national charity who provide a listening, supportive and non-judgemental advice and support service.
- **Childline:** a national charity where children and young people can talk, email or live chat with someone in confidence.
- **Anti-bullying Alliance:** a national alliance of organisations working together to stop bullying. The website has information on how to get help and advice if you, or someone close to you, is being bullied.

Physical Intervention / Pupil Handling and Behaviour Plan (PHBP)

Staff are trained in Team teach methods.

Physical intervention is seen as a LAST resort and only used if reasonable, proportionate, and necessary. More detail, including powers to search pupils and confiscate items is set out in our Care and Control Policy. Some pupils will need to have a written positive handling plan which sets out physical intervention needs and methods. These must be shared with Positive Behaviour Mentor, SLT and parents / carers, reviewed at least termly and a signed, up to date copy kept in the pupil file.

Staff Behaviour and Support

- New staff have behaviour management and restorative practice guidance during their induction period.
- ALL staff have access to support and advice from the Positive Behaviour Mentor and SLT through an open door policy.
- ALL staff are responsible for leading their own professional development and should request additional training with behaviour/support if needed.
- ALL staff have access to a debrief following a serious incident/near miss/physical intervention. Through staff consultation a debrief process has been agreed using restorative language. SLT should be informed of incidents where a debrief is needed.

Colleague Help Scripts

At St Paul's our staff work as a team to improve pupil behaviour. An adults' presence and behaviour can de-escalate or escalate a situation quickly and it is vital that staff support to work together to facilitate "Change of Face". This is where another member of staff can step in if needed. Our staff are trained in team teach, with a refreshment course every two years. The use of the colleague help script is important at St Paul's School in both supporting each other and managing behaviour effectively.

Script	Meaning
Help Available	This is an offer of help which staff can respond and work with.
More Help Available	is suggesting change of face or different approach is needed, at this point it is vital staff respond to alternative strategies or let a different member of staff take over. (This can be accompanied by a shoulder tap).

If a member of staff is not responding in a restorative way to behaviours this is used, and that member of staff must move away from the situation immediately.

Staff must remember that we are the professional adults, employed to be calm and restorative. In the unlikely event that a member of staff does not do this, SLT will follow up 1:1 with that member of staff.

Significant Incidents

The IMMEDIATE priority after a significant incident (physical intervention or near miss) is post incident support for all involved.

Repair	Medical Checks and if required first aid offered Basic needs met (water, food, first aid) Pupil and staff given the opportunity to calm Pupil and staff given opportunity to talk it through (RP debrief)
Record	All information needs to be recorded on SchoolPod and to the appropriate staff (SLT)
Report	Parent(s)/Carer(s) are to be informed Bound book to SLT
Review	Behaviour plan and positive handling plan (if there is not one a risk assessment needs to be completed to see if there is a need for one)
Respond	Support for pupils to make better choices with behaviour (debrief) Staff training and/or support (debrief) Date for review of changes to RA/PHP/BP

Appendix

St Paul's School

HOME SCHOOL AGREEMENT

Pupil responsibilities:

I Promise...

- To have a restorative approach when problems occur.
- To come to school with a positive attitude, ready to learn.
- To know and follow school rules.
- To make positive choices and be responsible for the consequences of my behaviour.
- To wear the correct uniform to school every day.

Signed _____ (Pupil) Date _____

School responsibilities:

We promise...

- To have a restorative approach at all times.
- To provide a positive, motivating and stimulating learning environment.
- To keep young people safe at school.
- To work together with pupils, parents and carers to achieve success.
- To positively manage behaviour in a fair and consistent way.
- To recognise and celebrate each pupil's individual needs and successes.

Signed _____ (Form teacher) Date _____

Signed _____ (SLT) Date _____

Home responsibilities:

We promise...

- To work with the school in a restorative way.
- To support my child in arriving at school on time, prepared for the day.
- To communicate with school any issues which may affect my child's learning.
- To support school policies in the positive management of behaviour.
- To provide healthy snacks and the correct school uniform for my child every day.
- To support my child with their reading

Signed _____ (parent/carer) Date _____

St Paul's School

Pupil Rules

Our pupils have come together and created rules they believe are necessary and appropriate in school.

- I will try to keep hands and feet to myself, including trying to not hurt others or damage school property.
- I will try to be respectful of others.
- I will try to only use my phone at appropriate times (e.g not in lesson or when staff are talking to me).
- I will try not to swear or use disrespectful language.
- I will try to be a kind pupil, to listen to others and not to bully others
- I will try not to leave class without staff permission or supervision.

RP Debriefs

The restorative script will structure all debriefs between Staff-pupil. Staff-staff.

1. "What happened?"
2. "What were you thinking then? now?"
3. "What were you feeling then? now?"
4. "Who has been affected and how?"
5. "What needs to happen to put this right?"

St Paul's School Pupil RP Debrief

This is how we as a staff team want to work with pupils following a significant incident. For pupils who have more regular need for de-brief, an individual script can be part of their behaviour plan.)

Time

- When the pupil is ready, if possible same day
- When calm enough to talk, e.g. for some pupils it may be when 5 on scale, for some when point at happy face. (sometimes particularly with younger children if not ready it could re-escalate situation.)
- Time to think. Make sure not rushed but also steer back if becoming too long.

Environment

- Somewhere the incident did not take place
- Comfortable and neutral area where people will not be disturbed
- Chairs or seating comfortable for pupils
- Appropriate tools available to aid both relaxation and communication. These will be different for individuals' needs but could include pictures or fans of emotions-happy, sad, worried or more detailed, real pictures of emotions, scales, sensory resources such as play dough, cushions, stress balls.

Listen

- Non-judgemental or leading
- Pay attention with body language
- Try not to interrupt or join in and tell own story.
- Be careful not to ask things pupils may not know e.g. 'Why?'
- Ask questions in age and development stage appropriate way.

Learn

- After listening carefully, share others' perspectives.
- Link PSD/emotional literacy: Could use photo boards to provide visual communication to access/enhance emotional understanding. Could use emotional scale to support understanding that emotions are transient. Explore what staff and pupils can do to work together in future.
- Any consequences for behaviours need to be shared with pupils, this may be now or later, when pupil is judged by familiar staff as ready.
- Any outcomes and plans should be reported and recorded. (school pod, IEBP / PHP)

Staff can ask for SLT to support them with this process.

Other pupils may need time to talk after incident. Rest of class offered opportunity to talk/calm down if they have witnessed something. Discuss why staff took actions they did, explain consequence and why given. Praise pupils for their supportive/preventative actions.

St Paul's School Staff RP Debrief

After consultation and discussion this is how we as a staff team want to have mutual support following a significant incident. (This will be different for individuals and should be as flexible as possible.)

Time

- Opportunity to take time out from situation as soon as possible, to have space and time to sort themselves physically and emotionally.
- Asked if need first aid check or attention.
- All involved to reassure others and understand themselves it is ok to take time out.
- Staff be aware that although it is their choice, others may see a need before them. ('More help available.') Time needed will be different for each individual and each incident. Not to feel pressured.
- SLT to be informed as soon as possible about incident.
- If school pod or other recording needs to be done immediately to seek support from other staff for pupils, or leave till end of day.

Environment

- After children's needs are considered to be safe, staff to be flexible to meet each other's needs.
- To be asked what would help. e.g. sit in work room with specific member of staff, quiet cuppa in staff room, check again in 5 mins, choice to ask for support later in day if necessary.
- SLT to be made aware if they are needed and give options of supporting directly, where possible or providing other support in class to staff or with pupil elsewhere.
- To not be crowded or approached by other staff who were not involved.

Listen

- At a later time (but same day) staff to have opportunity to talk through with SLT or someone they feel comfortable with but who will listen actively and support learning from incident.
- Listen first to each other and recognise how staff felt before, after and during incident, before thinking about possible triggers or next steps.
 1. "What happened?"
 2. "What were you thinking then? now?"
 3. "What were you feeling then? now?"
 4. "Who has been affected and how?"
 5. "What needs to happen to put this right?"

Talk through incident, have re-assurance and praise for what you have done well.

SLT member made aware of incident to prioritise, wherever possible, to check in with staff at end of day.

Learn

- Talk about in non-blaming, supportive, caring manner.
- Use opportunity to discuss any issues that may have led to the incident.
- Discuss what techniques were used and learn from outcomes to inform future plans. i.e, what worked and what didn't, (including PHP,BP) 'Solution-focused.'
- Consider any additional support or training we might need.

Full Name		Group	
Teacher/TA		Week Ending	

Targets	
Personal Development	
Social Development	
Emotional Development	

Total Strikes:	
Achieved Enrichment:	
High or Low Tier:	
Red = Concern over lack of overall progress	
Amber = Acceptable progress, no serious concerns	
Green = Good or better overall progress	

Day	Personal			Social			Emotional			Total
Period	1	2	3	1	2	3	1	2	3	
Friday										
Monday										
Tuesday										
Wednesday										
Thursday										
	Total PD:			Total SD:			Total ED:			TOTAL:

Full Points	45 points. YOU MUST achieve 36 or more to achieve higher tier actions
Strikes	Total of 5 strikes or more = lower tier or work-related enrichment.
Additional Comments	

Negative Behaviour		Strike Value		Consequence			Staff member
Physical aggression towards Pupils or Staff including Hitting Kicking and Spitting		4		Parent/Carer Call - Internal exclusion. (Serious Incident Form: Compulsory). SLT to follow up			
Trying to or Leaving School Site without permission		3		Phone home to report behaviour. If student leaves the site to follow missing pupil policy if required (Serious Incident Form: Compulsory)			
Using inappropriate language (e.g swearing)		2		Phone call home to report behaviour. Yellow letter sent home – inform pupil of action			
Leaving the classroom (without returning)		2					
Destroying School Property (including ripping work/boards down)		3		Warn pupil restraint will be used if they continue. Restraint to be used if property is being damaged and pupil at risk of harming themselves. (Serious Incident Form: Compulsory)			
Refusing to work or participate in activities		1		Sent to the quiet room with work to complete.			
Bullying other pupils		4		Restorative Repair and a phone call home to report behaviour.			
Causing serious harm		4		Phone call home – internal exclusion. (Serious Incident Form: Compulsory). SLT to follow up.			
Throwing objects or taking without permission		2		Addressed in the classroom			
Strike/Bonus	Monday	Tuesday	Wednesday	Thursday	Friday		
Break							
Lunch							