



*'Achieving Potential Together As a School
Family.'*

- Compassionate*
- Curious*
- Courageous*
- Resilient*
- Inclusive*

Stretham Community Primary School

Positive Behaviour Policy

This policy was ratified on:

Implemented on: April 2026

Review date: April 2027

Signed by the Headteacher: M Sweeney

Signed by the Chair of Governors: J Rist

Positive Behaviour and Anti Bullying Policy

Our Golden Rules

Introduction

Our therapeutic approach to behaviour management has been influenced by the Cambridge Therapeutic Thinking training we received from Therapeutic Thinking Cambridgeshire Steps.

This policy has been written with regards to the DfE guidance 'Behaviour and Discipline in Schools, January 2016', and established through consultation with staff, governors and children. This policy applies throughout the school, including in the EYFS: it outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Cambridgeshire Steps.

This policy has also been written with due regard, under the Education Regulations, to ensure that arrangements are made to safeguard and promote the welfare of pupils.

Our core purpose is to promote children's learning and overall wellbeing. Valued behaviour makes effective teaching and learning possible. Detrimental behaviour disrupts this process. Behaviour is linked to social and emotional development and the key is to create a caring and nurturing ethos within which behaviour management takes place.

Our first key value for our children is compassion. The children strive to be kind at all times and each class uses this value to agree on all acceptable behaviours. Most children at Stretham epitomise the key value of compassion and kindness, able to explain why an act is appropriate or in rare circumstances, inappropriate. However, there are children who need help to develop valued behaviours. We recognise that there needs to be support for those children who exhibit detrimental behaviours which may be difficult and dangerous and this policy outlines how we strive to support these children. We know that behaviour is essentially a form of communication and we work hard to understand what a child's behaviour is telling us. We will provide the support and strategies necessary to enable children to learn self-regulation and develop valued and helpful responses.

The School's Therapeutic Approach

At Stretham we have a therapeutic approach to behaviour management and we have high expectations of everyone. We believe that our school should be a happy and secure place for all. We provide continuous praise for valued behaviours and provide postcards of praise for positive interactions. These are sent home via the school office.

We all work together to promote valued behaviour, to respond to individual needs and to encourage a collective sense of responsibility. All staff have day-to-day responsibility for the behaviour of the children, both in classes and around school. A happy, caring environment is important to all members of the school community. We encourage all children to do their best,

praising their efforts and to show interest in them as individuals. Kindness is encouraged and praised.

Children are encouraged to help each other to behave in a way that is valued and to support those who are experiencing difficulties. We encourage the use of timers to support turn taking, when required. Restorative approaches and times of reflection are encouraged through discussion and self-evaluation. Our PHSE programme supports such strategies. Staff set clear boundaries appropriate to the age and developmental stage of the children and are fair and consistent in their actions with children and endeavour to respond therapeutically in line with CTT training. In meeting the needs of all children, we are inclusive.

Aims and expectations

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and has a voice.

The primary aim of the behaviour policy is to promote positive healthy relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community to adopt a restorative approach.

- The school expects staff, governors, parents and carers of this school community to behave in a considerate way towards each other and to teach pupils to do the same.
- Stretham Community Primary School does not tolerate bullying and harassment in any form.
- We treat all children fairly according to their needs and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and beyond.
- The school encourages and promotes valued behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote valued behaviour, rather than merely deter detrimental behaviour.

Principles

- All children, staff, governors and visitors should feel safe at all times at school.
- Stretham Community Primary School is an inclusive school. All members of the school community must be free from discrimination of any sort.
- Stretham Community Primary School is a restorative school.
- It is recognised that the use of rewards and educational consequences must take into account the individual situation and the Head teacher is expected to use their discretion in their use. Educational sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, while offering support as necessary.
- The Leadership feels strongly that exclusions, particularly those that are permanent, must only be used as the very last resort in line with the Suspension & Exclusion Policy.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct

themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

- Staff are Therapeutic Thinking Cambridgeshire Steps trained and believe that all children thrive in a safe, respectful environment surrounded by adults that endeavour to understand their needs. Our approach to behaviour is rooted in the restorative approach, giving each child the opportunity for a fresh start and working with parents to understand the roots and reasons behind difficulties that are displayed. We believe that all behaviour is a form of communication. We have a graduated approach to managing behaviour at our school which will usually be managed within Class Teams and by the adults that know the child best. Senior members of staff will be involved when behaviours become repeatedly difficult or dangerous.

Cambridgeshire Therapeutic Thinking is adapted from the original STEPS work by Angela Wadham. The term “Steps” is drawn from the Norfolk County Council statement on inclusion: - “The process of taking necessary Steps to ensure that every young person is given an equity of opportunity to develop socially, to learn and to enjoy community life.”

Our approach has an emphasis on consistency, on the teaching of internal self-discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

Our Positive Behaviour Policy acknowledges the school’s legal duties in respect of the Equality Act 2010 and the specific Special Educational needs of pupils in our care. In doing so, the following points are fundamental to the implementation and application of this policy;

- Safeguarding of and respect for pupils with Special Educational Needs (SEND)
- Making reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- No sanction will breach any other legislation (e.g. respect of disability, Special educational needs, race, religion and other equalities and human rights) and it must be reasonable in circumstances.

1. Valued Behaviour

We praise children for valued behaviour in a variety of ways:

- Verbal recognition e.g. ‘Wow, thank you for doing ..., that was so respectful’ ;
- Sharing directly with parents at the end of the day or through a phone call or via letters home;
- Postcards of praise

- House points – not given to children in isolation, but to contribute as part of a ‘class family.’

2. First Steps

We recognise that some children need further support to enable them to be kind at all times. These are often children who display repetitive, low-level behaviours and who regularly disrupt the day-to-day learning in class.

Examples of behaviour these behaviours are:

- Failing to start or complete a level of work that the child is capable of;
- Regularly calling out or making a level of noise inappropriate to the situation;
- Running in the corridor;
- Distracting one's own or others' learning

We have a wide range of strategies to enable these children to make positive changes to their behaviour. In all situations the adults supporting must always:

- Listen
- Use positive phrasing
- Privately and calmly, speak to the child at, or lower than, eye level. Make reference to our core values and offer a reminder to the child about applying these values to make the situation right again
- Enlist the support of colleagues
- Check-in privately, "Is there a problem that I can help with...?"
- Offer two option system (limited choice)
- Offer sensory breaks
- Use Comic Book Conversations for children where appropriate
- Keep a log of difficult or dangerous behaviours
- Arrange a meeting to talk to parents about our concerns
- Adults will speak in an appropriate tone that is acceptable to the situations, typically the calmer and quieter the adults voice is the better. It is recognised that very occasionally and adult may need to raise their voice if a child is in danger and is a distance away from the child, but this tone should not be a typical response.
- Referring to the zones of regulation (see appendix 2)

3. Restorative Approaches

This school use restorative approaches to educate and encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry. If conflict arrives, over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests. If incidents are sustained or reoccur the meeting between pupils may be recorded.

When an incident arises ask these questions in a calm and caring manner (Ask the child who you think caused the upset first and the child who was upset second.)

- What happened?
- What were you thinking at the time?
- What needs to happen to put things right?
- What are you going to do differently next time?

Check all parties are happy with the outcome. In the majority of these issues the outcome will be an agreement of what will happen going forward and may include an apology.

Restorative Circles are a way of dealing with issues relating to groups of pupils. Restorative Circles work on the same principles of circle time, but as with enquiry, restorative dialogue is crucial. Circles are effective in classroom environments to:

- Tackle classroom disruption where all pupils are expected to take responsibility.
- Educate pupils on restorative principles and practices, and how they fit into the concept.
- Allow each pupil to perform a 'check in' (i.e. how they are, what they are feeling etc.).

Restorative circles can be used effectively at break times to resolve conflict.

Restorative circles allow everyone to:

- Have a voice and feel listened to
- Be an equal member of the group
- Feel safe and in a confidential setting
- Share responsibility for decisions and actions.

If issues are of a more serious nature i.e. physical assault, bullying or where restorative enquiry and circles have not brought about a change in behaviours where children have not learnt from their experiences a restorative conference may be suitable. These will be identified in Every Child Matters/Safeguarding meetings.

Every Child Matters/Safeguarding meetings/restorative conferences may be suitable in the following situations:

- Pupil at high risk of exclusion
 - Pupil being re-integrated after exclusion
 - Incident occurs in wider community
 - Other restorative practices may have failed
-
- The class teacher discusses the school rule with each class at the start of each academic year and revisited when necessary. In addition to the school rule, each class also has its own agreement, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of detrimental behaviour, the class teacher may discuss these with the whole class during circle time.
 - The school follows the County PSHE curriculum that promotes positive self-esteem, teaches strategies for anger management and helps children to identify their own and others feelings.

4. Consequences

Where the restorative approach is used, the children will be able to set their own agreements and also in cases where the restorative approach is not appropriate, the consequences used must be reasonable and must not breach any other legislation (disability, SEN, race and other equality acts). A reminder of expectations or a consequence from a member of staff is expected to be sufficient to correct most detrimental behaviours. However, if this fails, then the following procedures are likely to be adopted and logged appropriately using the agreed school system:

- Time out
- Completing extra work or repeating work until it meets the expected standard.
- Loss of free/ play time
- During play time a pupil may be taken indoors for an appropriate cooling off period.
- Removing graffiti or tidying an area disrupted by the child, including picking up litter (age appropriate).

5. Next Steps

A small number of children need bespoke provision (beyond First Steps) and have Therapeutic plans. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. This distinction will be based on professional knowledge of children. Children who need bespoke provision are likely to have a social story detailing the valued behaviour expected, alongside the unacceptable detrimental behaviour. Children needing a risk management plan may display more extreme challenging behaviours which can be difficult and at times dangerous. We may/will...

- Speak respectfully and calmly
- Listen
- Attempt to reduce anxiety
- Do everything we can to avoid escalation
- Use scripts - Allow recovery time
- Act to ensure the safety of all pupils and staff
- Ensure there is a safe place to calm down and/or work
- Allow time to reflect, repair and restore
- Make provision for a pupil to work outside the classroom (internal exclusion)
- Provide supported play activities
- Ensure there are educational consequences

Where appropriate, staff will know how these children are being supported so that there is a whole school team approach. The class teacher supports these children and talks to them about their behaviours and the effect these are having on both their learning and that of others. Where children need a bespoke provision the school may consult with the Link Teacher for SEND at the LA or other external agencies such as Early Help, the Family Worker, Wellbeing Service or Mental Health Support Team to enlist further support for a child as necessary.

The exclusion guidance will be followed where necessary, but our primary aim is to keep children in school if it is safe to do so.

6. Definition of 'consequences'

A consequence is a conclusion derived through logic; it is something that logically or naturally follows from an action. There are two kinds of consequences –

Protective consequences - removal of a freedom to manage harm for example -

A pupil waves scissors around > taught how to use scissors safely

Child plays unsafely on the field/climbing equipment > Must play in a different area of the playground

Child messes about in the line, as a result hurts others > child must walk with an adult until they can be trusted

Unacceptable use of the internet/not looking after IT equipment > supervised use of the internet/equipment for a period of time until they can be trusted

Child fighting/intimidating in the cloakroom or toilets > Has to be accompanied by an adult until they can be trusted on their own.

A child continues to hurt others in the classroom > Child has to work away from their peers, until they can be trusted to be safe in the classroom

Educational consequences - the learning, rehearsing or teaching so the freedom can be returned It is essential that there is always an educational consequence. We must be able to show how we have helped the child to develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances. All staff know how children with greater needs are being supported so that there is a whole school team around a child.

For example:

Child not following instructions > instructions are written in front of them on a post it note or now/next board.

Child not willing to take turns with a partner and arguing > a mediated discussion between the parties involved.

Child losing focus on work over a longer period of time > brain breaks or movement breaks provided.

Child tore down a display> they help an adult to redo it and

Throwing books in the library > picking them up and tidying the bookshelves

If the above consequences do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- Exclusion from a favoured activity – long term or permanently; not including
- mandatory curriculum sessions but for non-mandatory curriculum activities eg
- after-school clubs and may also be used on residential visits.
- Exclusion from the right to represent the school.
- The establishment of a behaviour record/log or home school report book.
- A verbal disciplining from a senior member of staff.
- A requirement for a written apology.
- A regular behaviour report/log to be given to the Headteacher.
- A letter/telephone call to a parent.
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and headteacher.
- PSP pastoral support programme.

- Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions]

This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

7. Difficult (Level 2) behaviours:

- Defiance/ disrespect/ non-compliance e.g. lying, repeated reluctance to engage in learning, non-completion of an acceptable amount or quality of work
- Disruption (talking while teacher is speaking; loud voices or noises indoors)

- Inappropriate/derogatory verbal language e.g. swearing, name calling
- Harassment/ tease/ taunt
- Physical contact – non serious but inappropriate e.g. rough play
- Property misuse/damage

8. Dangerous (Level 3) behaviours:

- Abusive language that would be considered threatening or discriminatory
- Disruption (sustained loud talk, yelling or screaming); sustained out of seat behaviour (tantrums, throwing things across the classroom)
- Physical aggression
- Forgery/ theft
- Property misuse/damage becomes unsafe
- Absconding (child has not been in the classroom for 15 mins)
- Actions considered criminal behaviour

9. Use of Reasonable Force

We discourage the use of force through our Cambridge Therapeutic Thinking de-escalation approach and force should only be used as a last resort. Members of staff do have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom. This also includes instances where a staff member has to conduct a search without consent as referred to above, where those items could be used to commit a serious offence or to cause harm. Use of Force by staff must be recorded in the Use of Force Blue Book, which is kept in the Headteacher's office, and on My Concern.

All members of staff are aware of the regulations regarding the use of Restrictive Physical Intervention. See policy on Physical Intervention.

10. Racist remarks

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. We have a separate policy for managing prejudice related incidents.

11. Anti Bullying

We believe that all forms of bullying are unacceptable and should not be tolerated. We want children to be and feel safe from bullying and discrimination. We also want everyone who works with children to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat other in the same way. With staff, pupils and parents working together we help to create a safe and caring learning environment, which promotes personal growth and self-esteem for all.

Definition

When someone says or does something intentionally hurtful and they keep doing it over a period of time, even when you tell them to stop or show them that you are upset, that's bullying

- It is deliberately intended to hurt
- It can take a number of forms: physical, verbal, emotional, gesture, extortion, exclusion and cyber
- It can be planned
- Individuals or groups may be involved.
- Bullying behaviour can take place both inside and outside of school

Some examples of bullying include:

Any form of physical violence such as hitting, pushing or spitting on others.

- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours about others or their families.
- Using put downs
- Writing or texting offensive notes including those on social networking sites about others.
- Making degrading comments about another's culture, religion or social background.
- Hurtfully excluding others from a group.
- Making suggestive comments or other forms of sexual abuse.
- Ridiculing another's appearance.
- Forcing others to act against their will.
- Inducing others to bully.
- Being a bystander and not seeking support.

12. Implementation

To prevent bullying and harassment at Stretham Community Primary

School: Staff will be required to:

- Ensure parent awareness of the school's Positive Behaviour and Anti-Bullying Policy.
- Ensure pupil awareness of the school's Positive Behaviour and Anti-Bullying Policy.
- Implement a classroom program to educate children about bullying that promotes resilience, assertiveness, conflict resolution and problem solving.
- Be observant for signs of distress or suspected incidents of bullying and harassment.
- Watch the children on the playground during supervision duty.
- Investigate and report suspected incidents to the appropriate staff member.
- Encourage children to report bullying incidents.
- Use restorative approaches
- Following the Cambridgeshire PSHE scheme of work which explores bullying in all forms, including being a bystander.

Children will be required to:

Report incidents or suspected incidents where bullying has occurred to themselves or others to a staff member.

The school recommends that parents/carers:

Watch for signs of distress in their child such as:

1. anxiety
2. insecurity
3. loss of appetite
4. bed wetting

5. low self-esteem
6. headaches
7. sleeping difficulties
8. abdominal pain

9. sadness

10. depression

- Take an active interest in their child's social life and friends.
- Advise their child to tell a staff member about any incidents involving bullying and harassment.
- Inform the school if bullying or harassment is involved.
- Do not encourage their child to retaliate.
- Be willing to attend interviews at the school if their child is involved in a bullying incident

13. Intervention

Intervention strategies that will support the restorative approaches adapted by this school. The school may use the following intervention strategies to support all pupils and behaviour, this is not an exhaustive list

- ABC behaviour records to look for patterns in behaviour
- SEND Team through annual meetings
- The locality for advice and support
- Early Help Assessment to access other professional agency support
- Referral to other support agencies.
- Lego Therapy

14. The role of the class teacher

- It is the responsibility of the whole class team to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- It is the responsibility of class teachers to ensure that school procedures are followed in line with this policy.

15. The role of the head teacher and behavior lead

- It is the responsibility of the SLT and behavior lead, to implement this consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all adults and children in the school.
- The Head Teacher facilitates appropriate liaisons with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service. The head teacher can at any time exclude a child for inappropriate behaviour. (Internal exclusion- where a child will be supervised in school by their parent/carer).

16. The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We include a copy of this policy in the induction pack for new families and we expect parents to read it and support us.

- We try to build a supportive partnership between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher in the first instance and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

17. The role of governors

- The governing body has the responsibility for this policy, and the school approach to behaviour, setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out this policy.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and anti-bullying, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- Governors have a legal duty, alongside the headteacher, to ensure the safety of pupils in their care – this includes responsibilities for tackling bullying
- The governors will appoint an appropriate governor when required, to address issues related to bullying. The headteacher will consult with the chair of governors and agree a nominated governor due to small nature of the school.

18. Special Educational Needs

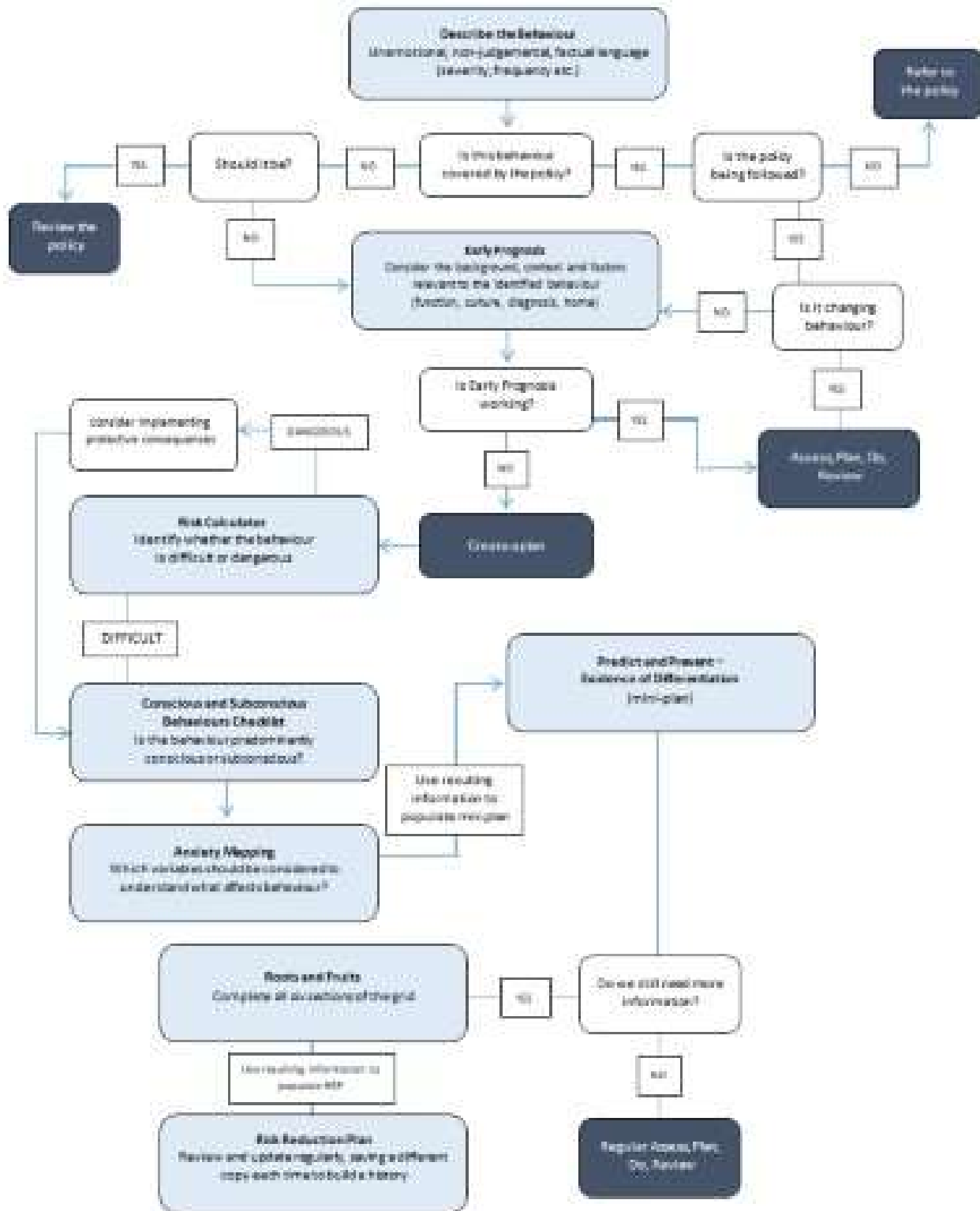
Some children have particular behavioural, emotional and social needs that require special assessment and programmes. In these cases sanctions are applied at the discretion of the headteacher in consultation with parents. We will receive support from outside agencies as appropriate to the child's needs.

19. Monitoring and review

- The Head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Head teacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



Behaviour Flowchart



Appendix 1

Risk Management Plan (blank)

CTT – Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Valued / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix 2: Zones of Regulation:

Zones of Regulation

We have adopted this curriculum as a way of helping children to manage and control their feelings and emotions and learn to self-regulate. It puts all our feelings and emotions into one (or more than one) of four coloured categories.

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- It provides a common language - everyone knows and understand the **ZONES** language. This creates a comfortable and supportive environment for the pupil to practise his or her self-regulation skills. All feelings are acknowledged and validated - never overlooked or told 'you'll be ok'
- No zone is bad, no-one should ever be made to feel bad about the zone they are in. Support might be needed to help control and respond appropriately to feelings
- All zones are expected at different times and circumstances
- Everyone manages zones at a personal level
- Adults need to model experiencing different zones, as well as the pupils
- You can be in more than one zone at a time and some emotions can fall into more than one zone
- All feelings are ok. It's what you do with them that counts... It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the "bad" or "naughty" zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.
- We can create a 'toolbox' of strategies to help manage emotions in each zone; developing these strategies is key to helping to regulate feelings, in socially appropriate ways. We may need to help children develop these tools



Please see the Zones of Regulation book in the staffroom, if you require more information.



Stretham Community Primary School: Our Golden Behaviour Agreements



We aspire to:

Be Ready:

- Look and listen
- Focus and concentrate
- Try our best
- Equipment ready and belongings away

Be Respectful:

- Be Kind
- Treat others as we would like to be treated
- Use good manners and be polite
- Choose words and actions carefully
- Listen to and follow instructions

Be Safe:

- Kind hands and feet
- Sensible walking
- Keep our school tidy
- Share worries with a trusted adult

Appendix 4: Behaviour Logging Form:



Stretham Community Primary School

Behaviour Logging form

Date, including day:			
Year/Class:			
Child:			
Name of staff member completing:			
What was happening just before the incident?			
Incident - what behaviour took place? (include details of other parties involved, if necessary):			
Action taken initially:			
Has the Class Teacher been informed?	Yes	No	Day/Date/Time:
Have parents been informed?	Yes	No	Day/Date/Time:
Outcome			
Behaviour lead/SLT comment/follow up:			
Child to be placed on ECM/Vulnerable watch list (My Concern)			
Yes		No	
Signed (Staff member completing)		Signed (SLT/Behaviour Lead) and printed name	

Appendix 5 –Post Behaviour Log Restorative Conversation Template