



Behaviour Policy

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1 Introduction

Good behaviour is central to all we do at Kirton Lindsey Primary Academy. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the Academy's life. All members of staff will set consistent high standards and pupils will be given clear guidance on what is expected of them. The Kirton Lindsey Way will underpin all that we do: we **work hard**, we are **kind** and we **shine bright**. Our academy rules will be followed by all, and rewards and consequences will be used to underpin and reinforce good behaviour. We will work in partnership with parents/carers to ensure that the Academy's values become central to the lives of pupils. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with Special Educational Needs.

The academy recognises its statutory duties to safeguard and to promote the welfare of its children under Section 5 of the 2002 Education Act and section 90 and 91 of the Education and Inspections Act 2006.

The academy expects high standards of behaviour from its children both on and off the academy premises. The authority to discipline children beyond the academy gates is contained within Section 89(5) of the Education and Inspections Act 2006 and it gives head teachers a specific statutory power to regulate behaviour in these circumstances to such extent as is reasonable, for example:

- Taking part in an academy related activity i.e. trips, visits and sporting events
- Travelling to or from the academy
- Inappropriate behaviour in the community where pupil(s) can be identified as belonging to Kirton Lindsey Primary Academy and/or Isle Education Trust
- Inappropriate behaviour in the community where pupil(s)' behaviour: (a) could have repercussions for the orderly running of the academy; (b) poses a threat to another child or a member of the public or (c) could adversely affect the reputation of the academy or the Trust.

2 Policy Aims

- To create an ethos of exemplary behaviour in the Academy to support pupils to be happy, secure and safe.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help pupils lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To develop and embed The Kirton Lindsey Way across the academy.
- To use exemplary behaviour to promote community cohesion
- To prevent incidents of bullying.

3 Managing Behaviour

Managing behaviour is the responsibility of **all academy staff**. The way in which we improve behaviour relies on our familiarity and understanding of the policy enabling us all to show consistency of practice. As an Academy, we believe that all pupils must have the opportunity to concentrate and do well in lessons and that the work and progress of all pupils in lessons is important. In line with the Kirton Lindsey Primary Way we expect all children to: Work Hard, Be Kind and Shine Bright and aim to develop learners who are respectful, honest and kind. Staff will listen to parties in a situation following restorative practice before making a judgement. When discussing consequences we may suggest how situations can be put right but we do not force apologies. When thinking about a consequence the outcomes of it should be considered: Whether Logical (Does the consequence relate to the action/incident), Natural (Are there naturally occurring consequences that will have a greater effect and what is the consequence).

Zones of Regulation

At Kirton Lindsey Primary Academy we support children to develop their own self-regulation skills. We use the structure of the Zones of Regulation to do this. The Zones are based around the use of four colours to help children self-identify how they're feeling and categorise this based on colour. Using the Zones helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they identify that they are in.

In using the Zones as a self-regulation tool, the children will learn how to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them.

A Zones of Regulation station is located in every classroom. Children have a lollypop stick and can place this in any of the four coloured cups to identify the zoner they are in. Each station has flashcards to support children in identifying and supporting in whichever zone they feel they are in.

In managing behaviour effectively, we expect parents and guardians to:

- Support what is expected of your child in the academy, including their behaviour
- Respect the adults who are working hard to educate your child
- Discuss any concerns you may have with us; we are here to help and resolve any issues
- Try to attend parent meetings and other events in the academy to support both the academy and your child
- Make sure your child attends the academy every day
- Make sure that your child is prepared for the academy and has everything they need to learn e.g. PE kit.

In managing behaviour effectively, we expect all staff to:

- Consistently apply our behavioural expectations and the Kirton Lindsey Way
- Have high expectations of all our children
- Have well planned, organised lessons and resources which are ready in advance
- Look after our classrooms and corridors, displaying the work of your children
- Treat everyone with respect
- Offer support to all children in their learning because we believe every child matters
- Lead by example - move around the academy appropriately, listen and respond to others in a respectful way
- Offer support to those children who need it and work with you to extend this support
- Give each child a chance to learn from their mistakes and give time to reflect and make things right
- Practice and support good choices

4 Acknowledging when things go right

The Kirton Lindsey Way includes the term: **shine bright**. We want to acknowledge when 'things go right' and the children shine bright. We use a variety of different strategies to acknowledge when children are shining bright. We will use praise and reward in general terms and in specific terms in broad categories of: attendance, behaviour and learning.

Generally, we praise children by:

- Giving a friendly welcome at the gate and classroom (see core routine 1).
- Giving a friendly verbal word or gesture.
- Giving a 'shining star' certificate for up to two children, per class, per week, in our Shine Bright Assembly.
- Phoning home or sending letters, notes and postcards home.

4.1 Behaviour and Learning: Stars

We want to acknowledge where children are going 'above and beyond' in demonstrating 'excellent behaviour' and 'effective learning'. This is recognised through a stamp-based award system. All adults in the academy can issue a 'purple star' for: displaying excellent behaviour or demonstrating effective learning. Children will collect 'stars' in their academy planner alongside the three 'Gems'. The award system is cumulative and children will receive certificates and prizes in our assemblies when they reach specific thresholds.

- 25 – Pink star award
- 50 – Purple star award
- 75 – Blue star award
- 100 – Bronze star award
- 150 – Silver star award
- 200 – Gold star award
- 250 – Platinum star award
- 300 – Diamond star award
- 400 – Palladium star award
- 500 – Rhodium star award

4.2 Behaviour and Learning: Gems

We also want to acknowledge when children demonstrate one of our three aligned values (across our Trust). Our aligned values are:

- **Be respectful** – be honest, consistent and considerate in all that you do.
- **Be resilient** – choose your attitude, embrace the challenge and dare to be excellent.
- **Be inspirational** – influence and inspire other people through your actions

If we know that someone is struggling to live these values, we will work with them to support them because our values are what make us belong.



Resilience Purple Gem

Examples of showing resilience...

- Showing a **positive attitude** especially when faced with a difficulty or struggle.
- Showing **willingness to embrace** new challenges and tasks.
- Daring to be **excellent** and challenge yourself to be your best.



Respectful Pink gem

Examples of being respectful...

- Being **honest** and **truthful** to others – admitting your own mistakes and errors.

- Being **consistent** in behaviour and attitudes towards others and in your work.
- Being **considerate** towards others – thinking about their thoughts and feelings.



Inspirational Orange gem

Examples of being inspirational...

- Being **influential** and encouraging others to do or say the right thing.
- Being **inspirational** and 'shining bright' to others.
- Pushing and **challenging** yourself and setting an example to others.

4.3 Attendance

We also acknowledge good attendance by:

- Celebrating whole class attendance in our weekly Shine Bright assembly.
- Celebrating individual attendance termly with certificates and badges for 100% attendance.

5 Acknowledging when things go wrong

The Kirton Lindsey Way includes the terms: **work hard** and **be kind**. We need to respond when 'things go wrong' and the children are not working hard or being kind. We explain and exemplify what 'working hard' and 'being kind' looks and sounds like to the children so they are clear about what is and what isn't expected of them. This may take the form of verbal or physical behaviours towards other children / staff as well as unwanted behaviours towards property; as well as off-task behaviours.

Staff will remind children of our behaviour expectations and deploy the following 'least invasive intervention' strategies to support a child to 'turn around' their behaviour. This ensures that teaching / learning time is maximised through almost invisible corrections and redirections. This also ensures that teacher – pupil relationships can be maintained minimising escalation and disturbance to learning. Staff will use:

Nonverbal interventions:

- **Nonverbal intervention.** A teacher will use a quick gesture or make eye contact with an off-task pupil(s), giving an explicit signal that the pupil needs to turn their behaviour around. This intervention is private, corrective and quick.

Verbal interventions:

- **Positive group correction.** A teacher will verbally remind a group of off-task pupil(s), giving an explicit verbal reminder that the pupil(s) need to say or do something and how that can be achieved (positively worded) with the result being they turn their behaviour around. This intervention is corrective and quick e.g. "100% of pupils should be tracking me".
1. **Anonymous Individual correction.** A teacher will verbally remind a group or class of off-task behaviours, giving an explicit verbal reminder that the pupil(s) need to say or do something and how that can be achieved (positively worded) with the result being they turn their behaviour around. This intervention is corrective and quick. It is similar to a positive group correction in that it describes the desired behaviour however it makes it explicit that there are pupils (as yet anonymous who have not met the expectations. "100% of pupils should be tracking me... just waiting for two". It is made clear that most pupils, but not quite all pupils, are ready to learn by using phrases like, "We need one more" or "Two in the third row", "One at the back" etc..
 2. **Private Individual Correction.** A teacher will verbally remind a pupil using a short, positive correction directed towards specific pupil(s) but making use of privacy. Using proximity and a quiet voice avoids drawing unnecessary attention.
 3. **Lightning-quick public correction.** A teacher will verbally remind a named pupil using a short, positive correction directed towards specific pupil(s). This can include "X, facing forward, thank you." In this case, teachers will correct the pupil's behaviour and allow them to know what they should be doing.

6 Consequences

At Kirton Lindsey Primary Academy we believe that a consequence should not just be a euphemism for a punishment. The aim of a consequence is to teach – to help a pupil reflect and learn from mistakes and 'what went wrong'. It should reinforce a positive and clear academy culture – working hard, being kind and shining bright. When pupils are not meeting expectations, a consequence should protect their dignity, provide clarity and express the urgency to reflect on and correct mistakes. Consequences should be:

- **Quick and quiet:** we will deliver the consequence quickly and quietly with the least disruption. We will preserve privacy and allow pupils to get back-on-track without a fuss
- **Incremental:** we will use the consequence ladder (step 1, step 2 etc) to deliver incremental consequences. This allows pupils to learn from their mistakes and turn around their behaviour. This also reinforces our expectations.
- **Consistent:** we will be consistent in the application of our behavioural expectations and consequences.
- **Depersonalise:** We will deliver consequences as privately as possible. We will avoid public confrontation as this will escalate the situation.

All our consequences are stepped and include an element of consequence and restoration. At all levels a pupil may be placed on a daily or weekly report. Our reports are designed to capture when 'when things go right' as well as 'when things go wrong' and are particularly informative for pupils and parents to see learning or behaviour patterns over time.

Although our consequences are stepped / incremental, it would not be appropriate for all behaviours to start at step 1. For serious and significant behaviours e.g. deliberate physical behaviour towards another pupil or staff member, a pupil may be placed straight onto a higher step. In all circumstances we consequence proportionally and appropriately for the individual child – not all children will respond to the same consequences. In deciding what consequences are appropriate for individual children the academy recognises and considers Section 91 of the Education and Inspections Act 2006 that says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Steps will re-set at each session. For clarity:

- Session 1 – morning registration, lesson 1 (then break)
- Session 2 – lesson 2 (then lunch)
- Session 3 – afternoon registration, lesson 3 and 4

*At any step, particularly Step 4, the Principal or Assistant Principal should be notified (via Arbor or by radio) to reflect with the pupil(s) ahead of facilitating the Step4 consequence. At any step a child may respond more effectively by completing a reflection or session with the Principal or Assistant Principal and may be returned to class.

	Consequence / restorative practice(s)	KS1 commentary	KS2 commentary
Step 0	Least invasive interventions	<i>Conversation with teacher / teaching assistant.</i>	
Step 1	Warning (not recorded)	<i>After least invasive interventions the pupil continues to fall short of our expectations = warning from the adult.</i>	
Step 2	Recorded warning short reflection (KS1) or session (KS2)	<i>A short reflection (10min) in another class with another adult – return to own class.</i>	<i>Remaining <u>session</u> in another class with another adult – then return to own class</i>
Step 3	Recorded warning short detention	<i>If pupil continues to fall short of our expectations then: A short detention (10min) at break (S1) or lunch (S2) or following break (S3) with an adult.</i>	<i>If pupil continues to fall short of our expectations then: A short detention (10min) at break (S1) or lunch (S2) or following break (S3) with an adult.</i>
Step 4	Recorded warning short session (KS1) or morning / afternoon (KS2)	<i>Remaining <u>session</u> in another class with another adult – then return to own class.*</i>	<i>If pupil continues to fall short of our expectations then: A <u>morning</u> (S1, S2) or <u>afternoon</u> (S3) in another class with another adult – then return to own class.*</i>
Step 5	Internal suspension) / reflection	<i>An 'internal suspension' issued by the Principal for 0.5 or 1 day depending on the behaviour. Pupil is supervised by SLT in the SLT office for the duration. 'Reintegration' meeting with parents/guardians and the Principal.</i>	
Step 6	External (fixed-term) suspension / reflection	<i>A suspension issued by the Principal for 0.5 to 5 days depending on the behaviour. Reintegration meeting with parents/guardians and the Principal.</i>	
Step 7	Permanent exclusion	<i>A permanent exclusion issued by the Principal depending on the behaviour.</i>	

7 Inclusion

At Kirton Lindsey Primary Academy inclusion is at the forefront of our practice. Where a child is having difficulties (or repeated difficulties) with regulating their behaviour and/or becomes at risk of receiving continued consequences and suspensions, we will consider a wide-range of interventions. These may be:

- Individual pupil report cards (daily or weekly)
- Individual pupil behaviour charts
- Increased communication between home and the academy
- Increased meetings between home and academy
- A Behaviour Support Plan (BSP)
- A Pastoral Support Plan (PSP)
- Small group or individual workshops on behaviour / learning
- Additional small group or individual teaching (outside the classroom environment)
- Referral to external agencies and organisations e.g. Behaviour Support Team / Complex Behaviour Support Team / Early Help
- A part-time timetable
- A reduced / alternative timetable
- An Alternative Provision (AP) placement.

8 Suspension and Permanent Exclusion

At Kirton Lindsey Primary Academy we do not wish to exclude any child from the academy but sometimes in exceptional circumstances this may be necessary. The academy has therefore adopted the standard national list of reasons for suspension, and the standard guidance, Statutory Guidance on School Exclusions (August 2024). We refer to this guidance in any decision to exclude a child from the academy. Only the Principal has the power to suspend a child from the academy¹. They may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently.

Reasons for suspension and exclusion can include:

- physical assault/ unprovoked aggression
- verbal abuse and threatening behaviour,
- bullying, including cyber bullying,
- racist or sexual harassment & abuse,
- sexual misconduct,
- drug and alcohol related abuse, damage to academy or personal property.

Persistent disruptive behaviour including disobedience and violation of the academy's rules is also reason for exclusion. Any suspension / exclusion procedure will be carried out in line with IET and DfE exclusion guidance. It is also possible for the Principal to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. If the Principal suspends (or permanently excludes) a child, either they or a delegated member of the

¹ In a maintained school, 'Headteacher' includes an acting headteacher by virtue of section 579(1) of the Education Act 1996. An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence or pending the appointment of a headteacher.

leadership team will inform the parent(s)/guardian(s) immediately, giving the reason(s) for the suspension (or permanent exclusion). At the same time, they will make it clear to the parents/guardians that they can, if they wish, appeal against the decision to the governing body (AOC). The academy informs the parents how to make any such appeal. The Principal will write to parents informing them that their child has been suspended (or permanently excluded) but this will always outline the right to appeal. The Principal informs the Trust, the LA and the AOC about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The AOC itself cannot either suspend a child or extend the suspension period made by the Principal. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors. When an appeals panel meets to consider suspension (or permanent exclusion), they consider the circumstances under which the child was suspended / permanently excluded, consider any representation by parents/guardians, the Trust and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

9 Expectations at break / lunch and academy-run wrap around activities and clubs

Early Birds, Night Owls and clubs

It is essential that we maintain a safe and enjoyable environment for all children attending clubs and out of academy activities. We adhere to our Behaviour Policy during clubs and out of academy activities. We believe that by following these guidelines, we can ensure a positive experience for everyone involved. If children do not follow our expectations and do not behave in a manner that keeps themselves and others safe at clubs or out of academy activities, Our Behaviour Policy will be followed. In cases where poor behaviour choices persist, we will consider whether those children can continue attending these clubs and out of academy activities. We will provide them with the opportunity to return after a designated period, allowing them to demonstrate that they can engage safely, just like their peers. Should the behaviour continue to be problematic, we will suspend their attendance. It is important to note that the clubs operate outside of the government-recommended 32.5 hours a week that children spend in school.

Break and lunch

During break and lunch time all staff will continue to use behaviour steps outlined above. A duty rota comprising teaching and support staff are on duty during break and lunch time. Details of any incidents will be passed into class teachers or the leadership team as necessary for actioning.

10 Confiscation

Kirton Lindsey Primary Academy will make use of two sets of legal provisions, which support staff if they feel there is a need to confiscate items that are inappropriate: the general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. The power to search without consent for "prohibited items" includes:

- Knives and weapons
- Alcohol / illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

11 Physical restraint

All members of staff are aware of the regulations regarding The Use of Force to Control or Restrain Pupils (relating to section 550A of the Education Act 1996). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting themselves or to prevent them from committing a crime or damaging property. Key staff at Kirton Lindsey Primary Academy are 'Team Teach' trained - they are skilled in using de-escalation techniques but will also use positive handling techniques if reasonable force is required to resolve a situation. Academy staff will always take measures to try and avoid injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

All incidents where positive handling is required will be logged. A support and intervention plan will then be implemented for identified children and parents/carers will always be notified of this.

12 Bullying

Bullying is intentionally causing physical and emotional harm to others and is usually repetitive and systematic. It may include physical or verbal abuse or assault and may include deliberate exclusion of another or emotional and subversive intimidation. Bullying can be against pupils or adults.

Kirton Lindsey Primary Academy takes bullying very seriously and will respond assertively to any such behaviour, and this policy should be read in conjunction with the academy's Anti-Bullying Policy.

Bullying is one form of unacceptable behaviour which adversely affects the development and learning of both the bullied child and the bully. If bullying is detected it will be dealt with within the agreed procedures of discipline, and encouragement of good behaviour. Where necessary, either child's parents will be involved.

Persistent bullying may result in a pupil's exclusion.

13 Swearing

When a child is heard swearing, this must be recorded on Arbor and discussed with the child to ascertain their understanding of the word/s and the context in which they are being used. Staff will then use their discretion as to how the incident is dealt with.

14 Harassment

No level of racial, sexual or other harassment will be tolerated. This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Any such incidences will be referred directly to the SLT, who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil's exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the Safeguarding Policy. The Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003; Rape/ Assault by Penetration/Sexual Assault.

15 Staff Responsibility and Monitoring

In accordance with this policy, all staff have responsibility for the management of and recording of classroom behaviour. In addition, all staff share responsibility for the behaviour of children around the academy (e.g. walking around the academy, good manners etc). Some children may require an individual support plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained.

- Lunchtime staff are expected to manage and support behaviour at lunchtimes.
- The Principal/SLT will support and monitor pupil behaviour at all times and will liaise with staff and parents whenever required.

16 Related policies

- Exclusion Best Practice Guidance
- Anti-Bullying
- E-Safety
- Safeguarding Policy

This policy will be reviewed annually by the Principal. At every review, it will be approved by the Academy Oversight Committee. This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

Document Control

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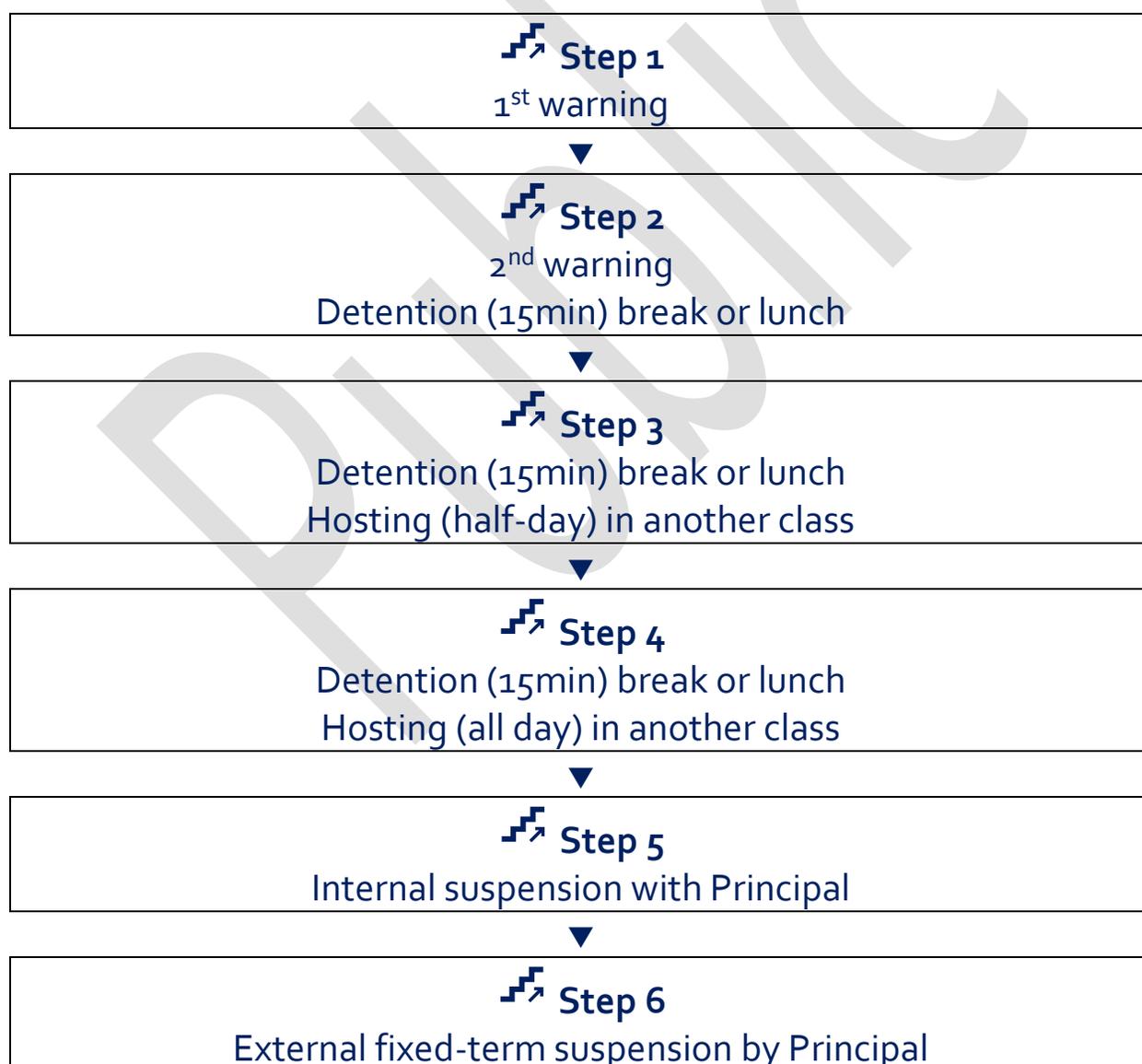


17 Appendix 1. Behaviour Steps (for pupils)

Behaviour Sessions (for pupils)

Session 1 Morning Registration Lesson 1 Break	Session 2 Lesson 2 Lunch	Session 3 Afternoon registration Lesson 3 Lesson 4
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Behaviour Steps (for pupils)





18 Appendix 2. Behaviour Steps (for teachers)

Teachers should have a laminated copy of this to complete during the day

Behaviour Sessions (for teachers). Circle the session

Session 1 Morning Registration Lesson 1 Break	Session 2 Lesson 2 Lunch	Session 3 Afternoon registration Lesson 3 Lesson 4
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Step 0

Least Invasive Interventions: (1) nonverbal intervention (2) positive group correction (3) anonymous Individual correction (4) private individual correction (5) lightning-quick public correction.



Step 1 – 1st warning



Step 2 – 2nd warning, detention (15min) break or lunch





 **Step 3** – 3rd warning, detention (15min) break or lunch and hosting (half-day) in another class

19 Appendix 3. Incident Account

Is this form scribed or transcribed by an adult: Yes / No

Name of adult: _____ Signature of adult: _____

Incident Account

Name: _____ Date: ___/___/___ Year/Class: ___/___

Name(s) of other children who were involved or witnessed what happened:

Where did this happen: _____

When did this happen: _____



20 Appendix 4. Step 2 onwards – Reflection Log

Is this form scribed or transcribed by an adult: Yes / No

Name of adult: _____ Signature of adult: _____

Reflection Log

Name: _____ Date: ___/___/___ Year/Class: ___ / _____

What happened?

What were you thinking / feeling at the time?



Who has been affected? How did this make people feel?
What should we do to put things right?
How can we do things differently in the future / next time?

21 Appendix 5. Step 2 onwards – Restorative Conversation Script

Restorative Conversation Script

Name: _____ Date: ___/___/___ Year/Class: ___/_____

When staff conduct restorative conversations, the following provides a guide as to the type of language and questions they should use.

1. To the person who has done the harm:

What happened?

Who else was there/around when it happened?

What were you thinking at the time?

Who has been affected/upset/harmed by your actions?

How do you think they have been affected?

2. To the person who has been affected:

What was your reaction at the time of the incident?

How do you feel about what happened?

What did you think at the time?

What have you thought about since?

How has it upset/hurt/harmed you?

What has been the worst or hardest thing for you?

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22 Appendix 6. Step 3 and 4 – Hosting Log



Hosting Log

Name: _____ Date: ___/___/___ Year/Class: ___/___

Select:

Step 3 – Hosting for half day		Step 4 – Hosting for full day
Teacher / class hosting:		
Reason for Hosting:		
Does pupil receive PP?	Yes / No	Reasonable adjustment / allowance:
Does pupil have SEND?	Yes / No	Reasonable adjustment / allowance:
Other strategies to support the pupil:		

	Teacher	Learning	Learning Completed	Behaviour	Toilet Visit (time)
Lesson 1			Yes / No		:
Lesson 2			Yes / No		:

Only complete for Step 3:

Lesson 3			Yes / No		:
Lesson 4			Yes / No		:

For SLT use: *Reviewed at end-of-day (or in response to conduct)*

Outcome	(✓)	SLT Signature	Action Required
Pass, no further action			None
Fail, escalated sanction			Escalate to Internal Suspension

23 Appendix 7. Step 5 – Internal Suspension Log



Internal Suspension Log

Name: _____ Date: ___/___/___ Year/Class: ___/_____

Reason for Internal Suspension		
Does pupil receive PP?	Yes / No	Reasonable adjustment / allowance:
Does pupil have SEND?	Yes / No	Reasonable adjustment / allowance:
Other strategies to support the pupil:		

	Duty Staff	Learning	Learning Completed	Behaviour	Toilet Visit (time)
Lesson 1			Yes / No		:
Supervised break					
Lesson 2			Yes / No		:
Supervised break					
Reading		Reading	Yes / No		:
Lesson 3			Yes / No		:
Lesson 4			Yes / No		:

For SLT use: *Reviewed at end-of-day (or in response to conduct)*

Outcome	(✓)	SLT Signature	Action Required
Pass, no further action			None
Fail, escalated sanction			Escalate to suspension