Positive Behaviour & Relational Practice Handbook

The Inspire Multi Academy Trust (South West)
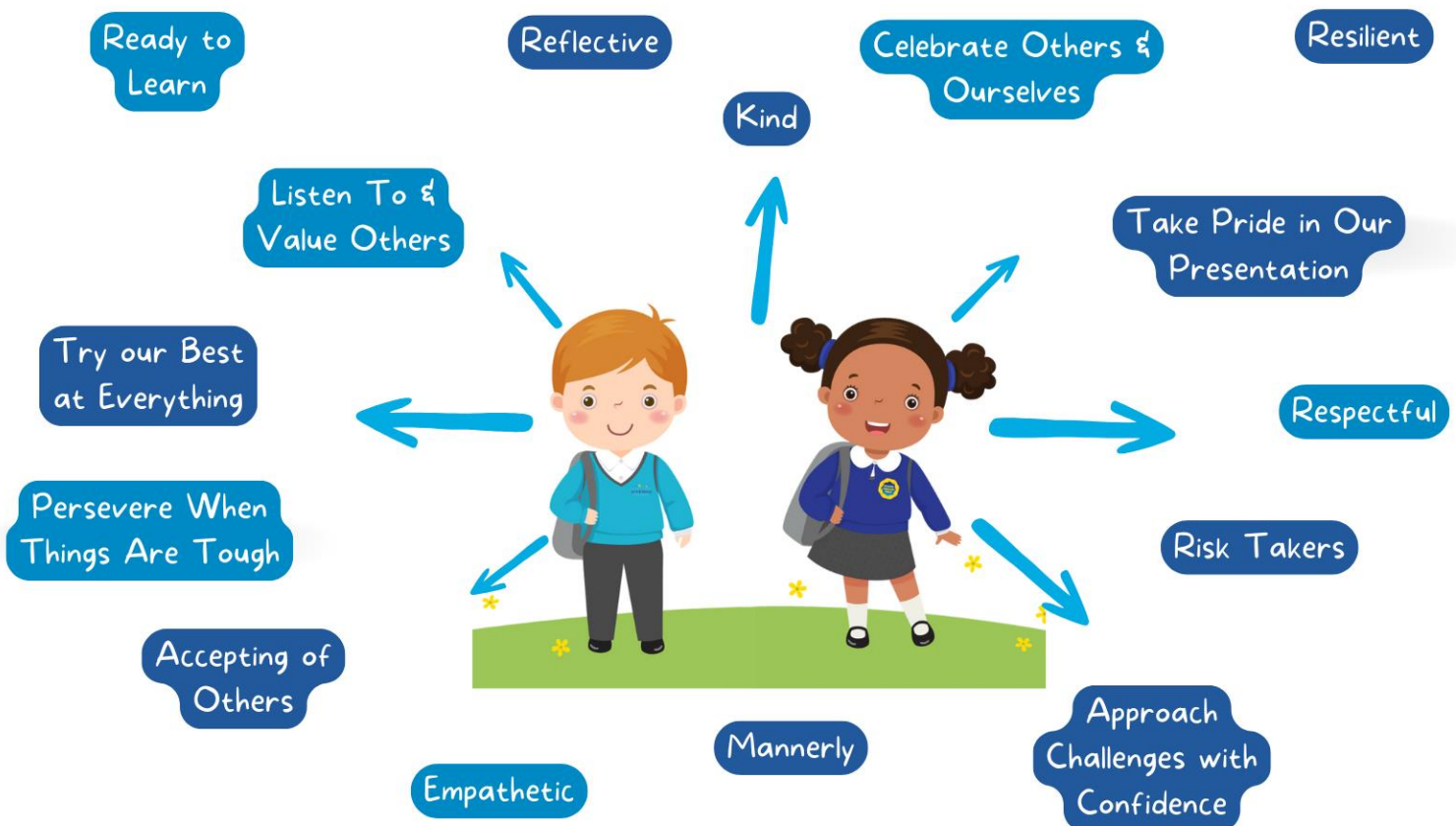
September 2025

The Inspire Multi Academy Trust
Positive Behaviour Handbook

Section 1: An Inspire Pupil

At TIMAT, we believe that nurturing relationships and consistent routines create a warm, supportive environment where children can truly flourish. These foundations help our children grow into a confident, kind, and resilient individual, ready to embrace challenges and opportunities. Our motto inspires everything we do: *"Go into the world and do well, but more importantly, go into the world and do good."*

This handbook is designed to share with everyone how our school is committed to guiding children in understanding and living by clear, positive expectations. By embracing our shared values, children are empowered to thrive and reach their full potential, not only academically but also as compassionate and principled members of society. Our four Inspire Expectations are: *We are ready to learn. We are respectful. We are kind. We are resilient*. They are at the heart of everything we do. Together, we create a school community where children are supported to become their best selves, ready to leave their mark on the world with kindness and purpose.

Ready to Learn

Reflective

Kind

Celebrate Others & Ourselves

Resilient

Listen To & Value Others

Take Pride in Our Presentation

Try our Best at Everything

Respectful

Persevere When Things Are Tough

Risk Takers

Accepting of Others

Empathetic

Mannerly

Approach Challenges with Confidence

Section 2: The Inspire Expectations

Inspire Expectations…	Teachers will…	Families will…	Children will…	This enables…
We are ready to learn.	Set clear routines and expectations for learning. Provide engaging, well-structured lessons. Offer encouragement and praise.	Ensure children arrive on time and in correct uniform. Support good sleep routines and healthy breakfasts. Model and monitor healthy screen time habits. Model preparedness in daily life. Encourage a positive attitude towards learning.	Listen to instructions attentively. Track the speaker and sit up straight. Be dressed smartly in the correct uniform. Recognise the impact of increased screen time on concentration levels. Bring all necessary equipment, like books and home learning books.	Disruption-free learning where all children can focus, feel confident, and reach their full potential.
We are respectful.	Model respect in interactions with children and colleagues. Teach active listening and turn-taking. Acknowledge and praise respectful behaviour. Address disrespect calmly and constructively.	Speak respectfully about school and others. Encourage politeness and courtesy at home. Set expectations for good manners in everyday life.	Use kind words and actions. Listen when others are speaking. Take care of school property. Value other people's perspectives. Use Oracy skills to resolve conflict.	A community where everyone feels valued, safe, and respected.
We are kind.	Encourage kindness through stories, role-play, and activities. Praise acts of kindness regularly. Create opportunities for teamwork and helping others. Promote empathy by discussing feelings.	Model acts of kindness at home and in the community. Talk about the importance of caring for others. Encourage children to consider how their actions impact others. Celebrate kind behaviour.	Help others when needed. Say "please" and "thank you." Offer compliments and encouragement. Show empathy to others. How we welcome new pupils.	A culture of care and understanding, where children feel supported and are motivated to be considerate and helpful.
We are resilient.	Teach strategies for coping with setbacks. Model resilience by sharing personal experiences. Praise perseverance and effort over results. Provide a safe space for making mistakes and learning from them.	Encourage children to keep trying when faced with challenges. Talk about resilience and share personal examples. Offer praise for effort rather than focusing on outcomes. Avoid solving all problems for them.	Keep trying when something is hard. Ask for help when needed. Learn from mistakes and try again. Stay positive in the face of difficulties.	Confident, adaptable learners who are prepared to face challenges and grow stronger through experience.

Section 3: Relationships & Routines at TIMAT

We are incredibly proud of the young people who leave us at the end of Year 6, ready to take on the world with confidence, compassion, and resilience. At TIMAT, we understand that building character is just as important as teaching reading, writing, and maths, and we believe this needs to be taught explicitly. We pride ourselves on the power of clear consistencies in relationships and routines to transform a child's experience of school. That's why we dedicate significant time to developing strong, positive relationships not only with our children but also with their families. This focus enables children to feel safe, valued, and ready to behave well.

Our high expectations are delivered with kindness and warmth, creating an environment where children rise to meet those expectations because they know they are supported. Each morning, staff, including leaders, are present at the gates and doors, welcoming children with smiles and encouragement. This daily thresholding is part of our commitment to understanding our children, their families, and our community, ensuring we start each day with connection and positivity.

Clear and consistent routines across the school provide children with clarity and confidence in what is expected of them throughout the day. From "Team Stop" silent signals to gain attention, to "123" for instructions, "TTYP" (Talk to Your Partner), and "MTYT" (My Turn, Your Turn), these routines create a calm and structured learning environment. These are in place to support children by reducing cognitive overload, ensuring they can focus on learning rather than navigating uncertainty. These shared, predictable systems empower children to thrive academically, socially, and emotionally in a school where consistency and care go hand in hand.

Core Consistency	Teaching Domain	Core Consistencies
Thresholding	**Behaviour & Relationships**	- Threshold during EML and during transitional times throughout the school day (e.g., RWI). - Teacher/TLA to place themselves at the boundary of the school/playground/BC/ASC. - Model expectations of eye contact, communication, professional dress. - Learn names and use them. - Utilise kindness to demonstrate that the child is a valued member of your class.
Signal, Pause, Insist	**Behaviour & Relationships**	- Silent Signals used are **Team Stop**, **MTYT**, **TTYP**, **1,2,3 for silent transitions**. - Hold your hand up silently and await the children to copy. - Ensure you stop what you are doing when giving a signal and ensure all pupils can see you. - Scan the room, making contact with everyone to ensure your signal is being copied by everyone. - Give pupils a short moment to adjust from being involved in what they are doing, to focusing on you before giving further instruction.
Cold Calling	**Questioning & Feedback**	- Use this sequence: a) Question, b) Pause, c) Name - Try to turn each question into a short exchange by responding with an affirmation and a Probing or Process Question. - After the first exchange, invite another pupils to respond to the exact same question or a slight extension of the original question.
Live Modelling	**Explaining & Modelling**	- Providing exemplars - Demonstrations - Use of visualiser - Walking, talking mocks - Creating a model live in front of the pupils e.g., creating a model paragraph

		• Talk through how to construct an answer and what makes an answer a 'great' answer
Retrieval Practice	**Practice & Retrieval**	• Choose an appropriate retrieval practice activity to test pupils' recall of the previous learning and to activate relevant prior knowledge. • Check for understanding across the class. • Review previously learned material, show pupils how it connects to other areas of study they've covered including the current one.
Sequence Content in Small Steps	**Curriculum Planning**	• Identify the most basic first steps. • Build on the first step, breaking down the concepts and skills further, looking for common misconceptions and the more difficult stages as well as the more straightforward steps. • For each of the steps, consider how you will introduce them to pupils. • In order for pupils to succeed, they need to practice each of the steps in short sequences before attempting to practice the whole sequence (*I Do, We Do, You Do*).
Effective Questioning	**Questioning & Feedback**	• Cold Calling is the norm. Invite hands up for questions or ideas. • Develop pupils' understanding by following up with a probing question. • Encourage metacognitive talk during lessons by asking questions such as *'how do we know?'* or *'how do we work it out?'*. • Check for understanding from others.
Scaffolding	**Explaining & Modelling**	• **Support at Overview Level** – structure strips, partially completed examples, checklists of success criteria, checking prompts, exemplar of completed tasks. • **Support at a Detailed Level** – word lists, diagrams and concept maps (or other forms of dual coding), useful phrases, prompts for ideas, knowledge organisers, levels of support through adult interaction (Levels of Support .docx).
Effective Verbal Feedback	**Questioning & Feedback**	• Describe actions pupils can take to improve future performance. • Ensure there is an opportunity to make improvements. • Feedback needs to be given part-way through the learning cycle, not at the end.

Section 4: Preventative vs Responsive Approaches

At TIMAT, we invest significant time and effort into preventative approaches to behaviour management because we believe in equipping children with the skills and strategies they need to make positive choices. These preventative measures, outlined below and in the appendix flowchart, ensure that children are supported to understand and meet expectations, reducing the need for sanctions or punishment-driven consequences. However, we also recognise that there are times when responsive approaches are necessary, and these are clearly detailed in this section as well.

It's important to note that we continue to have high expectations. Children are taught that consequences are a natural part of life and that their choices have impacts. Our high expectations are paired with a commitment to helping children learn from mistakes in a supportive way. By investing time in teaching strategies to manage behaviour, developing strong relationships, and maintaining consistent routines, we aim to minimise escalation. When consequences are required, they are delivered calmly, fairly, and with a focus on learning and growth. This balanced approach ensures children develop accountability alongside the skills to thrive in both school and life.

Preventative:

Reward	When Awarded	Awarded For
Team Points	All Day, Everyday!	Awarded for demonstrating positive behaviour, attitudes, or effort across all areas of school life.
Celebration Tokens	Day to Day	Given for going above and beyond, aligned with the Inspire Expectations (e.g., kindness, resilience, academic progress, emotional maturity).
Token Shop	As and when	Children exchange celebration tokens for rewards (books, stationery, special privileges). Builds responsibility and celebrates success through conversation with a senior leader.
Learner of the Week	Weekly in Celebration Assembly	Awarded for exceptional learning behaviour, positive attitude, and efforts aligned to the Inspire Expectations. Announced in assembly.
Hot Chocolate/Freeze Pop Friday	Every Friday Afternoon	A celebration with the Headteacher for Learners of the Week. Recognises outstanding contributions across the Inspire Expectations.
Home Learning Champion	Weekly in Celebration Assembly	Awarded to children who go above and beyond with Home Learning. Recognises responsibility, effort, and engagement with support from family or friends.
Special Postcards Home	As and when	Sent by any member of staff directly to a child's home when they've been *noticed* for behaviour or actions that align with the Inspire Expectations. Strengthens home-school connection and reinforces values.

Inspire Time & Home Learning Expectations:

Inspire Time is a treasured part of our school week. It is a 30-minute session on Friday afternoons dedicated to building relationships and shared experiences between children and adults. It's a chance to reinforce the positive behaviours and values we teach throughout the week. Activities might include outdoor play, board games, crafts, bingo, team-building exercises, or even learning new skills together. This is no longer a time that can be taken away as a punishment; instead, it is viewed as an opportunity to strengthen relationships and reinforce the principles of our behaviour curriculum in a fun, supportive environment.

For children who have not completed their home learning or reading, we provide structured support to help them stay on track. Initially, this support will be offered through access to home learning help in the nurture room on a Tuesday lunchtime or during wraparound care. Additionally, our school librarians will be available on a Wednesday & Thursday lunchtime.

If this support is not utilised, children will be supported during their lunch time with their year group on Fridays in a restorative and constructive way. While this approach involves giving up some of their personal time, it is not a punishment. Instead, it is a valuable life lesson about the importance of responsibility and accountability, with opportunities to reflect and grow. By blending support and clear expectations, we help children develop the skills they need to manage their responsibilities effectively while maintaining a positive, respectful environment for everyone.

Activities might include, but are not limited to:

- Board Games
- Outdoor Activities
- Forest School
- Bee Experiences
- Bike Track
- Team Building Activities
- Crafts
- Bingo

Responsive

Consequence	When Used	Details
Behaviour Road Map	Daily	Used consistently to support children in learning how to meet expectations. This journey helps teach appropriate behaviours through calm, clear steps and consistent adult support.
Classroom Consequence Logs (on teacher's desks)	Daily when required	**Classroom Consequence Log** • Reminder • Reminder & Choice • In Class Consequence (Record child's initials on Class Teacher's consequence log) (Issue the In Class Consequence such as moving seat/moving room). • Wipe initials off if behaviour changes. • Child's initials remain on the log. • Restorative Conversation during Social Time (CPOMs)
Appropriate Consequence or Loss Privilege	When specific behaviour impacts access to activities or responsibilities	Consequences are logical and proportionate. For example, if a child struggles to meet Inspire Expectations during football, they may temporarily lose the privilege of participating. The goal is to support behaviour change and understanding, not punishment.
Loss of Social Time	As needed based on behaviour or missed expectations. A time to hold a restorative conversation.	May be issued following poor behaviour choices to provide time for restorative conversation and reflection. Also used if home learning is not completed and in-school support has been declined. This teaches accountability and the importance of responsibility.
Unacceptable Behaviour Card	For more serious or repeated behaviour	Issued by SLT only. Triggers placement on the Unacceptable Behaviour Log for monitoring. If more than 3 cards are issued in a week or 4 in a term, further action may be taken, which could include a behaviour support plan or meeting with Parents/Carers or other appropriate strategies. This would be recorded on CPOMs.
Unacceptable Behaviour Log	Following the issue of an Unacceptable Behaviour Card	A visual tracking system to support children in recognising and improving persistent or more serious behaviours. Allows SLT and staff to monitor patterns and provide targeted intervention and support. This would be recorded on CPOMs.
Exclusions	In line with statutory guidance and as a last resort	A visual tracking system to support children in recognising and improving persistent or more serious behaviours. Allows SLT and staff to monitor patterns and provide targeted intervention and support. This would be recorded on CPOMs.

Section 5: The Roles of Stakeholders

At TIMAT, creating a safe, nurturing, and high-expectation environment is a shared responsibility between staff, pupils, families, and governors. This section outlines the roles everyone plays in modelling, supporting, and upholding the values that help our children thrive, ensuring clarity and consistency across our whole school community.

The Role of the Class Teacher
Class Teachers play a central role in shaping the behaviour culture by:

- Creating a calm, predictable, and safe learning environment.
- Establishing and maintaining clear boundaries for behaviour.
- Consistently implementing the behaviour policy.
- Explicitly teaching and modelling the school's routines, expectations, values, and standards.
- Building and modelling positive relationships founded on mutual respect.
- Providing personalised approaches for pupils with specific behavioural needs.
- Reflecting on their own conduct and its impact on school culture.
- Promptly recording incidents on CPOMS, in line with the Trust's policy.
- Encouraging and challenging pupils to uphold our Inspire Expectations.
- Communicating regularly with Parents/Carers, especially when concerns arise about a child's welfare or behaviour.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

The Role of the Pupil
Children will be made aware of the following during their induction into the behaviour culture at the beginning of each academic year:

- The standard of behaviour expected of them, rooted in the Inspire Expectations.
- Their duty to follow the behaviour policy and contribute to a positive community.
- The school rules and daily routines.
- The rewards for positive behaviour and the consequences of poor choices.

The Role of the Headteacher
Under the *School Standards and Framework Act 1998*, the Headteacher is responsible for:
- Ensuring consistent and effective implementation of the behaviour policy.
- Reporting to the Governing Body on the effectiveness of the policy.
- Safeguarding the health, safety, and wellbeing of all children.
- Providing induction and training to new staff around our behaviour culture, core consistencies rules and routines.
- Ensuring that appropriate training is available for staff on behaviour management and the impact of SEND and mental health on behaviour.
- Keeping records of all serious behavioural incidents.

Exclusions (Suspensions/Fixed Period Exclusions):
The Headteacher may issue a suspension for serious incidents of misbehaviour. Permanent exclusions, which are rare and a last resort, may be made by the Headteacher for persistent or one-off breaches of the school behaviour policy, repeated or significant acts of anti social behaviour, and only once appropriate support has been offered. Governors are notified of all suspensions and exclusions in line with DfE statutory guidance.

The Senior Leadership Team keeps records of all reported serious incidents of misbehaviour.

The Role of the Senior Leadership Team (SLT)
- Supports staff in implementing the behaviour policy.
- Provides mentoring, coaching, and modelling for staff managing behaviour.
- Ensures staff are aware of and supported in upholding the Inspire Expectations.
- Maintains records of serious incidents and monitors patterns.
- Issue unacceptable behaviour cards.

The Role of Parents/Carers
We value the partnership between home and school. Parents/Carers are expected to:
- Work collaboratively with the school, so children receive consistent messages about how to behave at home and at school.
- Support the school's behaviour policy and Inspire Expectations.
- Reinforce consistent messages about behaviour at home and at school.
- Keep the school informed of any changes in their child's life that may affect behaviour.
- Engage promptly with the Class Teacher or Family Support Advisor if concerns arise.
- Uphold the Home-School Agreement and work in collaboration with the school to support their child.

If Parents/Carers have concerns, they should raise these directly with the class teacher in the first instance, followed by the Unit Leader, Assistant Headteacher, Deputy and/or Headteacher, and then the Governing Body if necessary. If unresolved, a formal complaints process may be initiated.

The Role of Governors
Governors are responsible for:
- Setting the general principles around standards of behaviour and reviewing the policy's effectiveness.
- Supporting the Headteacher in the implementation of the policy.
- Being informed of serious incidents and exclusions, and ensuring these actions are consistent, fair, and lawful.
- Where appropriate offer advice to the Headteacher.

ICT and Online Use of Technologies
Strategies for managing unacceptable use of such technologies are clearly stated in the Online Policy and Home School Agreement, users are aware of these strategies. The school acknowledges and celebrates positive use of technology; users understand that the school may take action and intervene, where appropriate, in online incidents that take place at and beyond school. Sanctions are clearly stated in the Online Policy and teachers are aware that investigations can take place into online incidents that have happened outside of school, involving the necessary agencies if appropriate.

Suspensions and Permanent Exclusions
See the Exclusion Policy for full details. No exclusion will be issued without prior support, unless the behaviour is so serious that immediate action is required. All exclusions follow DfE guidance to ensure due process, proportionality, and fairness. Please see the Exclusion Policy for further information regarding Suspensions and Permanent Exclusions.

Monitoring
The Headteacher and/or Behaviour Lead will regularly review the behaviour policy to ensure its effectiveness and alignment with our values. Reports are provided to Governors, who monitor fixed-term and permanent exclusion data. The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents on their Consequence Log as well as using CPOMs to record repeat incidents or restorative conversations with a child. The

SLT records those incidents where a child is sent to them on account of repeated or significant poor behaviour. We may also keep a record of any incidents that occur at break or lunch times. A record of any Unacceptable Behaviour Cards issued by a member of SLT will be recorded on CPOMs as well as on our Behaviour Triangle for monitoring purposes. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Governing Body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Incident recording includes:
- Classroom & Break Time incidents (recorded by the Class Teacher using in class systems such as the Consequence Log).
- Restorative Conversations (recorded by the Class Teacher on CPOMs)
- Serious incidents (recorded by SLT).
- Lunchtime incidents may be recorded via Unacceptable Behaviour Cards by the Lead Playworker, this would be in agreement with Senior Leaders & Class Teachers).
- Suspensions and exclusions (monitored by the Headteacher).

<u>**Summary:**</u>

At TIMAT, we believe every child deserves the chance to thrive, not just survive.
Through nurturing relationships, clear routines, and a shared commitment to kindness, respect, resilience, and readiness to learn, we empower our children to leave our school confident, compassionate, and ready to make a positive difference in the world.

The Behaviour Roadmap

If your child is not following TIMAT behaviour expectations a reasonable consequence will be implemented.

Behaviour Reflection Meeting

Meet with child and/or Parent Carers
Consideration for individual behaviour plan or pupil pursuit.

Unacceptable Behaviour Log

(3 in a week/4 in a term)

Non-Negotiable- Instant Unacceptable Behaviour Log:
-Verbal or physical abuse (more than just being rude) to staff/peers
-Leaving the school site/building without supervision of an adult
-Possession or bringing a weapon/dangerous item into school
-Malicious setting off the fire alarm
-Deliberate damage to or theft of property
-Bullying or prejudicial language directed at another child or member of staff
-Significant or continued disruption to the education of others

Restorative Conversations:

Points to Consider:
What could we do?
Do we need an adaptive version?
Are children getting what they need? Are we being fair?
Are we coaching the child to be successful?
Walk and talk with the child
Drawing or writing with the child
Being positive
Not insisting on eye contact
Talking at the child's level- sit side by side
Not apology driven – behaviour action focus – daily reset
Park ego

Classroom Steps to Addressing Behaviour:

1. Give a reminder- privately identify the undesired behaviour and remind the child what we would like to see instead- link to Inspire Expectations.
   'Mark, remember we need our classroom to be disruption free please so that we are ready to learn.'
2. Give a reminder and choice- if the undesired behaviour continues:
   'Mark, you now have two choices, you will either need to stop talking or sit somewhere else in the classroom to ensure that you are ready to learn and not disrupting others.'
3. In class consequence (initials noted on desk- Consequence Log)- if behaviour does not change: Name rubbed off
   'Mark, you will now have to move to a different seat in the classroom because you did not make the right choice.'
4. Restorative conversation during a social time (recorded on CPOMS)- if behaviour does not improve after the in-class consequence.

Preventative Steps:

- Routines
- Relationships with both families and children
- Conversations with families
- Restorative conversations
- Rewards
- Pupil profiles and contextual understanding
- Positive reinforcement/narrating the positive
- The look
- Adaptations
- THIS IS WHAT WE DO AROUND HERE!
- Have you tried the 'toolkit' strategies?

Inspire Expectations

| We are ready to learn | We are respectful | We are kind | We are resilient |

Appendix 2: The Restorative Script

Purpose:

This script supports restorative conversations with children following incidents of behaviour that require reflection and repair. It provides a structured, relationship-focused approach. These conversations are intended to be supportive and non-punitive, maintaining a calm and empathetic environment.

Importantly, the adult involved in the incident or issuing the consequence should always be the one leading the conversation to preserve and strengthen relational trust.

<u>**Before You Begin – Things to Consider**</u>

- **Location**: Choose a quiet, neutral, and non-threatening space. Ask yourself: *Where are you when this reflection is taking place?*

- **Seating & Approach**: Sit side by side rather than face-to-face. You might also consider alternatives like a walk and talk or talking while the child draws, depending on the needs of the child.

- **Body Language & Eye Contact**: Maintain a calm, open posture. Don't insist on eye contact – for some children, this creates discomfort rather than connection.

- **Your Delivery**: *Have you reflected on your own delivery?* Are you calm, warm, and genuinely curious? Narrate the 'why' behind your questions or consequences to help children understand, not just comply.

- **Mindset**: *Park ego.* This isn't about asserting control. It's about *coaching the child to become successful*, not punishing them.

- **Perspective:** Remember that all behaviour is a form of communication. Be a detective, not a judge.

- **Fairness:** Being fair doesn't mean everyone gets the same. It means everyone gets what *they* need.

<u>**Restorative Conversation Steps**</u>

1. Start with Connection

"Thank you for coming to talk with me. I want to understand what happened and how we can work this out together."

If the child is anxious:

"You're not in trouble. We're just here to talk and figure this out."

2. Gather Facts Without Judgment

"Can you tell me what happened from your point of view?"
"What were you thinking or feeling at the time?"
"What happened just before that?"
"What happened next?"
"Were others involved?"

(Avoid interruptions — just listen. Narrate your curiosity to keep it safe and open.)

3. Reflect on Impact

"How do you think your actions made others feel?"
"How do you feel about it now?"
"Who was affected by what happened?"
"What might they say about this?"

4. Talk About the Behaviour, Not the Child

It's important to separate the behaviour from the person. This helps preserve the child's sense of self-worth while still addressing the issue.

"That behaviour showed frustration but that doesn't mean you are a 'naughty' child."
"I can see that your behaviour was a way of asking for something, even if it didn't come out in the right way."

5. Encourage Accountability and Problem Solving

"What could you have done differently in that moment?"
"What needs to happen now to make things better?"
"What can we do together?" (Remember: *Do with* the child, *not to* the child.)
"How will others know you're trying to make things right?"

6. Plan for the Future

"What might you do next time you feel that way?"
"What might help you respond differently in a similar situation?"
"Is there anything you need from me or someone else to help with that?"

7. Reaffirm the Relationship

"I'm proud of you for having this conversation."
"We all make mistakes – what matters is that we learn from them."
"I believe in you, and I'm here to help you make great choices."

Recording the Restorative Conversation (CPOMs)

After a restorative conversation, staff should log the incident and key points of the restorative dialogue in CPOMs:

1. Brief incident summary – select Behaviour as Category
2. Child's perspective and reflections
3. Agreed actions or outcomes
4. Child's tone, emotions, and engagement level
5. Any noticeable patterns in behaviour or context

Use this information to support future conversations with families and ensure joined-up support.

Appendix 3: Have You Tried?

- Distractions and diffusers?
- Narrating the positives?
- Have you noticed? Articulated?
- Visual timetable?
- Relational repair?
- Have you been flexible where needed?
- Have you changed face?
- Have you (positively) used another adult to support/take over?
- Have you given Zones of Regulation/Emotional Scales where appropriate?
- Have you given access to a regulation station/zone/mindful task?
- Have you considered the environment?
- Have you considered seating arrangements?
- Are you emotionally available right now?
- Are you meeting and greeting?
- Are you dedicating time to building a positive relationship?
- Think empathetic, warm, mirror the calm.
- End and send.
- Have you planned ignore of behaviours?
- Have you reflected on SEND needs/provisions?
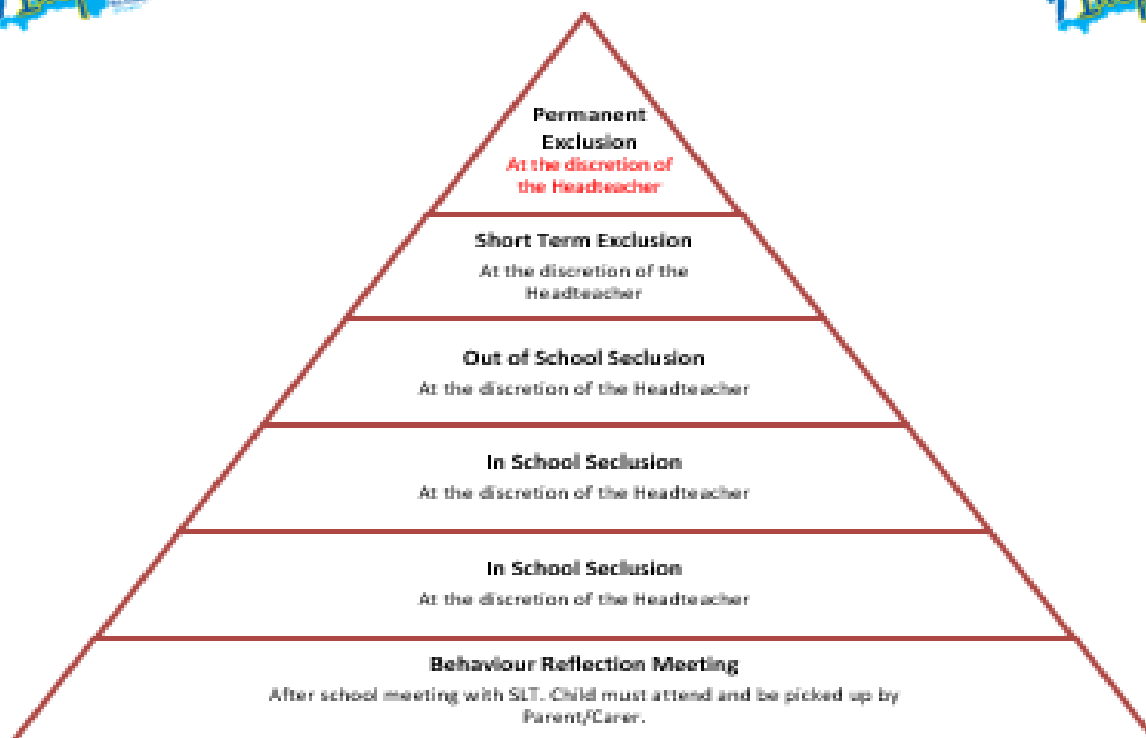
Class Name Consequence Log

Class Name Consequence Log

Unacceptable Behaviour Log

Permanent Exclusion
At the discretion of the Headteacher

Short Term Exclusion
At the discretion of the Headteacher

Out of School Seclusion
At the discretion of the Headteacher

In School Seclusion
At the discretion of the Headteacher

In School Seclusion
At the discretion of the Headteacher

Behaviour Reflection Meeting
After school meeting with SLT. Child must attend and be picked up by Parent/Carer.

- Parent/Carers to be informed of incidents and spoken to when a behaviour log is recorded.
- Each log recorded to include a restorative conversation, and SMART behaviour target set.
- Two unacceptable behaviour logs in a week or four in a Term will escalate to further consequences.
- Significant behaviour incidents can escalate to further consequences.

Week 8	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log
Week 7	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log
Week 6	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log
Week 5	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log
Week 4	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log
Week 3	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log
Week 2	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log
Week 1	Unacceptable Behaviour Log	Unacceptable Behaviour Log	Unacceptable Behaviour Log

Classroom Responses to Behaviour:

Inspire Expectations, Preventative Steps, Supportive Steps and Restorative Conversations.

Name: Class: Term:

Unacceptable Behaviour Log

Unacceptable Behaviour

Date: Restorative Conversation complete: Yes/No

Incident:

SMART Target Agreed:

Unacceptable Behaviour Log save and shared with Parent/Carers: Yes/No

Meeting with Parent/Carer Arranged:

Unacceptable Behaviour

Date: Restorative Conversation complete: Yes/No

Incident:

SMART Target Agreed:

Unacceptable Behaviour Log save and shared with Parent/Carers: Yes/No

Meeting with Parent/Carer Arranged:

Unacceptable Behaviour

Date: Restorative Conversation complete: Yes/No

Incident:

SMART Target Agreed:

Unacceptable Behaviour Log save and shared with Parent/Carers: Yes/No

Meeting with Parent/Carer Arranged:

Unacceptable Behaviour

Date: Restorative Conversation complete: Yes/No

Incident:

SMART Target Agreed:

Unacceptable Behaviour Log save and shared with Parent/Carers: Yes/No

Meeting with Parent/Carer Arranged: