

Gorse Hall Primary & Nursery School Relational Inclusion and Behaviour Policy



Nominated Member of Leadership Staff Responsible for the policy:

Miss J Evans (Deputy Headteacher)

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This policy should be read alongside:

- The Child Protection and Safeguarding policy
- The Equal Opportunities Policy
- Anti-Bullying Policy
- Attendance Policy
- Positive Handling Policy
- Suspension and permanent exclusion policy
- SEND policy
- Wellbeing and Mental Health Policy
- Acceptable Use Policy
- Relational Inclusion Policy for Ambition Community Trust

1. Rationale

Excellent behaviour and relational inclusion are central to school life at Gorse Hall Primary School, affecting both teaching and learning and the wider school environment. A relational inclusive approach is underpinned through building strong relationships which support behaviour and build a sense of belonging. Through this approach we strive to improve educational outcomes both academically and emotionally. We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include care, respect and concern for oneself and others; care and respect for property; and care and respect for the environment. Whilst values are sometimes explicitly expressed, they are

more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school. Our values, and therefore this policy, aim to create and sustain a culture which equips pupils to be life-long learners, contribute to their community, and prepares them for their future life in society.

Our school values (known as Bee Rules) are:

Be Kind

Be Respectful

Be Safe

Be Proud.

Staff and Governors at Gorse Hall understand that behaviour is a form of communication (whether conscious or unconscious). ***We believe that whilst all emotions are accepted, not all behaviours are accepted.*** High expectations and clear boundaries ensure that our pupils feel safe. Therefore, their educational environment needs to be high in both nurture and structure. In order to ensure that staff feel safe, it is important that they are supported by stakeholders and their wellbeing is considered. There will be times when our pupils need support to self-regulate and behave in more socially acceptable/appropriate ways. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

It is expected that all stakeholders (children, staff, governors and parents) work together to maintain a caring ethos throughout the school where positive behaviour and attitudes are recognised and celebrated: negative behaviour is supported through interventions and consequences. All individuals, adults (staff, governors and parents) and children alike, are required to lead by example.

2. Purpose and Aims

This policy aims to:

- Promote excellent behaviour through establishing a safe and inclusive school community where strong and effective relationships allow all learners to learn and flourish (as recommended by EEF Guidance Report 'Improving Behaviour In Schools 2019).
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the school values of respect, kindness, safety, and pride.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To ensure that all learners are treated fairly, shown respect and understand that whilst all emotions are accepted, all behaviours are not.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- To develop a positive self-image, alongside an understanding of their rights and responsibilities in respect of themselves, the school environment and the wider community.
- To ensure the school embodies the Guiding principles of relational inclusion from Ambition Community Trust.
- To provide planned and thoughtful opportunities in the curriculum where children can examine social and moral issues, explore value systems and establish their own reasoned views through the implementation of Jigsaw (PSHE).

- Develop British Values and citizenship through an understanding of:
 - Individual liberty and sense of personal responsibility, encouraging all children to be responsible for their own actions.
 - Mutual respect and tolerance through an atmosphere of care and respect for others, in order that effective academic and social learning can take place.
 - Rule of law and democracy where everyone feels their opinions will be listened to, and the promotion of self-esteem and self-worth of each pupil, in order to encourage a positive self-image.

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Supporting pupils with medical conditions at school](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

4. Consistent Classroom management

Teachers will reinforce positive behaviour and attitudes through good relationships, clear expectations and rewards. These are all linked to the school values of:

Be Kind; Be Respectful; Be Safe; and Be Proud .

These core values underpin our school motto: *Working together the possibilities are endless.*

- All staff are responsible for the pupil behaviour and it is their duty to make Gorse Hall Primary and Nursery school a happy and safe place to learn and play.
- Every class will have a set of class rules (derived from our Bee Rules and school expectations). **These class rules are devised in line with our school expectations (Appendix 1).**
- Every class will use a Class dojo system to earn individual points for positive learning behaviours and for demonstrating our school values. **Appendix 2 illustrates our Class Dojo system.**
- Staff should avoid raising their voice to address negative behaviour in their classrooms and around school. Teachers and Learning Support Assistants are expected to find and use a range of positive interventions to make their classroom work for whichever group of children they are teaching. This may include stickers ,certificates, kindness pompoms and Dojo points. **See Appendix 3 for examples of our reward system.**
- Each class (with teacher guidance) will generate a set of actions to be followed when behaviour falls below the accepted standard. **See Appendix 4 for examples of actions and consequences.**
- Teachers are expected to give frequent reminders of positive behaviour and encouraged to model expected behaviours for pupils. **These are in Appendix.** All children should be taught how to reflect on and improve their own behaviour through restorative conversations and repair actions. **See appendix 5 for repair and restore conversation scripts.**
- The headteacher, Senior leaders and governors are expected to provide support to teaching staff in maintaining safe and effective learning environments.
- Parents are expected to provide support in maintaining safe and effective learning environments.

5. Consistent playground and lunchtime procedures

- In the playground all children are expected to play responsibly. Children will be shown how to play at lunchtime by their teachers, Learning Support staff, Mid-days and play leaders. **Our school behaviour expectations are in Appendix 1.**
- Failure to play responsibly may result in children being asked to stay with the member of staff on duty, teacher or midday supervisor for part of or the remainder of the break. If it is not deemed safe for the pupil(s) to remain outside they will be brought in to a teacher and/or a Senior member of staff (SLT).
- Bullying is never acceptable at Gorse Hall Primary and Nursery School. The procedure for dealing with bullying is reinforced with all pupils through assemblies, class teaching and through our annual Anti-Bullying week.

- Pupil Peer -mediators will be on duty during lunchtime to facilitate low-level conflict between younger pupils.
- Playleaders are on duty at lunchtimes to support younger pupils play.
- Pupils who find it difficult to behave appropriately during breaktimes and lunchtimes might need additional support and provision during those times.

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We have an Anti-Bullying policy at Gorse Hall.

At Gorse Hall School we believe that there are two main elements to effective anti-bullying practice:

1. Preventing bullying and cyber bullying incidents.
2. Responding to bullying and cyber bullying incidents.

Punishing bullies does not end bullying. At Gorse Hall School we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not liked or acceptable. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to take action to end bullying and provide support for bullied pupils.

Our stance on bullying is that:

1. The school will not tolerate bullying.
2. Everyone connected with our school, in any capacity, will value each child and respect their differences.
3. Co-operative play will be encouraged but we also understand the need for children to have quieter reflective time should they wish it.
4. Anyone witnessing bullying should tell a member of staff.
5. All incidents of racist abuse must be corrected and the Headteacher informed. Racist incidents will be logged appropriately.
6. Members of staff will listen to children's or parent's worries or concerns.

Bullying consists of any action or comment which is hurtful to others and it must **STOP (Several Times On Purpose)**. We aim to provide a preventative curriculum that will uncover bullying and provide support to the victims. This will be done through a variety of teaching methods.

7. Recognition and Rewards

At Gorse Hall we believe in raising self-esteem, encouraging positive attitudes and rewarding good behaviour and effort. We feel it is important that recognition is given to children who always work hard, are considerate to others and behave sensibly in school. Therefore, we have devised a number of reward systems, which acknowledge and praise pupils who have made a special effort.

To promote self-esteem and encourage positive attitudes, we will:

- Ensure this is embedded into our whole school approach to PHSE and Relationships curriculum through the Jigsaw scheme of work.
- Give monitor roles in class in acknowledgement of children's ability to be responsible.
- Reinforce our core values and link them to awarding Dojo points in class.
- Reinforce these attitudes when awarding the weekly Bee Rules Certificate.
- Acknowledge and praise good work and effort when awarding the weekly Certificate of Achievement.
- Discuss the expectations as a class on a regular basis.
- All take responsibility to embed Bee Rules by praising children throughout the day - in class, lining up, walking around school, in assembly, in the dinner hall etc.
- Appoint Head pupils/Deputy Head pupils from Year 6 who will lead with an excellent example of good behaviour and develop leadership skills further.
- Appoint Year 6 monitors who will lead with an excellent example of good behaviour and encourage good behaviour, particularly at lunchtimes in the hall and corridors.
- Appoint Peer Mediators who will lead with resolving low-level conflict during lunchtimes.

- Send positive messages home through Arbor and /or Seesaw. When parents receive a positive message through Arbor it is recorded as a positive incident.

8. Rupture and Repair in Relational Inclusion

At Gorse Hall , we understand that relationships help everyone feel safe, happy and part of the school community. Sometimes things go wrong—feelings get hurt or people don't agree—and that's called a rupture. When that happens, we work together to make things right again, which is called repair. Adults help children to talk things through, listen to each other and understand how to solve problems kindly. We use calming words, gentle actions, and clear routines to help everyone feel respected and valued. By learning how to fix small problems, we grow stronger together. We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.

For some pupils who are dysregulated preceding an incident, staff will use repair and restorative conversations once the child has co-regulated / self-regulated. When a child is dysregulating, they may require immediate support to help them regain control. This may include:

- In the first instance, the class teacher should attempt to manage the child using effective de-escalation strategies such as offering a movement break; providing a sensory tool; or moving to a designated safe space.
- If deemed necessary, the child being removed from classroom by SLT (if safe to do so)
- If unsafe to remove the child safely, the rest of the class being removed from the situation.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

9. Actions and consequences (sanctions) for misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

1)Redirection /Reminder Gentle encouragement or non-verbal gesture .Praise will be given if the learner is able to model good behaviour as a result of the reminder.

2) A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. This will give them a final opportunity to engage. A reminder of the consequence is helpful at this point.

The member of staff may need to give further support to the child to redirect behaviour :

I have noticed you seem...angry/distracted/anxious .

What would help you right now? Giving pupil some options on how to self-regulate and reset behaviour prevent escalation e.g. calm corner, spending time in another classroom.

3)If the behaviour action is repeated the teacher will have a private conversation (where possible) to inform pupil what will happen e.g. missing five minutes of non-learning time to complete work, missing part/whole of Golden Time. Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.

4)After the incident, it is the expectation for staff to ascertain the reason behind the pupils' negative behaviour through restorative conversation. The onus is on understanding the antecedent to the behaviour and devising strategies to prevent reoccurrence. A repair action may be decided by pupil and adult if not agreed as a whole class.

5)If the misbehaviour becomes a recurring pattern, it will be recorded on Arbor and communicated with parents.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any serious misbehaviour , both in and out of the classroom, must be recorded on Arbor (as serious misbehaviour) and parents contacted . If the incident is classed as a safeguarding issue, it will also be recorded on My Concern. If the incident is classed as bullying or racist it will be recorded on correct internal logging forms and /or MyConcern. Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

10. Exclusions Fixed Term Suspensions

Gorse Hall Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Gorse Hall Primary and Nursery school agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

11. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

12. Pupils' behaviour outside school

The Headteacher and Teachers have the power to discipline pupils for misbehaving outside the school premises.

When the child is:

- Taking part in any school-organised event or activity, for example, representing the school in sports, on a school trip
- Travelling to and from school
- Wearing the school uniform.

Or if the misbehaviour-

- Has repercussions for the running of the school
- Poses a threat to another pupil or member of the public
- Could affect the reputation of the school
- The behaviour demonstrates extreme views.

13. Searching, screening, confiscation and physical intervention

- Staff can confiscate, retain or dispose of any unauthorised pupil's property/banned items in school, such as mobile phones, toys, cameras, tablets and return them to the child/parent at the end of the school day.
- Use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property.
- The Head teacher and authorised staff can search without consent for prohibited items such as, knives and weapons, alcohol, illegal drugs, stolen items, cigarettes, fireworks, any items with inappropriate images or content.
- If any such items are found they will be confiscated and stored safely and disposed of appropriately. Parents will be informed immediately and consequences will reflect the offence (dependent on the reason for the items being in school) Social services and/or the police will be contacted if deemed necessary.

14. Allegations against staff

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.



Appendix 1: School Expectations

In lessons:

- All children listening, learning and on task
- Silent transitions to maximise learning time
- Children taking responsibility for their learning
- Hands up
- Responding to teacher signal to stop and listen quickly
- Effective, focused partner talk about learning
- Helping tidy and being tidy
- Staying in seats during lessons
- Quiet learning focused whispers while doing independent work

Walking around the school:

- Slowly, silently, single file
- Staying in line order
- Picking up litter/coats
- Respecting displays
- Facing the front
- Being respectful to all in the school
- Walking on the right- hand side where possible

At playtimes

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Friendly
- Staying off the hill
- Not going in trees
- No sticks allowed
- Put litter in bin

In the Lunch hall

- Lining up quietly
- Quiet voices
- Good table manners
- Stay in seats
- Put hand when you need an adult

On school trips

- Listening to adults
- Staying in pairs
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Good manners – please, thank you, hands up
- Quiet voice

In assembly

- calm and quiet walking in and out
- Listening
- Hands up to ask or answer questions
- Listening and good manners to visitors

Appendix 2



Class Dojo Point Award

Dojo points (ClassDojo) are awarded in the classroom for good behaviour or work.

- 50 points and they will receive a certificate
- 100 points and they will be able to choose from a selection of pencils and rubbers in the Headteacher's office.
- 150 points and they will be invited to the Headteacher's office for a certificate and a prize.
- 250 points and they will be presented with a prize.
- 350 points/150 (EYFS) and they will be invited on a special trip. Where there are a high number of pupils from the same class a teacher decision will be made to identify pupils.



Appendix 3

Rewards

Kindness Jar

Kind and respectful behaviour is rewarded by receiving a pom-pom. It is added to the class Kindness Jar. If the jar is full by the end of the week, the class are rewarded with a class treat.

Golden Time

Golden time for children in KS1 and KS2, is linked to the 'Bee' expectations. It can take many forms and the activities will be decided by the Class teacher and the children together.

Friendship Badge

'To have a friend you must first be a friend'. The Headteacher will discuss with children and staff weekly a child who has shown the qualities needed to be a good friend. The child chosen will be presented with a badge and a certificate during whole school assembly.

Headteacher Award

The Headteacher will choose one child each week linked to the whole school focus for the term and linked to their behaviour over time. Children will be presented with a Headteacher Award badge and certificate in our 'Celebration' assembly.

Jigsaw Award

The class teacher will choose one child each week linked to the Jigsaw PSHE scheme of work. A certificate for that child will be awarded during our 'Celebration' assembly.

Governor Award - Annual

At the end of the year, a child will be chosen from each class by the class teacher for outstanding achievement for that year. This will be presented by the Chair of Governors. Parents of the children will be informed.

Lunchtime Award

A class will be chosen weekly to receive the lunchtime award for positive behaviours in the lunch hall.

Class Bee award

A class will be chosen weekly to receive the Bee award for positive behaviours in class.

Golden Time award

Teachers will choose pupils from their class who go above and beyond to attend a Friday afternoon session with senior leaders e.g. making biscuits.

Appendix 4

Examples of actions /consequences



The list below is not exhaustive and, in each class, pupils have devised own agreed consequences. *Where pupils are involved in fighting/physical aggression, incident will be logged on Arbor and parents will be contacted.

Behaviour /actions	Suggested logical Consequence	Support /follow up if needed
Disrespect to staff	Private restorative conversation and /or or class job to rebuild trust	Adult consistency; adults models positive behaviour. If repeated , add to behaviour log on Arbor and parents contacted.
Disruption to learning	Private restorative conversation and reflection Complete loss of learning at playtime/golden time	Adult consistency; adults models positive behaviour.If repeated , add to behaviour log on Arbor and parents contacted.
Pushing / unsafe play	Apologise when appropriate , sit out to observe safe play, then re-join with adult support.	Re-teach playground safety e.g. through social stories. ; may need social stories or modelling . If repeated , add to behaviour log on Arbor and parents contacted.
Messing with school equipment or pupil belongings	Help tidy or restore what was disturbed; clean-up task linked to impact.	Encourage respect for shared spaces; low-key reminder or visuals for expectations
Fighting / Physical aggression*	- Separation & regulation time - Restorative conversation with adult - Repair to the person harmed (letter, talk, action) - Temporary removal from activity for reflection and restorative conversation – revision of school values	Add to behaviour log on Arbor and parents contacted*. Safety plan or behaviour support if continues Possible support reset with reflection tasks – discuss through social stories, Intervention or RIC/therapeutic offer if necessary
Bullying	Individual restorative session(s) - Supported conversation with those affected - - Ongoing check-ins -	DSL/SLT involvement - Behaviour and safeguarding review - Communication with parents of all involved - RIC/Therapeutic needs. Recorded formally
Swearing	-Calm-down time - Reflective conversation privately - Write or speak a respectful repair message - Time away from class until ready to rejoin respectfully	SLT involvement - Parent contact.

Vandalism / property damage	Help clean or repair if safe - incident formally - Write a note of responsibility - Suggest ways to fund or balance the damage (e.g. jobs around school)	Minimal damage – child to repair. Greater damage -add to behaviour log on Arbor and parents contacted. Report Risk assessment if serious.
Theft / taking others' things	Return item with honesty - Apology or explanation (verbal/written) - Rebuild trust with class/school roles	Monitor for patterns - Family contact conversation - Consider wellbeing needs - RIC/therapeutic offer
Persistent defiance / refusal	Calm regulation break - Restorative check-in later - Alternative space to complete task - Fix-it plan created with adult Completion of work/task at playtime/golden time	Escalation if pattern develops – record on Arbor and contact parents. Review of unmet needs/adjustments - RIC/therapeutic offer
Prejudice-based incident (e.g. racism, homophobia, misogyny)	Restorative dialogue if appropriate - Education piece: reflective task, story, video, discussion - Public or private apology, depending on context - Join an inclusion campaign or task	Report formally (e.g. racial incident log) - Parent contact - Curriculum or pastoral follow-up - RIC/therapeutic offer - Behaviour log & plan if necessary.

Appendix 5

Repair and Restore script

The following repair and restorative conversation will be used and where needed, depending upon on age and developmental stage of individual pupils.



- *What happened?*
- *What were you thinking at the time?*
- *How did this make you feel?*
- *How did it make other people feel?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*