



Behaviour and Relationships Policy



Based on Nicola Morgan's STEP-UP approach

Approved by Governors	September 2026
Next review due	September 2027

CONSIDERATION

ASPIRATION

RESPONSIBILITY

ENJOYMENT

At Edleston Primary School, every day is an opportunity to shine. We believe that positive behaviour is built through strong relationships, high expectations, consistency and support. We are committed to creating an inclusive, safe and nurturing environment where every child can learn, achieve and thrive.

This policy reflects our CARE values and restorative ethos and is informed by the STEP-UP approach to behaviour, recognising that behaviour is communication whilst maintaining clear expectations and accountability.

1. Policy Aims

This policy aims to:

- Promote positive behaviour and relationships.
- Provide clear guidance for children, staff and parents regarding behaviour expectations and responses
- Create a calm, safe and purposeful learning environment.
- Ensure consistency across all classes and adults.
- Support children to regulate emotions and behaviour.
- Develop responsibility and self-discipline.
- Provide an inclusive approach that recognises individual needs.
- Maintain high expectations for all pupils.
- Promote attendance, engagement and learning.

2. Our Behaviour Principles

At Edleston we believe:

- Every child deserves positive relationships with adults.
- Positive behaviour is explicitly identified, taught, modelled, practised and recognised.
- Adults create the conditions for children to succeed.
- Consistency is essential.
- Children thrive when expectations are clear.
- Punitive approaches alone do not change behaviour.
- Repairing relationships after incidents is critical.
- Children should always be given the opportunity for a fresh start following restorative work.
- All children can succeed with appropriate support.

Restorative work is everyone's responsibility. Incidents should be addressed by the adults who know the child best and as close to the time of the incident as possible.

3. School Expectations

All members of our school community will:

Be Ready

- Arrive prepared to learn.
- Follow instructions.
- Engage positively.

Be Respectful

- Speak kindly.
- Respect others' feelings and opinions.
- Care for property and the environment.

Be Safe

- Make safe choices.
- Follow school routines.
- Respect personal space.

These expectations are explicitly taught and regularly revisited.

4. Positive Relationships and Regulation

At Edleston Primary School, we recognise that behaviour is often a form of communication. Children do not always have the emotional vocabulary, self-regulation skills or life experience to express their needs appropriately. Research and practice in child development, trauma-informed education and positive behaviour support show that children are most likely to learn from consequences and reflection when they are calm, emotionally regulated and connected to trusted adults.

For this reason, staff focus on understanding, regulating and supporting children before teaching, correcting and repairing behaviour. The approaches below provide a consistent framework that helps adults respond calmly, reduce escalation, build positive relationships and teach children the skills needed to manage their own behaviour successfully. Staff remain professionally curious when behaviour changes or escalates. Behaviour may be a communication of unmet need, trauma, safeguarding concerns, mental health difficulties, SEND or adverse experiences.

Adults will use the following techniques throughout school:

Emotional Containment Language

Adults may use emotionally containing language, including:

- "It's okay."
- "Let's sort this out together."
- "You're letting me know that..."
- "When you're ready..."
- "I need to keep you safe."

This is trauma-informed language that can support regulation.

SOS

Stop • Observe • Switch

Adults pause before reacting and consider the reason behind behaviour before responding

HALT

Adults consider whether a child may be:

- Hungry
- Angry
- Lonely
- Tired

before deciding on an intervention.

The 4 Rs

Regulate → Relate → Reason → Repair

Where dysregulation is present:

1. Help the child regulate.
2. Reconnect through relationship.
3. Discuss behaviour and learning.
4. Repair relationships and move forward.

This sequence informs all responses to emotional or behavioural incidents.

5. Positive Recognition

Positive behaviour receives significantly more attention than negative behaviour.

Adults will:

- Use specific descriptive praise.
- Recognise effort and perseverance.
- Celebrate kindness and responsibility.
- Reinforce learning behaviours.
- Use class rewards and recognition systems.
- Communicate successes with parents.
- Praise children following our expectations around school.

Recognition may include:

- Verbal praise
- House points
- Stickers
- Certificates
- Celebration assemblies
- Positive phone calls home
- Headteacher recognition

The school prioritises reinforcing effort, process and strategy rather than solely outcomes. Staff deliberately and persistently notice children demonstrating our expectations and celebrate positive choices publicly.

Playtime and Lunchtime Behaviour Positive Recognition

Lunchtime staff play a vital role in promoting and reinforcing the school's positive behaviour culture. Positive behaviour is actively recognised throughout playtimes and lunchtimes through the school's Green Certificate system, which celebrates children who consistently demonstrate the school's expectations of being Ready, Respectful and Safe. This reflects the behaviour recognition approach outlined in the school's draft behaviour policy.

Children may be awarded a Green Certificate for demonstrating behaviours such as:

- Lining up sensibly and following instructions promptly
- Helping others and showing kindness
- Walking away from conflict or making positive choices in difficult situations
- Playing cooperatively and inclusively with others
- Demonstrating excellent manners and politeness

- Using an appropriate voice level

Green Certificates are reserved for children who go above and beyond the school's expectations. To maintain their significance and value, they are normally awarded to no more than one or two pupils each day.

Recipients are celebrated through the school's recognition systems and class acknowledgements, ensuring that positive behaviour is valued and recognised across all parts of the school day.

The purpose of Green Certificates is to:

- Reinforce positive behaviour choices during playtimes and lunchtimes
- Promote the school's expectations of being Ready, Respectful and Safe
- Strengthen positive relationships between children and lunchtime staff
- Encourage kindness, responsibility and inclusion
- Ensure that positive behaviour is consistently recognised throughout the school day

6. Graduated Behaviour Response

Staff will use a calm, predictable and consistent graduated response.

Step 1 - Reminder

A gentle reminder of the expectation. Staff use a calm approach, making eye contact where appropriate, using the child's name and delivering the message privately whenever possible.

Example:

"Remember our expectation to be respectful."

Step 2 - Correction and Choice

Clear statement of expectations. Staff may remind children of previous positive choices and successes to support positive decision-making.

Example:

"You have a choice. You can begin your work now or we will need to discuss this at break."

Step 3 - Reflection Time

Short reflection opportunity.

Support strategies may include:

- Movement break
- Regulation activity
- De-escalation activity
- Brief relocation within class

Step 4 – Restorative Conversation

Adults support reflection through questions such as:

- What happened?
- What were you thinking and feeling?
- Who has been affected?
- What has been the impact?
- What needs to happen to put things right?
- What will you do differently next time?
- How will we know things have improved?

For **classroom incidents**, restorative conversations should be **led by the class teacher** or teaching assistant. Incidents occurring at **playtime or lunchtime** should be followed up by the **behaviour team**.

The certainty and quality of the restorative follow-up is more important than the severity of any consequence.

The 4 Rs (Regulate → Relate → Reason → Repair) should underpin all restorative conversations, with particular emphasis on the final Repair stage. This stage ensures that relationships are restored, responsibility is taken and positive next steps are identified. Repair should be meaningful, proportionate and directly linked to the impact of the behaviour wherever possible. The aim is to restore relationships, rebuild trust and support positive future choices rather than simply punish past behaviour. As part of the process, the pupil should develop a clear plan for preventing the incident from happening again.

Step 5 – Step up approach

A pupil may be placed on the STEP-UP Approach either through

- **Progression through the graduated behaviour** response (Steps 1-5).
- Receiving **three Restorative Conversations (RCs) within a one-week period**.
- Receiving **three Red Cards** during playtime and/or lunchtime **within a one-week period**.
- As a result of a **fast-track behaviour** incident (see Section 9).

The purpose of STEP-UP is to provide additional support, accountability and restorative intervention. It allows staff to work closely with the pupil to identify triggers, teach appropriate behaviours and support them in making successful choices.

During a STEP-UP period, the pupil will:

- Complete a five-day STEP-UP programme. Any days missed due to absence or school holidays will be carried forward until the full STEP-UP period has been completed.
- Remain indoors during lunchtime and participate in restorative and reflective work with a member of the Behaviour Team.
- Spend playtimes with the supervising adult to support positive choices, relationship building and successful reintegration into play activities.
- Participate in restorative conversations that follow the principles of Regulate → Relate → Reason → Repair.
- Develop a personalised plan identifying strategies, support and actions to prevent similar incidents from occurring in the future.
- Have their progress monitored and reviewed regularly by the Behaviour Team and class teacher.
- Successfully demonstrate the school's expectations of being **Ready, Respectful and Safe** before returning to normal playtime and lunchtime routines.

The aim of STEP-UP is not to punish but to provide structured support, restore relationships, promote accountability and enable pupils to successfully return to normal routines.

Repeated STEP-UP Placements

Where a pupil is placed on the STEP-UP Approach on **three occasions within a half term**, the Behaviour Team, SENCO and class teacher will review behaviour records to identify patterns, triggers and underlying needs.

Where concerns persist, one or more of the following may be implemented:

- A Behaviour Support Plan.
- Additional pastoral support.
- Increased parental involvement through meetings and regular communication.
- Daily or weekly behaviour targets.
- A regulation or support plan.
- Monitoring by a member of the Senior Leadership Team.
- Referral for SEND review where appropriate.
- Involvement of external agencies where required.

A pupil who requires the STEP-UP Approach on **three occasions within a half term** should normally have a Behaviour Support Plan in place and receive a formal review involving parents or carers, relevant staff and, where appropriate, SEND or pastoral support services.

The focus will be on identifying and addressing the underlying causes of behaviour rather than repeatedly applying the same intervention. The aim is to provide support, develop self-regulation and enable the pupil to be successful in school.

Step 6 - Senior Leader Support

For repeated or escalating concerns.

Actions may include:

- Parent meeting
- Behaviour support plan
- Individual targets
- SEND review
- Risk assessment

7. Behaviour tracking and Restorative Practice

7.1 - In class

To ensure consistency across school, all classes will use the agreed **Edleston Behaviour Tracking Sheet [see appendix 1]** to record behaviour incidents and graduated responses in class. The tracking system uses the following codes:

- **R** = Reminder
- **CC** = Correction and choice
- **RT** = Reflection time
- **RC** = Restorative conversation -KS1 and KS2 Pupil reflection sheet completed – see appendix 2. Staff ABC Incident record completed - **See Appendix 3**
- **SUA** = Step-Up Approach Intervention

The purpose of tracking is to:

- Identify patterns of behaviour.
- Support consistency between adults.
- Inform restorative conversations.
- Communicate concerns with parents and carers.
- Support SEND review processes.
- Enable early intervention.

Where a child repeatedly reaches the SUA stage, a graduated support plan, pastoral intervention, behaviour support plan or SEND review may be considered.

Where a child regularly reaches Reflection Time (RT), additional monitoring will be implemented to identify, analyse and respond to any emerging patterns, triggers or underlying causes. For the purposes of this policy, "regularly" is defined as reaching Reflection Time on three occasions within a one-week period.

Expectations for Staff

- All behaviour incidents should be managed and recorded using the graduated response tracking sheet.
- Patterns of behaviour should be reviewed weekly by the class teacher.
- Where a pupil reaches Restorative Conversation (RC), an ABC form
- Where a pupils completed RCs on three occasions within one week, the class teacher should review behaviour records and consider additional monitoring and support.
- Persistent behaviour concerns should be discussed with the Behaviour Team or a Senior Leader.
- Parents and carers should be informed where concerns are ongoing or where additional support is being implemented.
- Behaviour data may be used to inform pastoral support, Behaviour Support Plans, SEND reviews and other early intervention strategies.
- Class teachers and support staff should ensure restorative conversations are completed promptly and recorded where appropriate.
- Responsibility for restorative conversations should not routinely be delegated solely to teaching assistants.
- Staff should ensure that any agreed restorative actions and repair activities are completed and followed up.

7.2 At Playtimes and Lunchtimes

Where a pupil's behaviour does not meet the school's expectations of being **Ready, Respectful and Safe**, lunchtime and playtime duty staff may issue a **Red Card**.

A Red Card is used to alert school leaders that a behaviour incident has occurred and that follow-up support, investigation or restorative work may be required. The purpose of the Red Card system is not simply to sanction behaviour but to ensure timely support, accountability and restorative follow-up.

Examples of behaviour that may result in a Red Card include:

- Disrespecting a member of staff, including walking away from or deliberately ignoring instructions.
- Refusing to follow adult instructions.
- Using playground equipment unsafely.
- Being unkind towards another child.
- Physically hurting another child.
- Using inappropriate or offensive language, including swearing.

Where a pupil receives a Red Card, it should be completed and talked through with the child to ensure they understand the behaviour that has been observed and why it does not meet school expectations. The completed Red Card must be placed in the **Restorative Box** in the Thrive Area before the end of lunchtime and the class teacher informed.

If a pupil receives **three Red Cards within a one-week period**, they will automatically be placed on the **STEP-UP Approach** as additional support is required to help them learn from restorative conversations and make positive future choices. Pupils may also be placed directly onto the **STEP-UP Approach following a fast-track behaviour incident**.

Where possible, restorative conversations will take place during the same lunchtime. Where this is not possible, for example because the pupil is not yet regulated or ready to engage, the incident will be followed up during the next lunchtime to ensure the restorative conversation remains meaningful and effective.

Reflection Time may also be used to provide pupils with an opportunity to reflect on their behaviour and have time and space away from others before engaging in restorative discussion.

Restorative conversations will follow the principles of:

Regulate → Relate → Reason → Repair

The focus of restorative work is to:

- Help pupils understand the impact of their actions.
- Repair relationships.
- Develop empathy and responsibility.
- Support positive future choices.
- Agree a clear plan to prevent similar incidents from occurring again.

Expectations for Lunchtime and Playtime Duty Staff

- Red Cards should be completed accurately and promptly where required.
- All documentation should be placed in the Restorative Box in the Thrive Area before the end of lunchtime.
- Class teachers should be informed of significant incidents and any restorative follow-up required.
- Repeated concerns should be communicated to the Behaviour Team to support the identification of patterns, triggers and emerging needs.
- Lunchtime and playtime staff should actively promote restorative approaches and positive relationship building.
- Where appropriate, restorative conversations should be completed during the same lunchtime.

Follow-Up by the Behaviour Team

The receiving leader will:

- Review the incident.
- Ensure restorative conversations take place where appropriate. Sign and date the back of the red card when completed the restorative conversation
- Complete whole school tracking sheet to enable useful analysis and monitoring of behaviours.
- Determine any further actions required.
- Liaise with class teachers and parents where necessary.
- Monitor for patterns of behaviour.
- Consider whether additional interventions, including the STEP-UP Approach, are required.

8. Fast-Track Behaviours

Some behaviours require **immediate escalation** and bypass the graduated response pathway. These behaviours may result in a pupil being **placed directly onto the STEP-UP Approach** without progressing through the earlier stages of the behaviour system.

The STEP-UP Approach is described in Section 6 Step 5 in this policy.

Examples include:

- Repeated or serious disrespect towards a member of staff.
- Child-on-child abuse.
- Bullying.
- Racist incidents.
- Sexual harassment.
- Deliberate physical harm.
- Dangerous behaviour.
- Possession of prohibited items.
- Malicious damage.

Following a fast-track incident, a member of the Behaviour Team or Senior Leadership Team will investigate the incident and determine any immediate actions required.

9. De-escalation Procedures

Adults will use de-escalation strategies to support pupils in becoming regulated and ready to engage in problem-solving and restorative conversations. Strategies may include:

- Maintaining calm body language and tone of voice.
- Using minimal and clear language.
- Offering appropriate choices.
- Allowing processing and thinking time.
- Avoiding confrontation and power struggles.
- Using agreed scripts and language.
- Removing or reducing audience effects where appropriate.
- Providing space and time for regulation.
- Using emotional containment language.
- Reminding pupils of previous successes and positive choices.
- Avoiding public discussions about behaviour.
- Delaying restorative conversations until the pupil is emotionally ready to engage.
- Considering whether factors such as hunger, anger, loneliness or tiredness (HALT) may be influencing behaviour.
- Using co-regulation strategies before attempting correction or consequence.

The focus remains on reducing emotional arousal, maintaining relationships and supporting regulation before addressing behaviour, solving problems or implementing consequences.

10. Behaviour and Safeguarding

The school recognises that behaviour and safeguarding are closely linked. Changes in behaviour, aggression, bullying, discriminatory behaviour, child-on-child abuse, online abuse, harmful sexual behaviour and persistent disruption may indicate an underlying safeguarding concern and will always be considered alongside safeguarding procedures.

Staff recognise that behaviour can be a form of communication and may indicate unmet needs, trauma, mental health difficulties, exploitation, abuse, neglect or other safeguarding concerns.

Where behaviour raises safeguarding concerns, staff will follow the school's Child Protection and Safeguarding Policy and report concerns to a member of the Designated Safeguarding Lead (DSL) team without delay. Appropriate records will be maintained, and referrals to external agencies will be made where necessary.

All staff have a responsibility to remain professionally curious when behaviour changes, escalates or causes concern and should consider whether additional safeguarding, pastoral or SEND support may be required.

11. SEND and Inclusion

The Equality Act 2010 and the SEND Code of Practice underpin this policy. We recognise that some pupils may require:

- Adapted behaviour support.
- Individual Behaviour Support Plans.
- Regulation plans.
- Sensory adaptations to the environment.
- Access to sensory regulation resources.
- Individual sensory regulation plans where appropriate.
- Visual supports.
- Communication aids.
- Personalised recognition and reward systems.
- Additional transition support.

Reasonable adjustments will be made where required whilst maintaining high expectations and promoting inclusion for all pupils.

Where behaviour may be connected to:

- Autism.
- ADHD.
- Speech, Language and Communication Needs (SLCN).
- Social, Emotional and Mental Health (SEMH) needs.
- Attachment difficulties.
- Trauma and adverse childhood experiences.
- Sensory processing differences.

Staff will seek to understand underlying needs and adapt support accordingly. Behaviour will be considered within the context of a pupil's individual needs, developmental stage and known SEND profile.

Preventative strategies may include:

- Planned movement breaks.
- Adjusted seating arrangements.
- Access to calm and regulated spaces.
- Visual timetables and visual prompts.
- Pre-teaching of routines and expectations.
- Individual regulation strategies.
- Staff training linked to specific needs.
- Advice and support from external agencies.
- Sensory adaptations and sensory regulation resources.

Behaviour incidents involving pupils with SEND will always be considered within the context of their identified needs. However, all pupils are expected to work towards the school's expectations of being **Ready, Respectful and Safe**. Where appropriate, reasonable adjustments will be implemented to enable pupils to be successful in meeting these expectations.

12. EYFS Behaviour and Relationships

In EYFS, behaviour is viewed as part of children's social, emotional and developmental growth. Staff recognise that young children are learning how to regulate emotions, build relationships and respond appropriately to expectations.

Approaches include:

- Co-regulation.
- Modelling expected behaviour.
- Visual routines and prompts.
- Immediate positive reinforcement.
- Emotion coaching.
- Play-based teaching of expectations.
- Strong partnerships with families.
- Explicit teaching of social skills and routines.

Children are taught:

- Sharing.
- Turn-taking.
- Kind hands.
- Kind words.
- Safe choices.
- Listening and following instructions.
- Caring for others and the environment.

Consequences remain proportionate, immediate and developmentally appropriate. Staff recognise that young children require support, repetition, coaching and adult modelling as part of learning behavioural expectations.

Where appropriate, staff will support children to understand the impact of their actions, repair relationships and make positive choices using age-appropriate restorative approaches.

The focus in EYFS is on teaching, practising and reinforcing positive behaviours rather than simply responding to unwanted behaviours.

13. Behaviour Support Plans

Pupils with persistent behavioural difficulties, repeated STEP-UP placements or identified social, emotional and behavioural needs may receive additional support through a Behaviour Support Plan.

Support may include:

- Behaviour observations.
- Functional Behaviour Assessment.
- Individual behaviour targets.
- Regulation support plans.
- Daily check-ins or mentoring.
- Personalised recognition and reward systems.
- Multi-agency support.
- Family support meetings.
- Adapted provision or reasonable adjustments where appropriate.

Behaviour Support Plans will:

- Identify strengths, triggers and areas of need.
- Set clear and achievable targets.
- Outline agreed strategies for school staff, pupils and parents/carers.
- Include actions to support emotional regulation, positive relationships and successful behaviour choices.
- Be reviewed regularly to evaluate progress and identify any further support required.

Provision and interventions will be reviewed regularly and adapted in response to the pupil's progress, needs and circumstances. Where appropriate, advice may be sought from external agencies to ensure the most effective support is in place.

The aim of Behaviour Support Plans is to provide early intervention, promote success and ensure that barriers to learning and positive behaviour are identified and addressed through a collaborative approach involving pupils, families and school staff.

A pupil who requires the STEP-UP Approach on **three occasions within a half-term** will usually be considered for a Behaviour Support Plan and formal review meeting with parents/carers.

14. Roles and Responsibilities

Class Teachers and Classroom Staff will:

- Follow this policy consistently.
- Build positive, supportive relationships with pupils.
- Maintain high expectations for behaviour and conduct.
- Use agreed language, routines and procedures.
- Promote the school's expectations of being Ready, Respectful and Safe.
- Record behaviour incidents and interventions as required.
- Complete restorative conversations and follow-up arising from classroom incidents.
- Review behaviour tracking information regularly to identify patterns and emerging concerns.
- Communicate with parents and carers where appropriate.
- Work collaboratively with the Behaviour Team, SENDCo and Senior Leaders where additional support is required.

Midday Assistants and Playtime Staff Will:

- Promote the school's expectations of being Ready, Respectful and Safe.
- Build positive relationships with pupils.
- Award Green Certificates for exceptional behaviour and positive choices.
- Address incidents using agreed approaches and language.
- Complete Red Cards and Behaviour Incident Sheets where required.
- Place all completed documentation in Mrs Thys-Holland's Restorative Box.
- Inform class teachers of significant incidents and restorative follow-up required.
- Participate in restorative approaches and support pupils to repair relationships.
- Communicate repeated concerns to the Behaviour Team.

Senior Leaders and Behaviour Team Will:

- Support staff in implementing this policy consistently.
- Maintain a visible presence around school.
- Monitor behaviour trends, patterns and outcomes.
- Oversee the Red Card and STEP-UP processes.
- Lead restorative and behaviour interventions where appropriate.
- Review behaviour data and identify pupils requiring additional support.
- Liaise with parents, carers and external agencies where necessary.
- Support the development and review of Behaviour Support Plans.
- Ensure appropriate adjustments are considered for pupils with SEND.
- Celebrate pupils and staff who consistently demonstrate the school's values and expectations.
- Monitor the impact of behaviour interventions and make improvements where necessary.

Parents and Carers Will:

- Support the school's expectations and values.
- Work in partnership with staff.
- Promote positive attitudes towards learning, behaviour and attendance.
- Communicate openly with the school regarding any concerns that may affect their child's behaviour or wellbeing.
- Support agreed behaviour targets, restorative actions and intervention plans where appropriate.
- Attend meetings relating to their child's behaviour and wellbeing when requested.

15. Suspensions and Permanent Exclusion

The school will always seek preventative, restorative and inclusive approaches before considering suspension.

However, suspension may be used where behaviour:

- Poses a serious risk to the safety or wellbeing of pupils or staff.
- Constitutes a serious or persistent breach of the Behaviour and Relationships Policy.
- Significantly disrupts learning or the effective operation of the school.

Before considering suspension, leaders will take into account:

- The pupil's age and stage of development.
- Any SEND needs or disabilities.
- Whether reasonable adjustments have been implemented.
- Any safeguarding or vulnerability factors.
- Pastoral support already in place.
- Alternative strategies and interventions that have been attempted.
- The views of relevant staff, parents/carers and, where appropriate, the pupil.

Following a suspension:

- A reintegration meeting will be held with parents/carers.
- The pupil will receive appropriate support to enable a successful return to school.
- A restorative return-to-school process will be completed where appropriate.
- Behaviour expectations, support plans and reasonable adjustments will be reviewed.
- Any additional support required will be identified and implemented.

Permanent exclusion will only be considered where:

- All reasonable strategies and interventions have been exhausted; and/or
- A serious one-off incident makes continued placement at the school inappropriate.

The school will follow current statutory Department for Education (DfE) guidance at all times

Behaviour Beyond the School Gate

The school reserves the right to respond to behaviour beyond the school gates where pupils are identifiable as members of Edleston Primary School and their actions may:

- Affect the safety or wellbeing of themselves or others.
- Bring the school into disrepute.
- Have repercussions for the orderly running of the school.
- Adversely affect another member of the school community.

Such behaviour will be investigated and addressed in accordance with this policy and, where appropriate, the school's safeguarding procedures.

17. Monitoring and Review

The governing body, Headteacher and senior leadership team will monitor:

- Behaviour incidents.
- Suspensions.
- Attendance links.
- SEND behavioural trends.
- Pupil voice.
- Staff feedback.
- Racist incidents.
- Child-on-child abuse concerns.
- Protected characteristic incidents.
- Vulnerable group trends.

This policy will be reviewed annually.

Appendix 1 – Edleston Class Behaviour Tracking

Edleston Class Behaviour Tracking

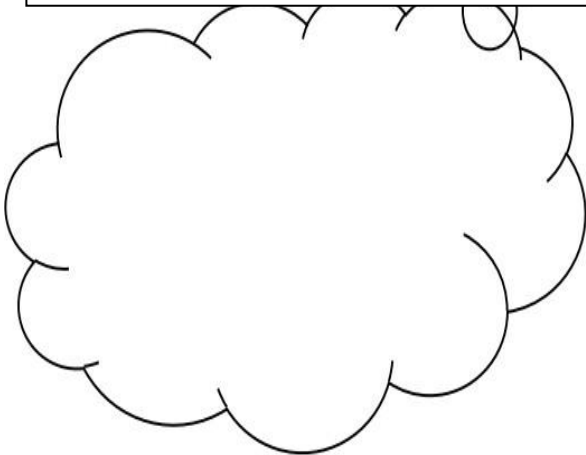
[illegible]

Reflection sheet

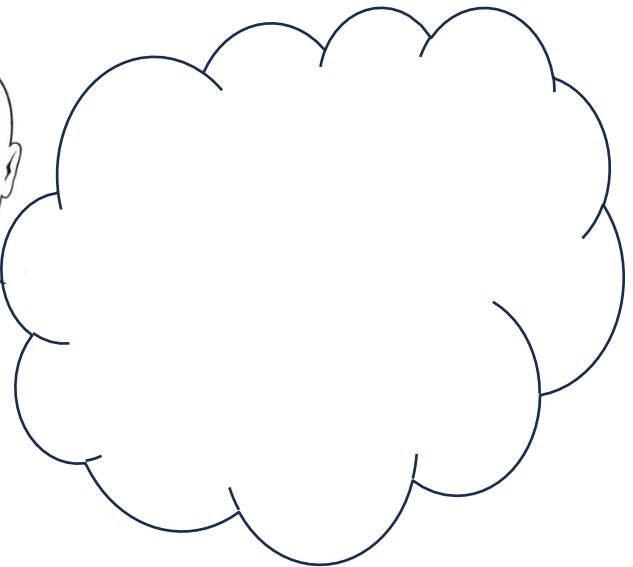


1.What happened? (*Write or Draw*)

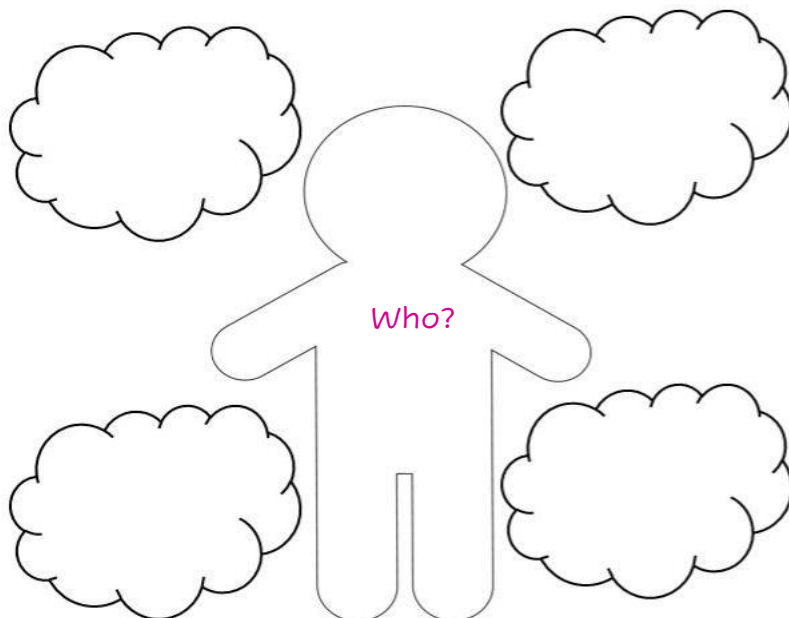
2.What were **you** thinking at the time?



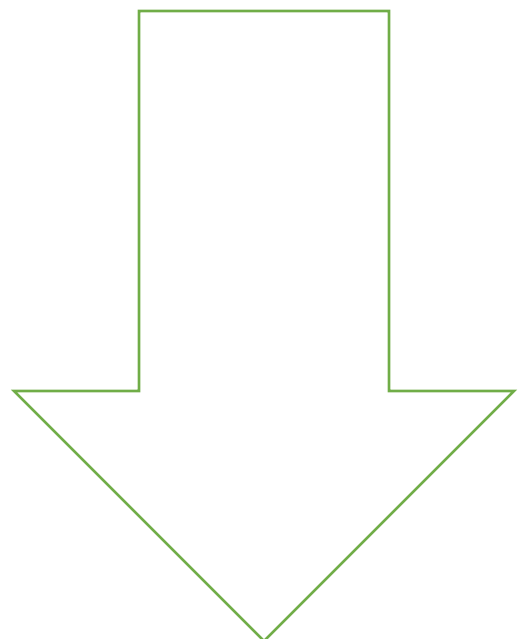
3,How do **you** feel now about what has happened?



4, Who was **affected by your** actions? How do they feel?
How have they been affected?



5.What can **I** do now to make it right?



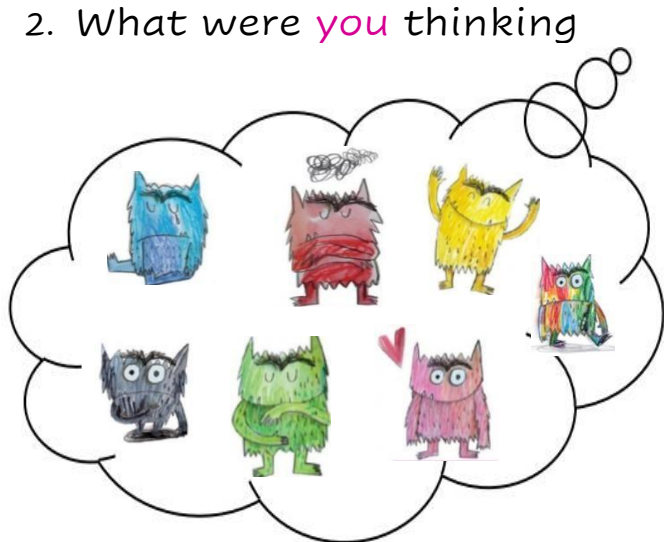
Reflection sheet



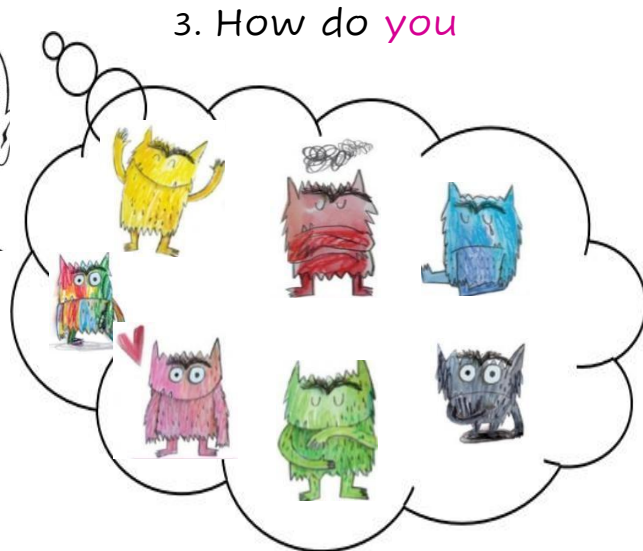
1. What happened? (Circle)



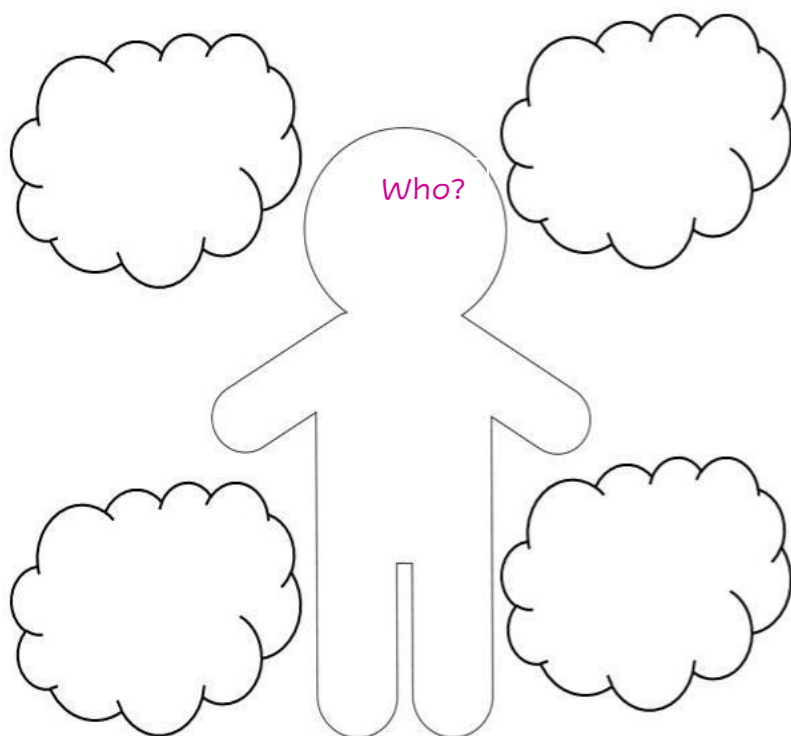
2. What were **you** thinking



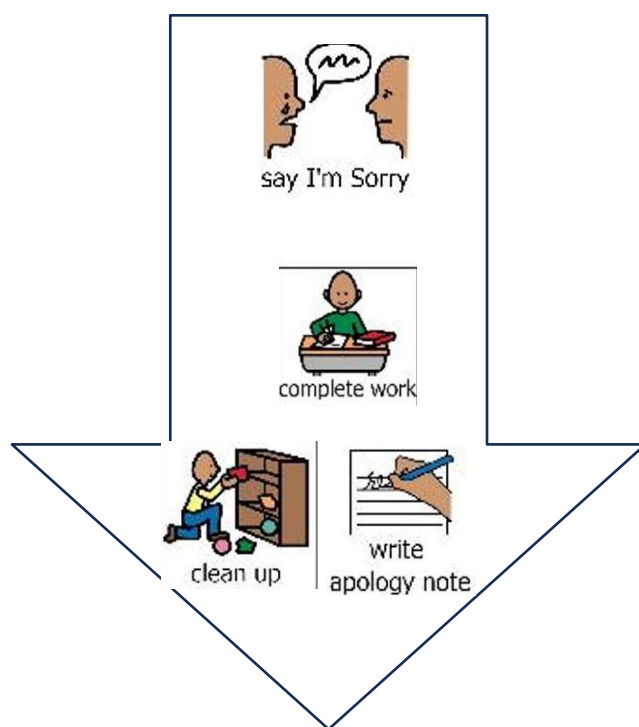
3. How do **you**



4. Who was affected by your actions?



5. what can **I** do



Edlestone Primary School ABC Incident Record

To be completed when a child reaches RC in class tracking

Date		Person completing form	
Time		Person contacted first	
Location		Safeguarding concern	<u>yes</u> / No If yes, record on CPOMS



Circle the relevant behaviour:

Leaving class without permission	Not following instructions from member of staff	Not using equipment safely	Being unkind to another child	Hurting another child	Using a swear word	Other	Bullying
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ABC of Behaviour

A – Antecedent What was happening immediately before the behaviour occurred? Triggers?	B – Behaviour What did the child do?	C – Consequences Consider what happened after the incident
<ul style="list-style-type: none"> -What was the context or environment? -What activity or task was the child engaged in? -What were adults saying or doing? -What were other children saying or doing? -What was expected of the child at that moment? -What resources, equipment or support were available? -Were there any changes to routine, transitions or unexpected events? -Was the task too challenging, too easy or unclear? -Were there any sensory, social or emotional demands present? -What happened immediately before the behaviour occurred? 	<p>Record only observable facts:</p> <ul style="list-style-type: none"> • What was seen and heard? • What did the child say or do? • How long did the behaviour last? • How intense was the behaviour? • Who was involved? 	<p>Tick whichever are completed:</p> <ul style="list-style-type: none"> o Reflection Time o Restorative Conversation completed o Refer to Pastoral Team o Parents informed o Moved to another class or area o SLT involved o STEP-UP Approach initiated