



Positive Behaviour & Relationship Policy

Policy Responsibility:	Christine de Kock	Status:	Draft
Date Agreed:	September 2024	draft	
Date for Review:	September 2025		

Vision and Values

LEARNING TOGETHER TO BE THE BEST WE CAN BE

Le Rondin is a trauma sensitive school and as such we aim to be a safe and supportive community that enables both pupils and adults to feel safe, to build caring relationships with one another, to regulate their feelings and behaviour, as well as to learn.

As a school that has adopted the Rights Respecting Schools Award (RRSA), Le Rondin places the rights described in the articles of the UN Convention on the Rights of the Child (CRC) at the heart of our ethos, in order to improve well-being and to develop all child's talents and abilities to their full potential.

There are four articles in the convention that are seen as special. They are known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. Le Rondin has ensured that all school policies are underpinned by the General Principles:

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

"Innovative, Inclusive Inspirational Learning"

Le Rondin School Positive Relationship Policy

As a Rights Respecting school, at Le Rondin Primary School every member of the school community has the right to feel safe, to be heard, and to learn; they should feel valued and respected, understanding the need to value and respect others; and be treated with dignity and respect. The school's Positive Relationships and Behaviour Policy is therefore designed to support the way in which all members of the school community can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, learning to be *The best that they can be*, Be Safe, Be Happy, Be Learning!

This policy is written as a means of promoting good relationships, ensuring consistency of approach, and helping children to understand expectations. Our school recognises and promotes positive behaviour choices, as it believes that this will help develop an ethos of kindness and cooperation, as well as leading to the development of a successful atmosphere for learning. This policy is designed to encourage this rather than merely deter anti-social behaviour.

As a school, we recognise that behaviour is a means of communication and behaviours of concern are often the outcome of an unmet need. It is our responsibility to work to support and understand each individual and to enable everyone to be the best that they can be.

The aim of this school policy is to describe the way we wish to approach the promotion of positive relationships and behaviour at Le Rondin School.

- ★ To create an effective, safe, secure, and happy environment to enable successful learning and teaching to take place,
- ★ To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish,
- ★ To enable children to develop a sense of self-worth, respect and tolerance for others,
- ★ To ensure a whole-school approach, providing consistency and understanding for all members of the school community.

School Charter

Creating child rights-based charters or agreements aims to support a positive learning environment for children and young people, whether this be in the classroom; across the whole school; playground or specific to a department or another area in the school context. We are all expected to model positive relationships.

In the Early Years, we foster key skills that promote positive relationships through:

- **Turn-taking:** Learning to share and wait.
- **Resource sharing:** Understanding the concept of sharing materials.
- **Patience:** Developing the ability to wait for one's turn.

- **Choice-making:** Practicing decision-making skills.
- **Social connections:** Building and maintaining positive relationships.

As we progress through the school these skills are further developed to reflect the personal growth in each child. Pupils are encouraged to become involved in the development of positive relationships.

As a school we celebrate success in several ways which include our school assemblies, and every opportunity is taken to recognise development in Positive Relationships and personal growths.

Responsibilities

Staff

Ensuring positive relationships and managing pupils' behaviour is the responsibility of everyone at Le Rondin, but especially the staff.

Headteacher

It is the responsibility of the Headteacher to implement this policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. In the Headteacher's absence, this responsibility falls to the Deputy Headteacher.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their delivery of the policy.

Senior Leadership Team

The Senior Leadership Team must be role models for the full school community, treating children and adults fairly, with respect and understanding. They keep records of all reported serious incidents involving behaviours of concern, including bullying (following the Anti-Bullying Policy). All records are tracked and monitored by the Headteacher, Deputy Headteacher.

Class Teacher

The class teachers must be a role model for the children and ensure that the pupils within their care are seen to be treated fairly and consistently, ensuring that they feel valued and respected. Class teachers are expected to have high expectations of the children regarding behaviour and to strive to ensure that all children work to be the best that they can be.

In the first instance, the class teacher addresses incidents in the normal manner. However, if inappropriate behaviour continues, the class teacher should seek help and advice from the Wing Leader, the Assistant headteacher, Deputy Headteacher and, if necessary, the Headteacher.

It is vital that parents and carers are informed about the progress of their child/ren. It may be necessary for a class teacher to contact a parent to discuss concerns about the behaviour or

welfare of a child. The class teacher should ensure that parents are aware of repeated low-level behaviours such as non-compliance disrupting the class, or issues with other children rather than just higher-level incidents. All contact with parents should be honest and based on fact. It should be respectful and appropriate. It is recommended that staff keep a record of conversations with parents to enable future follow up if needed.

It is a class teacher's responsibility to ensure that supply staff are aware of any behaviour needs and strategies that could be effective, ensuring a successful experience for all concerned.

Other Staff

Other staff should provide a positive model of behaviour and ensure high expectations are clear. As well as managing any behavioural issues, they should inform class teachers of any inappropriate/ unacceptable behaviours.

Parents and Carers

Overall, parents and carers want the best for their child/ren. Through good communication and in the interests of a strong working partnership, parents should be fully informed as to their child's progress - both academically and socially. It is expected that parents support the actions of the school.

Should difficulties arise, queries should first be addressed to the class teacher, and then to the Assistant Headteacher, Deputy Headteacher and Headteacher.

Examples of characteristics that may influence pupils' behaviour at Le Rondin.

Individuals	Results in
External factors i.e. bus journey, homelife etc.	Work avoidance
Tired; worried; jealous; feeling unwell; hungry	Situational avoidance
Lack of self-confidence or low self esteem	Peer/adult avoidance
Perceived injustice	Communication break down
Sensory overload	Attention seeking behaviours
Misunderstood expectations	Sensory seeking behaviours
Underdeveloped language and social understanding	Poor self-esteem

Examples of Le Rondin's Strategies for Promoting Positive Outcomes:

Digital rewards: Using Class Dojo to recognise good behaviour with points redeemable for rewards.

Tangible incentives: Offering stickers, reward charts, or marble jars to encourage positive behaviour.

Verbal affirmations: Providing quiet words, smiles, or acknowledgements from adults.

Written recognition: Giving positive comments on pupils' work or praising them in front of the

class.

Special acknowledgements: Arranging visits with the headteacher or other staff members.

Public displays: Featuring pupils' work or achievements on classroom displays.

Formal recognition: Awarding certificates in celebration assemblies.

Communication with parents: Sending positive written comments to parents.

Pupil choice: Offering "choice time" as a reward.

Peer mentoring: Empowering older pupils to support and guide younger peers.

Le Rondin pupils should have access to a variety of self-regulation strategies, including:

Visual aids: Whole-class schedules or timetables.

Time management tools: A range of timers or countdown resources.

Incentive systems: Rewards and recognition programs.

Clear guidelines: Established routines and expectations.

Consistent communication: Consistent language and instructions.

Adapted learning: Activities tailored to individual needs.

Calm spaces: Quiet zones that may include:

- Designated areas within classrooms.
- Outdoor spaces.
- Sensory rooms.
- Individual workstations.
- Alternative classrooms.
- The 'wing leader'
- Movement breaks around the school.
- The deputy headteacher's office.

By providing these resources and strategies, Le Rondin can support pupils in developing effective self-regulation skills.

Any redirection to other areas should be limited to **5 minutes. Use a timer to ensure consistency**

If these strategies prove unsuccessful and behaviours continue, seek guidance from:

Wing leaders

- Log unacceptable behaviours using CPOMS
- Ensure parents are informed
- Involvement of SLT

Recording Incidents

CPOMS is our system for tracking safeguarding, wellbeing, and pastoral concerns. Any concerning behaviours should be promptly documented in CPOMS and shared with the appropriate individuals.

CPOMS serves multiple purposes, including:

- Tracking specific behaviour patterns, their frequency, duration, and underlying causes.
- Informing Individual support plan (ISP) strategies.
- Communicating with parents and other professionals.

By using CPOMS, you can better understand and address pupils' behaviours, enhancing your

classroom strategies and promoting a cohesive team approach.

All behaviour incidents should be logged on CPOM's using the following guidance:

- Select the appropriate category, in this case "Behaviour"
- Choose the appropriate sub-category

The screenshot shows a form for reporting an incident. The 'Student' field is a dropdown menu with the placeholder text 'Begin typing a student's name'. The 'Incident' field is a large text area. The 'Categories' section has several radio button options: 'Attendance', 'Behaviour' (which is selected and highlighted in yellow), 'Cause for Concern', 'Child Protection', 'Contact with External Agency', 'Contact with Parents', 'Friendship Related Issues', 'Medical', 'Mental Health and Wellbeing', 'Peer on Peer', 'Safeguarding Concern', 'SEND', and 'Sexual Harassment'. Below this, the 'Behaviour Subcategories' section is highlighted in yellow and includes 'Against Peers', 'Against Staff', and 'Positive Behaviour'. The 'Linked student(s)' field is another dropdown menu with the placeholder text 'Begin typing a student's name' and a note below it: 'Type a student's name to link them to this incident.'

When selecting linked students, only the children who have engaged in/retaliated to challenging behaviour should be tagged.

Before submitting the incident, staff should **alert** the following people:

- Child's class teacher
- Child's class LSA (if appropriate)
- Wing Leader

The screenshot shows the bottom part of the incident reporting form. The 'Assign to' field is a dropdown menu with the placeholder text 'Begin typing a staff member's name'. The 'Files' section has a button that says 'Click to browse or drag a file to upload'. The 'Alert Staff Members' section is highlighted in yellow and shows a dropdown menu with the placeholder text 'Begin typing a staff member's name'. Below this, a search bar contains the text 'Paul' and a magnifying glass icon. A list of results is shown, with 'Paula Sullivan (HT/DHT)' highlighted in a darker yellow. The 'Agency Involved' field is a text input box. The 'Add to planner' section has an unchecked checkbox. At the bottom, there is a blue button labeled 'Submit Incident'.

If a physical intervention has taken place, the headteacher and deputy headteacher should be **assigned** to the incident.

ISP (Individual Support Plan) *ensures a consistent approach in dealing with inappropriate behaviour.* (Appendix 3)

Key considerations:

- **Collaborative development:** ISPs should be created in partnership with all stakeholders involved.
- **Behaviour log information:** Behaviour logs can serve as valuable inputs for developing and refining ISPs.
- **Team communication:** Ensure the ISP is shared and understood by the entire class team. It's a dynamic document subject to updates.
- Inform deputy headteacher when an ISP is finalised.
- **Parental involvement:** Secure parental agreement with the strategies outlined in the ISP. Parents should sign the document to indicate their consent.
- **Filing:** Keep the original signed ISP in the pupil's main file.
- **Focus and prioritisation:** ISPs should target a maximum of two specific behaviours. Avoid trying to address all issues in a single plan.
- **Regular review:** Review and update the ISP termly to ensure its effectiveness and relevance.

By following these guidelines, we can create effective ISPs that support students' positive behaviour and overall well-being.

When addressing unacceptable behaviour with pupils at Le Rondin, we:

- **Respect personal space:** Avoid invading the pupil's personal space.
- **Maintain appropriate communication:** Use comfortable eye contact and body language.
- **Show respect:** Employ a respectful tone and volume of voice.
- **Avoid argumentation:** Focus on changing the topic instead of engaging in arguments.
- **Ensure consistency:** Apply rules consistently.
- **Seek support:** Request assistance from other staff members if needed.
- **Focus on behaviour:** Comment on the behaviour choices, not the pupil's personal qualities.
- **Restorative practices:** use the restorative script (5 questions) when appropriate.

- | |
|--|
| <ol style="list-style-type: none">1. What happened?2. What were you thinking/feeling?3. Who has been affected?4. What do you need to do to move on?5. What next? |
|--|

- Consider a simpler script for younger pupils which focuses on
 - identifying what happened
 - how they feel
 - making better choices
- non-verbal children to use communication aids (PODD, PECS, etc.) with the 'emotions page' to support their language

- pupils may also choose to draw or write down what happened

Please Note

- Please remember that all behaviours displayed are a form of communication and it is our job to understand that and to promote better choices and alternatives.
- No pupil should never be left alone in the quiet zone / an area they cannot exit from themselves
- Decide whether your action needs to be private or public
- Ensure off site activities are carefully planned following school procedures, including the carrying of **Off-Site Cards** (Appendix 4)
- Make sure you differentiate between the pupil and the behaviour, and it is the behaviour that you disapprove of and not the child
- Ensure restorative questions are appropriately pitched.
- If Team Teach positive handling strategies have been used Appendix 1 **MUST** be completed by the end of the school day
- Le Rondin ISP's do not identify preferred Team Teach holds

- Headteacher, Deputy Headteacher or Assistant Headteacher will decide if it is necessary to refer pupils to outside agencies for further guidance
- If a pupil or adult incurs an injury, please complete the '**Le Rondin School – Accident Reporting Form for Evolve**' (Appendix 2).
- If a behaviour has escalated to a child absconding off the school premises, the Headteacher, Deputy Headteacher or Assistant Headteacher will phone for Police support. Due to the placement of our school, on a main road, staff will follow at a distance and remain in constant contact with school.

Using a staged approach for rewards and consequences at Le Rondin School

Warnings and Natural Consequences

1. Repeat the instruction/expectation and clearly identify the behaviour you wish to be demonstrated
2. Reframe the instruction/expectation and clearly identify the behaviour you wish to be demonstrated
3. Praise and reward those pupils who are demonstrating the expected behaviour (cultivate the positives!)
4. Give direct feedback to child/ren who are not demonstrating expected behaviour. Clearly identify what behaviour you are seeing and what is expected. Give the child/ren a choice. One example of this could be, "you are stopping other children from learning. You can complete your learning now by... or you can do it in your own time at break or lunch play."
5. Adapted provision/strategies may be in place for specific children. Please ensure you are familiar with behaviour strategies for the children you are working with.

Praise and Rewards

Praise and rewards are awarded to children for the day-to-day positive behaviour choices, attitudes, effort, perseverance within tasks and successes in learning. These are linked to the Class Charter

APPENDIX 1

PHYSICAL INTERVENTION		
Establishment:		Date:
Name of Learner:	Date of Birth:	Year Group:
Incident Location:	Start time:	Incident time span... (mins)
Report Compiler:		
Name of Staff involved:		
Name/s of Witness/es (staff):		
Name/s of Witness/es (learners):		
REASON FOR INTERVENTION		
Immediate risk of personal injury to learner	Y/N	
Other learners at risk of injury	Y/N	
Property about to be damaged	Y/N	
Staff at risk of injury	Y/N	
Learner's behaviour was jeopardising good order and discipline in a manner likely to cause danger	Y/N	
To prevent / disrupt a criminal act	Y/N	
ANTECEDENTS (a description of events leading up to the incident/behaviour)		

BEHAVIOUR (Highlight in numerical order)					
Persistent refusal to follow instructions		Verbally Abusive		Pushing	
Disruption to lesson/activity		Pinching		Hitting	
Spitting		Biting		Head-butting	
				Self-Harming Other	
HOW DID LEARNER RESPOND (Describe what happened)					
DE-ESCALATION TECHNIQUES USED (Please tick)					
Given time	<input type="checkbox"/>	Given space	<input type="checkbox"/>	Staff changeover/transfer	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Talked calmly	<input type="checkbox"/>	Praise partial compliance	<input type="checkbox"/>
Given count	<input type="checkbox"/>	Repeat request	<input type="checkbox"/>	Removed stimulus	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Directed time-out	<input type="checkbox"/>	Learner chose time-out	<input type="checkbox"/>
Appropriate humour	<input type="checkbox"/>	Alternatives/consequence/c hoice	<input type="checkbox"/>	Other: describe	
Did these have any positive effect				Y/N	

TEAM TEACH TECHNIQUES USED					
Friendly hold	<input type="checkbox"/>	Shield	<input type="checkbox"/>	Single elbow	<input type="checkbox"/>
Ground hold	<input type="checkbox"/>	Figure of four	<input type="checkbox"/>	Wrap	<input type="checkbox"/>
Cradle-hug hold	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Total duration of hold in minutes:	
Who held which body part?	
Ground:	
Did student go to ground independently?	Y/N
POST INCIDENT MEASURES	
Medical Intervention/injuries (Appendix 5:Body Map)	
Checked for bruises/injuries Details:	Y/N
Injury to child Details:	Y/N
Injury to adult/s Name: Detail: Name: Detail:	Y/N
Injury to others Details:	Y/N

--	--

ANY INJURIES TO STAFF MUST REPORTED AS USUAL VIA THE SCHOOL SYSTEMS ALREADY IN PLACE

RESPONSE OF LEARNER

Incident discussed with learner	Y/N
---------------------------------	-----

Incident discussed with parent	Y/N
--------------------------------	-----

Any views from parent/learner:

STAFF DEBRIEFING

Staff Name:	By Whom and Date:	Comments/Future Action:

Parents Informed by:

Name:	Date:	Time:
-------	-------	-------

Education Services Informed by:

Name:	Date:	Time:
-------	-------	-------

Headteacher's Monitoring: The Headteacher should monitor all incidents involving holding

Please indicate	✓	x
Was sufficient/appropriate de-escalation undertaken?		
Were there grounds for the use of physical intervention?		
Has appropriate/sufficient post-incident action been taken?		
Was physical intervention absolutely necessary?		
Was physical intervention used reasonably?		
Was physical intervention used proportionate to the event?		
Is the reporting complete and comprehensive?		
Comments: (including strategies for improvement of future management)		
Signature:		Date:
THIS FORM MUST BE E-MAILED USING EGRESS TO physicalinterventions@gov.gg		

Body Map

Body Maps should be used to document and illustrate visible signs of physical injuries. At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment which should also be recorded on the body map.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

Exact site of injury on the body, e.g. upper outer arm/left cheek
Size of injury - in appropriate centimetres or inches
Approximate shape of injury, e.g. round/square or straight-line
Colour of injury - if more than one colour, say so

Is the skin broken?

Is there any swelling at the site of the injury, or elsewhere? Is there a scab/any blistering/any bleeding?

Is the injury clean or is there grit/fluff etc.?

Is mobility restricted because of the injury? Does the site of the injury feel hot?

Does the child feel hot? Does the child feel pain?

Has the child's body shape changed/are they holding themselves differently?

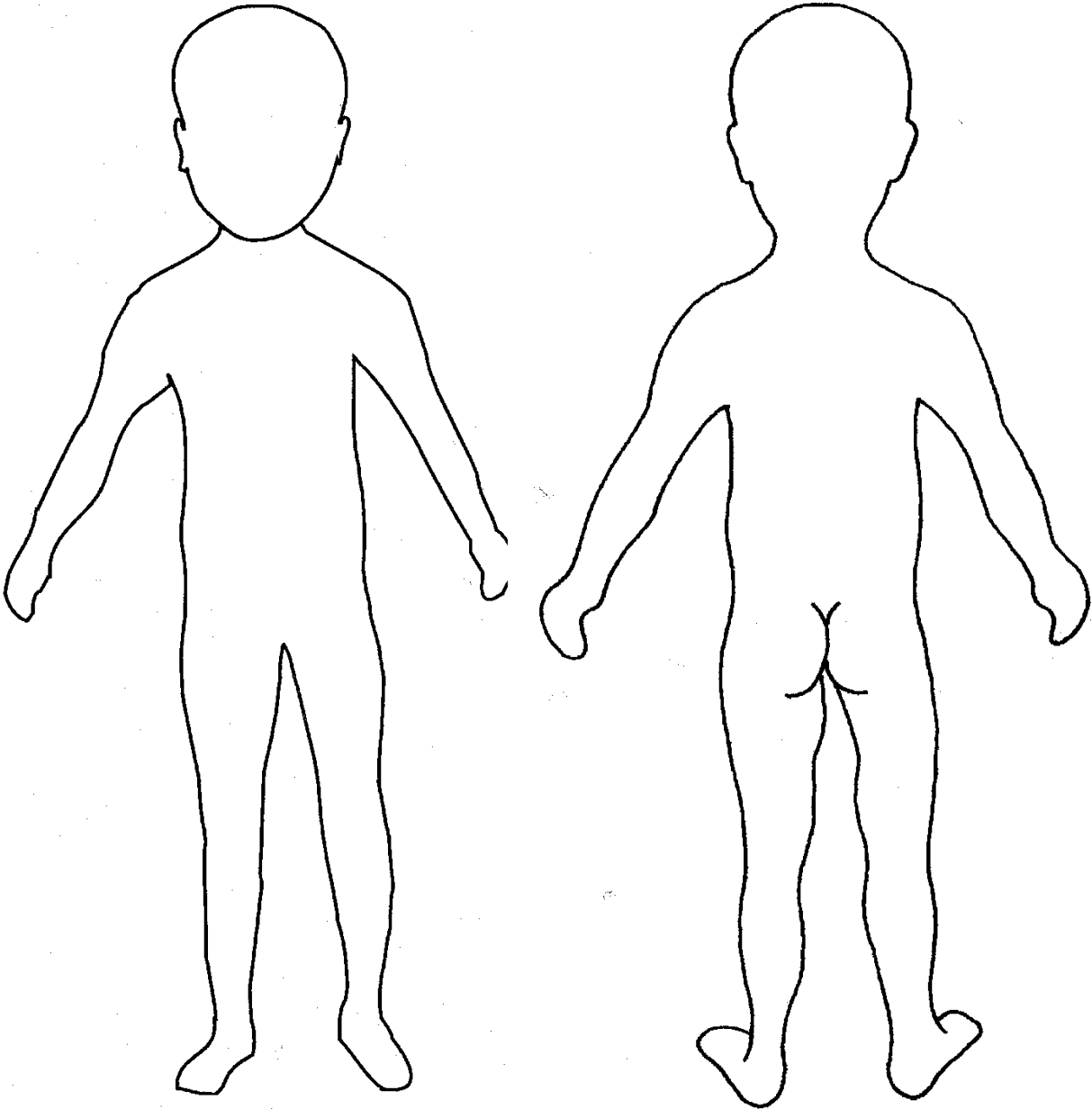
Importantly the date and time of the recording must be stated as well as the name of the person making the record who must also sign the body map. Add any further comments as required.

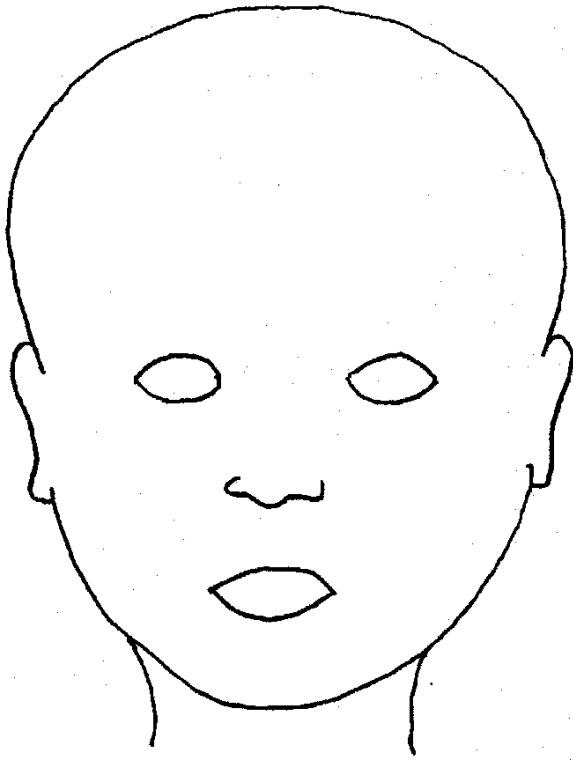
A copy of the body map should always be attached to the Physical Intervention Log and stored in accordance with the same protocols.

Body Map: (This must be completed at time of observation)

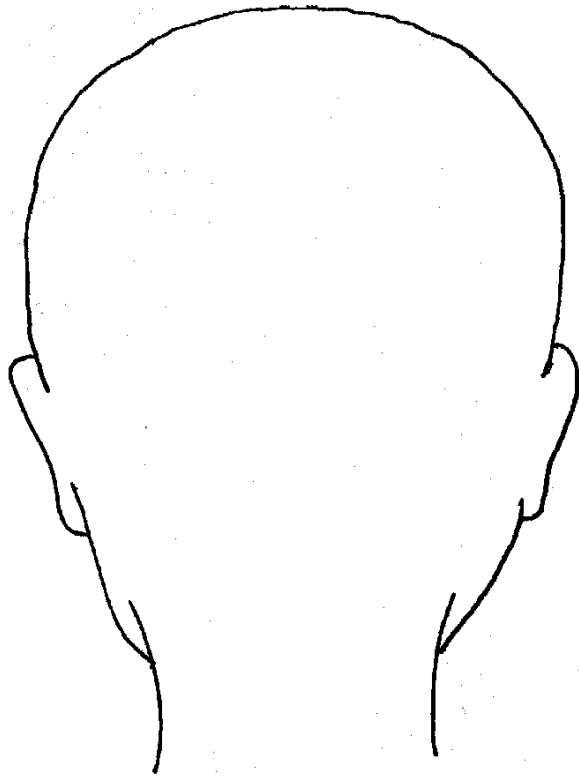
Use a black pen (never a pencil) and do not use correction fluid or any other eraser

Name of Child:	Date of Birth:
Name of Staff Member:	Staff Signature:
Date and Time of Observation	

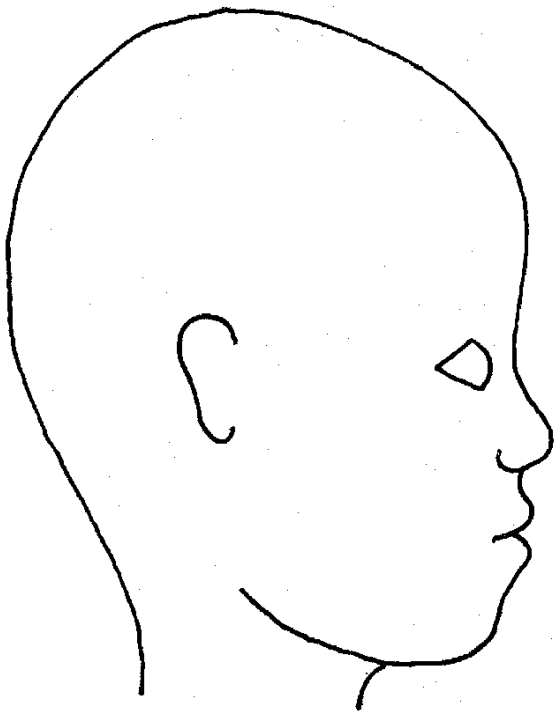




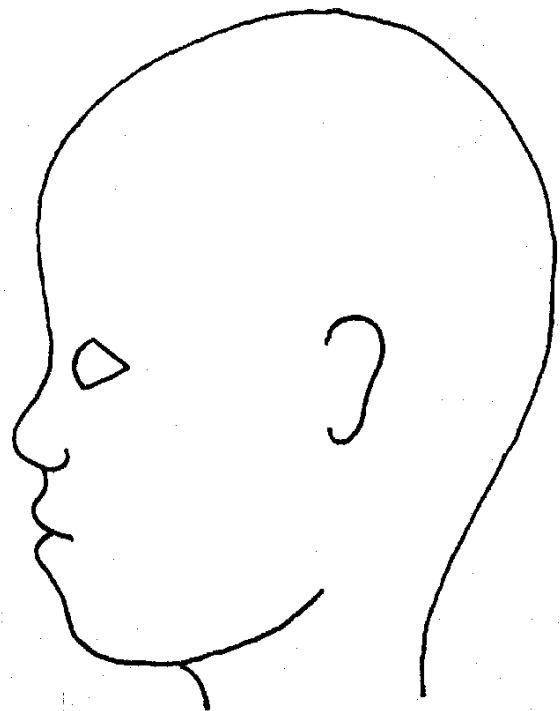
FRONT



BACK



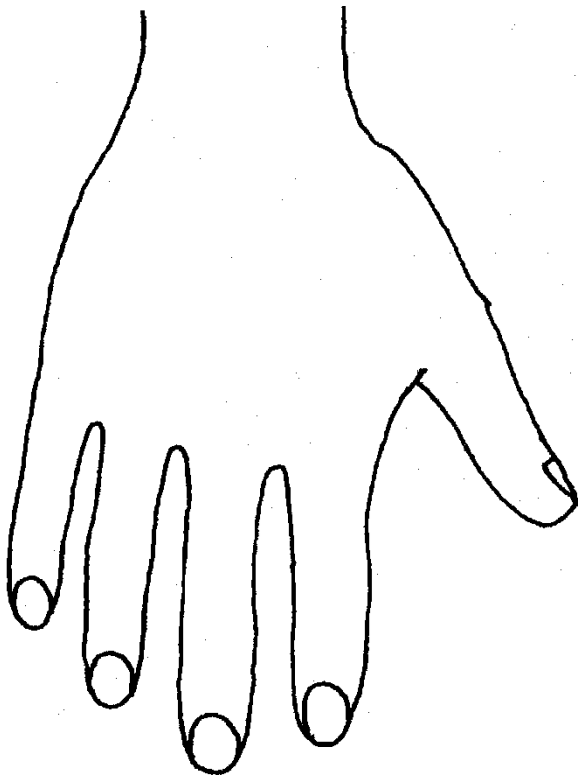
RIGHT



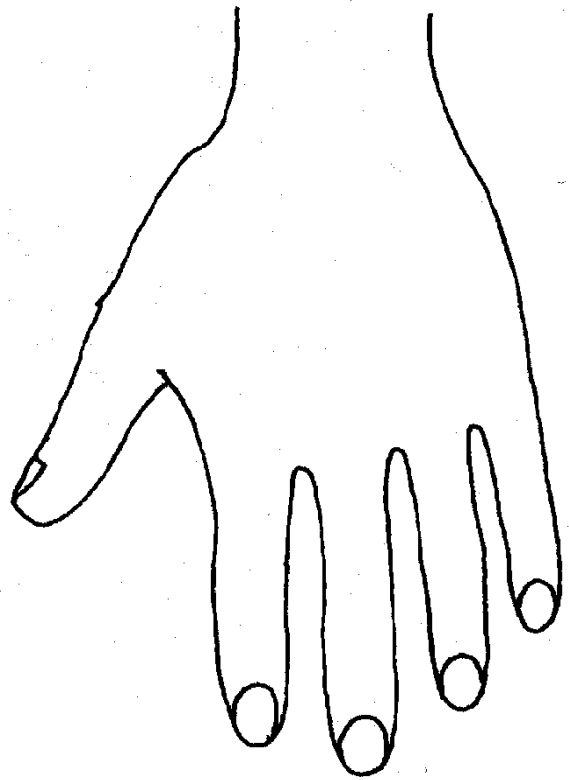
LEFT

Childs name: _____

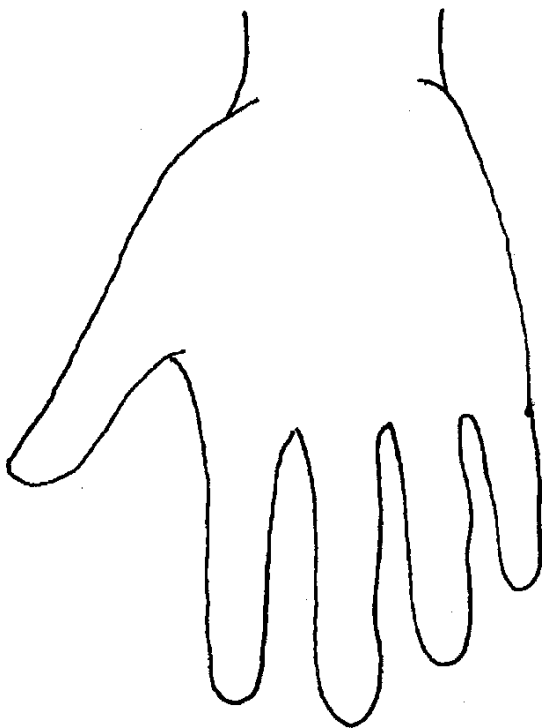
Date of observation: _____



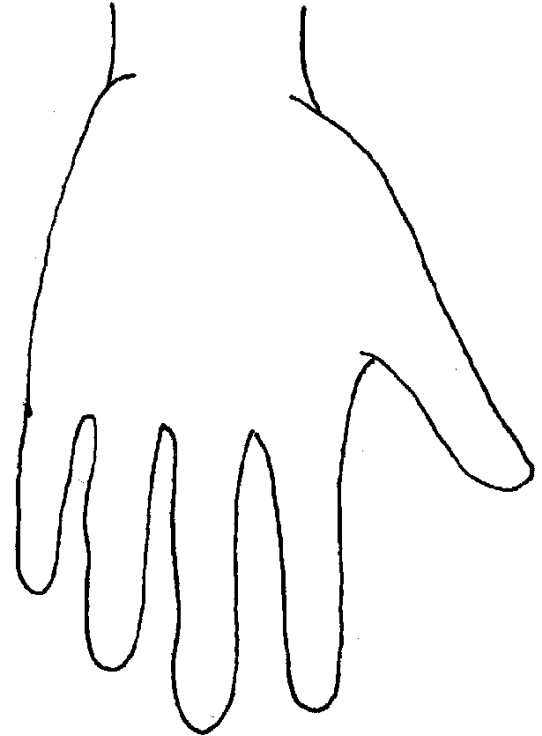
RIGHT BACK



LEFT BACK



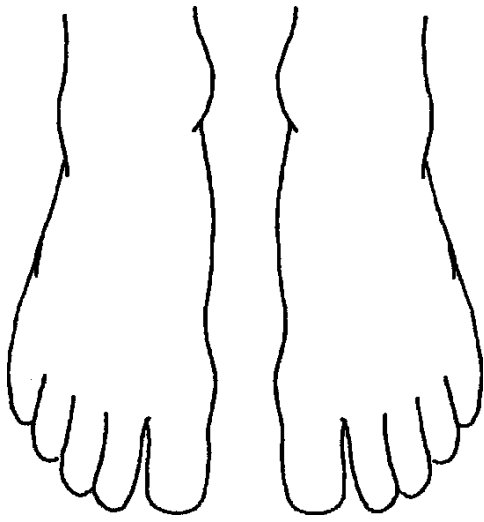
RIGHT BACK



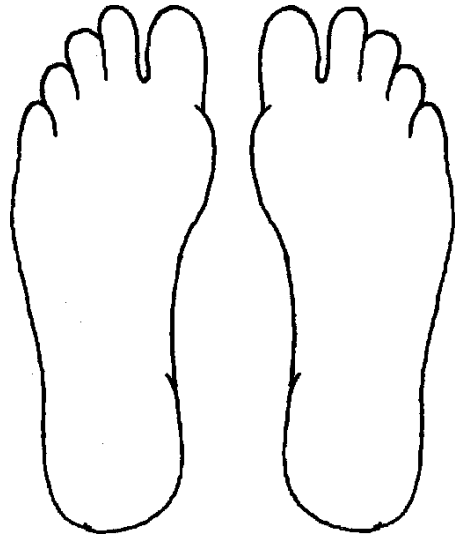
LEFT BACK

Childs name: _____

Date of observation: _____



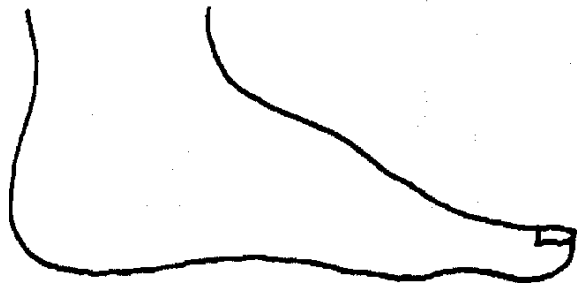
R TOP L



R BOTTOM L



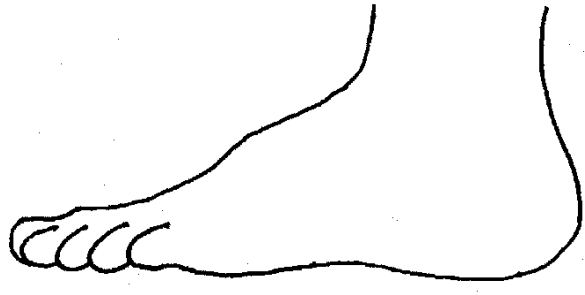
R
INNER



L



R
OUTER



L

Name of Child: _____

Date of observation: _____

Appendix 2 - Le Rondin School Accident Reporting Form for Evolve



**Le Rondin School - Accident Reporting Form
for Evolve**

Name:		Student - Staff - Visitor - Contractor - Other		Year: R 1 2 3 4 5 6	
Date:		Time:		Location details:	
Incident Type: (Choose) Accident - Behaviour - Pre-existing Condition - New Illness - Theft/Loss of Property					
Incident Severity: (Choose) Near Miss - Minor - Major					
Behaviour management (Choose) Physical abuse (staff or student); potential to cause damage and injury; threatening behaviour; intentional damage to property; self-harm, absconding from site; other					
Was Restrictive physical intervention used:				Yes or No	
Type of Intervention: (Choose) None; single elbow; double elbow; figure of four; half shield; other					
Accident Category: (Choose) <ul style="list-style-type: none"> <input type="radio"/> Contact with moving machinery or material being machined <input type="radio"/> Struck by moving including flying or falling object <input type="radio"/> Struck by moving vehicle <input type="radio"/> Struck against something fixed or stationary <input type="radio"/> Injured whilst handling lifting or carrying <input type="radio"/> Slip trip or fall on same level <input type="radio"/> Fall from height (please specific distance through which person fell) <input type="radio"/> Trapped by something collapsing or overturning <input type="radio"/> Drowning or asphyxiation <input type="radio"/> Exposure to or contact with a harmful substance <input type="radio"/> Exposure to fire <input type="radio"/> Exposure to explosion <input type="radio"/> Contact with electricity or electrical discharge <input type="radio"/> Injured by an animal <input type="radio"/> Other kind of accident (please give details). 					
Incident Description:					
Did person sustain any physical injuries?				Yes or No	
Injured body parts: (Choose) Head, Face, Scalp, Forehead, Eye (left), Eye (right), Nose, Ear (left), Ear (right), Cheek, Mouth, Chin, Jaw, Neck, Shoulder (left), Shoulder (right), Chest, Breast (left), Breast (right), Upper Back, Lower Back, Upper Arm (left), Upper Arm (right), Elbow (left), Elbow (right), Forearm (left), Forearm (right), Wrist (left), Wrist (right), Hand (left), Hand (right), Abdomen, Buttocks, Groin, Hip (left), Hip (right), Thigh (left), Thigh (right), Knee (left), Knee (right), Shin (left), Shin (right), Calf (left), Calf (right), Foot (left), Foot (right), Ankle (left), Ankle (right).					
Injury Description:					
Did the injured person become unconscious?			Needed resuscitation?		
Yes - No			Yes - No		
Is the injury likely to cause absence?			Remain at hospital for over 24 hours?		
Yes - No			Yes - No		
ACTION TAKEN					
First Aid	Yes - No	Advised to see GP	Yes - No	Sent home	Yes - No
Referred to hospital	Yes - No	Head Injury Assessment HIA	Yes - No		
How was the incident managed?					
Parents Notified? Yes or No Who By?			First Aid Given? Yes or No Who By?		
Action taken to prevent a recurrence?					
Signed			Date		

Appendix 3 – Positive Behaviour & Handling Plan Template



Individual support plan

Pupil name:		Pupil DOB:		Pupil photo:	
Baseline description: <i>How is child at baseline so that we can measure if specific approaches and responses are effective.</i>					
Events		Triggers			
Pro-active Strategies					
You may see:		You should do:			
		Visual Schedules/Rules Signing Reward system Etc.			
		Sensory-Regulation Activities Playing games Movement breaks Proprioceptive activities Rock child from side to side Warm shower Wrap in heavy blanket			
Escalation					
You may see:		You should do:			
Additional strategies that may help					
Give Time		Distraction		State alternatives / consequences	Praise partial compliance
Give Space		Reassure/ Remind		Other staff intervene	Repeat request
Talk Calmly		Give a count		Instruct other pupils	Remove stimulus
Other					

Individual support plan

Dysregulation (crisis)			
You may see:		You should do:	
Recovery			
You may see:		<ul style="list-style-type: none"> Keep communication clear and concise Offer choices Keep environment calm i.e. reduce noise, people etc. Avoid instructions/requests at this time Avoid asking child to reflect/talk about feelings/incident at this time 	
Repair & Reflect process			
<i>This should take place following Physical Intervention, when the individuals involved are ready (staff and pupils)</i>			
Date restorative discussion:	Pupil responses	Staff response/any other notes	
What happened?			
What were you thinking/feeling?			
Who has been affected?			
What needs to happen to put it right?			
Next time I could...?			
Pupil signature		Date agreed:	
<i>(where appropriate)</i>			
Key school adults involved		Date reviewed:	
<i>(name & signature)</i> <i>This could be class team, SLT etc.</i>		<i>Termly or in the event of an incident.</i>	
Parent/Carer Name		Parent/Carer Signature	
Parent/Carer Agreement Please tick	<input type="checkbox"/>	I agree to the above plan.	
	<input type="checkbox"/>	I understand that I will be informed of any behaviours that escalate to crisis point.	
	<input type="checkbox"/>	I understand that I will be informed of any physical intervention that takes place for my child.	
	<input type="checkbox"/>	I would like to discuss further.	

APPENDIX 4

Off site cards



You might have seen something that concerned you.

We are from Le Rondin School and are trained to deal with this situation. If you have any questions please phone the Headteacher at

228300.