



Kingsholm C of E Primary School and Nursery

Positive Behaviour Policy

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Policy reference material, guidance, or link policies	Behaviour policy Safeguarding policy Online Safety Policy
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The sections within this policy are intended to offer clear and comprehensive guidance about the way that all aspects of behaviour are managed at Kingsholm Church of England Primary School and Nursery. This policy should be read in conjunction with the **Safeguarding (Child Protection), Anti-Bullying, Safe Touch and Exclusions policies**.

1. Aims of the Policy.

Kingsholm is a family that nurtures and understands **every** child; that creates a culture that values everyone's unique worth and contribution; that empowers every school member to achieve their fullest potential; that fosters a safe and positive environment for **learning**.

We believe that every day offers a fresh start for our children. **We recognise that behaviour is a form of communication and are pro-active in our support.** We seek to **unpick** an individual's behaviour, **understand** the underlying cause, and **educate** them on how to manage themselves in a positive way. This is further enhanced by a culture that is driven by reward and positive reinforcement and enables us *all* to be the best we can be.

2. Policy Statement.

The creation of a school full of happy, motivated, caring, and courteous people does not happen by accident. It requires teamwork from staff, children and parents and is built on relationships and mutual respect. Everyone matters here – our needs, our feelings, and our journeys. We expect all members of our community to demonstrate the highest standards of behaviour, consideration, and kindness to others at all times. We expect everybody in our school to show respect for each other as well as the environment and other people's property. These positive behaviours are defined as 'Walking the Kingsholm Walk.'

Everybody needs to learn and understand that there are consequences to their own behaviour and that everyone in the community is responsible for their own choices. We believe that the best way to teach and encourage positive behaviour is through demonstration, encouragement, praise, and reward. We strongly believe that the culture of a community is set by how the adults behave.

3. Expectations: Walking the Kingsholm Walk.

Expectations of Pupils:

The school expectations are kept as simple as possible so children from Nursery to Year Six can articulate them. These are known as the **3Bs**.

- **Be respectful.**
- **Be kind.**

- **Be the best you can be.**

Children are rewarded for actively displaying the 3Bs. They are consistently reminded of what good behaviour looks like (**appendix 1 – Good Behaviour Expectations**).

Expectations of Staff:

Helping children to behave positively starts with **me** and every adult modelling and laying those high expectations – the 3Bs of good behaviour.

- We understand our children's needs and work together to meet these.
- We do not make judgements or label our children.
- We recognise that behaviour is a form of communication and not always a choice.
- We address the behaviour and choices, not the child.
- We show kindness, empathy, and positivity towards our children. This includes when we talk to other adults about children.
- We manage our emotions and recognise that children's choices are not personal.
- We reflect on our approaches and relentlessly pursue the best strategies to support each unique child.
- We recognise every adult is responsible for supporting all children to be their best. We take a collective responsibility for the implementation of the behaviour policy.

We will expect all adults in school to consistently implement our **'threads of coherence.'** These are things that set the tone and culture of behaviour across the school:

1. **Meet & Greet:** Pupils and families will be welcomed into school with a verbal greeting, both at the school gates and at the classroom door. This will ensure that pupils start the day positively and will identify and triggers for concern.
2. **Walking the Kingsholm Walk:** This is to ensure that pupils move calmly and sensibly around the school site without causing disturbance or disruption to the learning of others. Adults will expect pupils to walk in a single file line, with minimal discussion. Pupils will walk with hands by their sides (not in pockets) and will respect the personal space of others.
3. **Positive Noticing:** Adults will focus on the positive choices made by pupils and will identify and praise pupils for the right choices. Instructions will be phrased positively, for example, 'walk please' instead of 'don't run/no running') to ensure that pupils respond positively to high expectations.
4. **Scripts:** All adults will use the prompts and scripts identified to ensure consistency of language for pupils. This will ensure that adults respond to any concerns in a predictable way.
5. **A Plan for Every Day:** Positive behaviours do not happen by accident. To ensure that pupils respond positively in lessons, adults will consider behaviour management with a similar level of rigour as they think about learning and the curriculum. For example, anticipating ahead of time when pupils may struggle with managing their behaviour.

Emotion Coaching

The adult's role is to sit alongside the child and provide support to help the child manage their feelings. The focus is on building positive relationships and trust.

Adults help children 'in the moment' when a child is expressing their feelings. An adult will tell the child that the feeling is ok and that we understand. We will then make plans to help the child

positively manage their actions. This will help children to **learn** these skills and be able to apply them independently.

Through an Emotion Coaching approach, we teach children how to respond to their emotions. We understand that everybody makes mistakes. In time, children can recognise and learn from their mistakes by building trust, accountability, and forgiveness. Inappropriate behaviours are not condoned in Emotion Coaching. When the child is calm, behaviours are discussed and expectations are established helping children to then problem solve and agree strategies to use in the future.

Repair

In order to educate children about their choices they must be provided with opportunities to reflect. This process involves working with the adult to review the behaviour shown, the effect on themselves, the impact on others, and what appropriate strategies to use moving forward. This structure also allows for others to be part of the conversation, to share their perspective and gain an understanding of how our choices impact others and how we can repair these relationships, when they have been strained through reacting unkindly or inappropriately to developmental conflict. Repair conversations can take place individually, (**appendix 4**) or as a class, (**appendix 7**).

Expectations of Parents and External Partners:

Working in Partnership

For children to understand expectations that are placed upon them, it is imperative that these are consistent throughout all aspects of their life. For this reason, it is vital that adults within the school and home environment work in close partnership. This may not relate to your own personal experience but will be vital in meeting the needs of your own child.

- We expect parents to model the 3Bs alongside us.
- We want parents/carers to share their concerns with teachers, using the agreed systems, to ensure good communication.
- We support the school through the agreed approaches and agreements to meet the needs of each child.
- Where you have any ongoing concerns or complaints, these should be discussed with staff in line with the complaints policy.

4. Rewarding Positive Behaviours (Refer to appendix 2).

Creating a positive classroom culture, where expectations are clear and achievements are celebrated collectively, helps children develop internal motivation.

Children are praised and encouraged for demonstrating the 3Bs and values.

At Kingsholm CofE Primary School, staff can effectively encourage positive behaviour by using consistent praise, recognition, and relationship-based approaches. Verbal praise that is specific and meaningful (e.g., acknowledging effort, kindness, or perseverance) helps children understand what behaviours are valued. Non-verbal reinforcement, such as smiles, thumbs-up, or positive body language, also reinforces expectations. Teachers can use class praise or responsibility roles (e.g., line leader, monitor) to build intrinsic motivation and a sense of belonging.

For Early Years/Nursery, stickers are used 'in the moment' to acknowledge and celebrate positive choices.

House Points

From EYFS upwards, House points are awarded by all staff to acknowledge positive choices, great effort and good work.

All staff are able to give out a single house point to a child that is showing exceptional effort or going above and beyond in their actions. In the classroom this can be instantly recognised using the Class Dojo system on the classroom IWB. Outside of the class staff will use ink stamps to mark a child's hand so that this can be claimed at a later point with their class teacher.

House points can only be rewarded and must not be deducted at any point.

Children earn house points over the course of the year and at incremental points earn 'Certificards' to mark milestones of achievement. These are presented in Shine Worship.

Certificard	House Points
Bronze	75
Silver	200
Gold	350
Platinum	500

At the end of a full term (Autumn/Spring/Summer) children are asked to put their certificards into a draw. All of the bronze cards are put together; all of the silver cards put together etc. One person from each year group at each level will win a small prize. This is drawn and presented in Shine Worship.

House points are also used to support a whole school team competition.

Points are collected across all classes and used to calculate a total for each week. Which are announced during Shine Worship.

Each week the team with the most points will earn 4 points for their cumulative total; second place earns 3; third place earns 2 and last place earns 1 point. These are recorded on the House Points display in each of the halls.

At the end of each half term the team with the most points earns themselves an additional playtime.

At the end of the year the house point trophy is presented to the team with the most points.

Nursery - 'Rocket Reward' system

Our Nursery utilises an alternative system to the House points as the children respond to a more visual approach.

Everyone starts every day on the cloud and then green behaviour choices linked to the three b's are recognised and children's rockets move up to the sun, the rainbow and then the stars. Any child who finishes the day on the stars gets a certificate and a prize from the prize box.

Shine Worship

Shine Worship, each Friday, recognises and celebrates the achievements of individual children in each class. Certificates are presented to children to recognise their achievements each week. These are to recognise exceptional effort and showing the school values.

Class Based rewards.

Staff are encouraged to choose from other strategies to support children in achieving and exceeding high expectations e.g. marble jar, target charts, class rewards, 'positivity cloud.' These rewards may also be used to represent teamwork by building towards a class reward.

Staff are discouraged from rewarding with additional unstructured break time but can use incentives such as:

- Additional class novel time
- Additional, supervised/structured, whole class games e.g. Rounders.
- Sharing a movie

- Use of class cushion for a session
- Sitting next to a friend for a session
- Music on in the classroom whilst working (When appropriate)
- Star of the week
- Class VIP – Line leader/Additional Responsibilities

Kingsholm Stars

Each full term, one child per class, will be selected to receive a star badge and certificate in a special assembly, for **outstanding** achievement. This is seen as the highest accolade and is reserved for exceptional effort/progress/achievement.

Parents/Carers of the child will also be invited to the assembly.

Children then attend a special lunch with a chosen menu hosted by a member of the Senior Leadership team.

The House Point System:

Every child and adult belongs to a house: **Northgate**, **Southgate**, **Eastgate** and **Westgate**. Siblings will all belong to the same house. House points are awarded in conjunction with Class Dojo points. Each child's individual Class Dojo points will be transferred to House points for their house team at the end of every long term. The winning house will receive a team prize. Y6 children are selected to be House Captains and Y5 as Vice Captains.

5. A Graduated Support for Managing Behaviour.

As a school, we recognise that all behaviour is a form of communication. The very first approach to managing negative behaviour will be for adults to attempt to de-escalate the behaviours before offering support. Details of this can be found in **appendix 3**.

5.1 A Class-Based Approach to Managing Behaviour:

We acknowledge that the best people to support pupils and manage their behaviour are the adults that know them best i.e. Teachers and Learning Partners. This will be managed through the agreed 'unpick, understand and educate' approach (**appendix 4**).

Restorative and Reflective Conversations

At our school, we believe that positive relationships are at the heart of effective behaviour management. When incidents of inappropriate behaviour occur, staff will use restorative and reflective conversations to help pupils understand the impact of their actions, repair relationships, and develop strategies for making positive choices in the future.

Restorative conversations provide pupils with an opportunity to discuss what happened, who has been affected, and how any harm caused can be addressed. These discussions are facilitated in a supportive and age-appropriate manner, encouraging empathy, accountability, and respect for others.

Reflective conversations enable pupils to think about their behaviour, identify triggers or contributing factors, and consider alternative responses for similar situations in the future. Through guided questioning, pupils are supported to take responsibility for their actions and develop the skills needed for self-regulation and positive decision-making.

The purpose of restorative and reflective approaches is not to replace appropriate consequences, but to complement them by promoting learning, personal growth, and the restoration of positive relationships within the school community. Staff will ensure that conversations are proportionate, respectful, and focused on helping pupils feel safe, valued, and able to succeed.

Typical restorative questions may include:

What happened?

What were you thinking and feeling at the time?

Who has been affected by what happened?

How have they been affected?

What can be done to put things right?

What will you do differently next time?

Through the consistent use of restorative and reflective practices, we aim to foster a caring, inclusive, and respectful school environment where all pupils can learn from mistakes and thrive.

These conversations will usually take place at the earliest available opportunity (usually break/lunch time) when a child is calm and able to reflect appropriately.

Lunchtime Self-Reflection Space

Each year group team will facilitate a daily lunchtime reflection space. This space can be used for children to have a quiet moment to reflect on their own choices. This will always be supervised by a Year group team member and where appropriate reflective conversations can be facilitated.

Lunchtime self-reflection should be used for persistent disruption or where initial reflective conversations have been ineffective.

Furthermore, the space can be used to provide opportunities for children to complete work that has not been achieved in lesson time due to low level disruption or refusal. Year group members can support with understanding the content as required.

5.2 The Behaviour Triangle:

Despite every effort made to unpick, understand, and support pupils in improving their behaviour, we recognise that there may be a minority of occasions where pupils continue to make the wrong choice. Everybody needs to learn and understand that there are consequences to their own behaviour and that everyone is responsible for their own choices. At this point, teachers will engage the support of their Year Group Leader in initiating the Behaviour Triangle to prevent further escalation (**appendix 5**).

5.3 PSP (Positive Support Plan):

A PSP is for children who are struggling to meet the expectations of the Behaviour Policy and may be an option considered by Senior Leaders if deemed appropriate. The PSP acknowledges different support is required at this stage. It provides support to help pupils at risk of permanent exclusion. The plan will bring together support for the child and family by school and professionals. The plan will agree actions to take and the role of the pupil, family, school, and professionals to support this being achieved. Reviews will take place at agreed intervals to monitor the progress being made towards the agreed targets for the child. If available, the Local Authority Inclusion Advisor will support with alternatives should the target not be successfully achieved at the end of the period.

5.4 Physical Intervention:

Physical intervention will only be used in the event that the safety or welfare of people or property are at risk of harm. Where physical intervention has been used, the member of staff responsible for handling a child must inform a Senior Leader as soon as possible. This must be recorded under the 'physical intervention' category on CPOMS with details included from the PI incident form. Further details of this process can be found in the Physical Intervention policy.

5.5 Suspension and Exclusion:

Suspension and Exclusion will only ever be used as a last resort if the above systems have been unsuccessful, the severity of the behaviour leaves no alternative, or the behaviour is continuously repeated and is causing significant disruption to the learning/safety of others. This decision is never made lightly by the Headteacher. Further information on suspensions/exclusions processes can be found in the Exclusions Policy.

Removal from class for a period of time is utilised to provide additional support for a pupil and give an opportunity for Senior Leaders/Middle Leaders/Class Teachers to reflect on the reasonable

adjustments that may be required to support a young person. Furthermore, it provides an opportunity for more in depth reflection upon the concerning behaviours that have been seen. During a formal removal from class: Work will be provided by the class teacher and parents informed in writing.

6. Adaptations to the Behaviour Policy.

6.1 Early Years:

Adults in Early Years spend as much time as possible, playing and getting to know each unique child. It is only through knowing each child's development that adults can really understand their individual behaviour and what they are telling us. Personal, Social and Emotional development is a fundamental and a prime area of the Early Years curriculum. Teaching, modelling, and guiding children to manage and regulate their feelings can have a lasting impact upon their behaviour and learning well beyond Nursery and Reception.

To support our children, develop these skills we do the following:

- We observe them making good choices, acknowledge and reward.
- We know our children's barriers and what they find difficult.
- We use the language of empathy.
- We talk about our feelings.
- We offer quiet spaces and model calming strategies.
- Adults use the same language to help children understand.

6.2 Pupils with Special Educational Needs and/or Disabilities and Other Barriers to Learning:

While the overwhelming majority of pupils will be able to access the behaviour policy, sometimes, a pupil will need additional support due to Special Educational Needs and/or Disabilities. This will be reflected in the graduated pathway outlined in the SEND policy. This may, on occasion, relate to other barriers to learning. These pupils may need reasonable adjustments to meet their needs under the Equality Act 2010.

7. Recording & Reporting Behaviour.

All behaviour incidents meeting the threshold for Stage 4 (red behaviours) will be recorded on CPOMS (Child Protection Online Management System) at the earliest possible opportunity (must be same day as the incident).

The following information must be recorded accurately by the member of staff dealing with the incident:

- The time of the incident.
- The type of incident.
- Factual account and explicit behaviour as outlined in appendix 1.
- Action taken.

*Further guidance for details to be recorded can be found on the incident form in appendix 7.

Parents must be informed if a red sanction is unable to be completed (in line with stage 4). For example, if red behaviours occur in the afternoon, the Class Teacher should report this to parents at the end of the school day. This will enable each pupil to receive a fresh start the following day.

A "Fresh Start" is a planned opportunity for a pupil to reset their behaviour after a challenging moment, lesson, or day.

It means that once an incident has been addressed through reflection, a consequence if needed, and a chance to calm the pupil is allowed to re-enter learning without past behaviour being held against them.

A *Fresh Start* typically includes:

- **Resetting expectations** so the child clearly understands what positive behaviour looks like moving forward.

- **Removing emotional carry-over**, ensuring staff respond to the child with neutrality and support, not frustration from earlier incidents.
- **Restoring relationships** so the child feels welcomed, safe, and ready to learn.
- **Focusing on learning**, not on past mistakes once the issue has been resolved.

It does **not** mean ignoring poor behaviour or avoiding consequences—those are still applied where appropriate. Instead, it ensures that once an incident is dealt with, the child starts the next session **emotionally reset, supported, with reasonable adjustments in place and given a fair chance to succeed**.

At Kingsholm this means that if a behaviour has been unable to be reflected on due to the timing (e.g. Afternoon Session) then a reflective conversation will take place at the next available opportunity - this could be break-time the following day. However, the principles of a fresh start as outlined above will still apply from the moment the child starts school (this may precede the reflective conversation).

8. Monitoring and Improving Behaviour.

The frequency and types of behaviour incident will be monitored regularly by Leaders.

The Deputy Headteacher (Inclusion) will monitor CPOMS on a half-termly basis to identify any emerging trends in behaviour for cohorts or groups of pupils.

This information will be used to inform proactive approaches to improve behaviour for individuals, within year groups and across the school.

8.1 Governors' Monitoring of Behaviour:

Governors will know and understand how the behaviour policy is implemented. As part of their role, they will gather information about the training and support staff have received in implementing the policy. They will also consider the support given to children to help them understand how they achieve good behaviour expectations, (appendix 1). Governors will be given data information in the Headteacher's report about the number of behaviour incidents. They will use this information to monitor whether there are any disproportionate incidents of behaviour from pupils with protected characteristics and how these pupils are supported in line with their equality's duty. Monitoring how the Behaviour policy is making a difference.

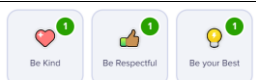
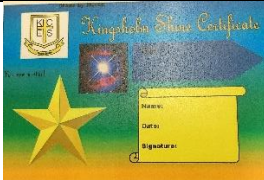
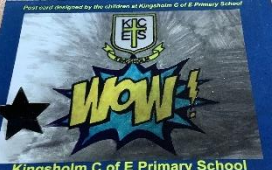


Good Behaviour Expectations

Being Respectful	Being Kind	Being Your Best
These behaviours help me to be my best and 'walk the Kingsholm walk.'		
I am polite. I am respectful. I am helpful. I am on time. I treat people as I would like to be treated. I follow instructions promptly. I listen to other people. I live out our Christian values. I value and celebrate diversity. I use manners – saying please and thank you. I tidy up. I look after the school environment. I take care of resources. I respect the views of others, even when I do not agree!	I use kind hands and kind feet. I use kind words. I keep myself safe. I keep other people safe. I recognise and value other people's talents. I move around school sensibly and calmly. I support others to make good choices. I share my thoughts and ideas with others in a kind and respectful manner. I am able to share	I put 100% effort into my work. I try my best. I ask questions to help me learn and understand. I learn from my mistakes. I know what I need to do. I do not give up easily. I have good attendance. I am ambitious and hopeful. I am well prepared for learning. I take responsibility for my own behaviour and choices. I contribute positively to the wider community. I manage my feelings well*
These behaviours stop me from being my best .		
Leaving my seat without agreement Frequently shouting out Arguing back when I have shared my point of view and it has been listened to. Preventing others sharing their ideas Treating others differently by excluding them	Using words that hurt other people's feelings. Invading someone else's personal space Making other people feel sad or unsafe. Teasing Calling someone unkind names	Making minimal effort or choosing not to complete my work Stopping others from learning
These behaviours stop me and others from being our best . The behaviours below are repeated and intentional after previous learning and reflection points to unpick, educate and understand.		
Damaging property Stealing* Deliberate defiance Discrimination	Verbal* and/or physical aggression Swearing* Bullying	Making poor choices Leaving area without consent Refusing to engage when adjustments have been made

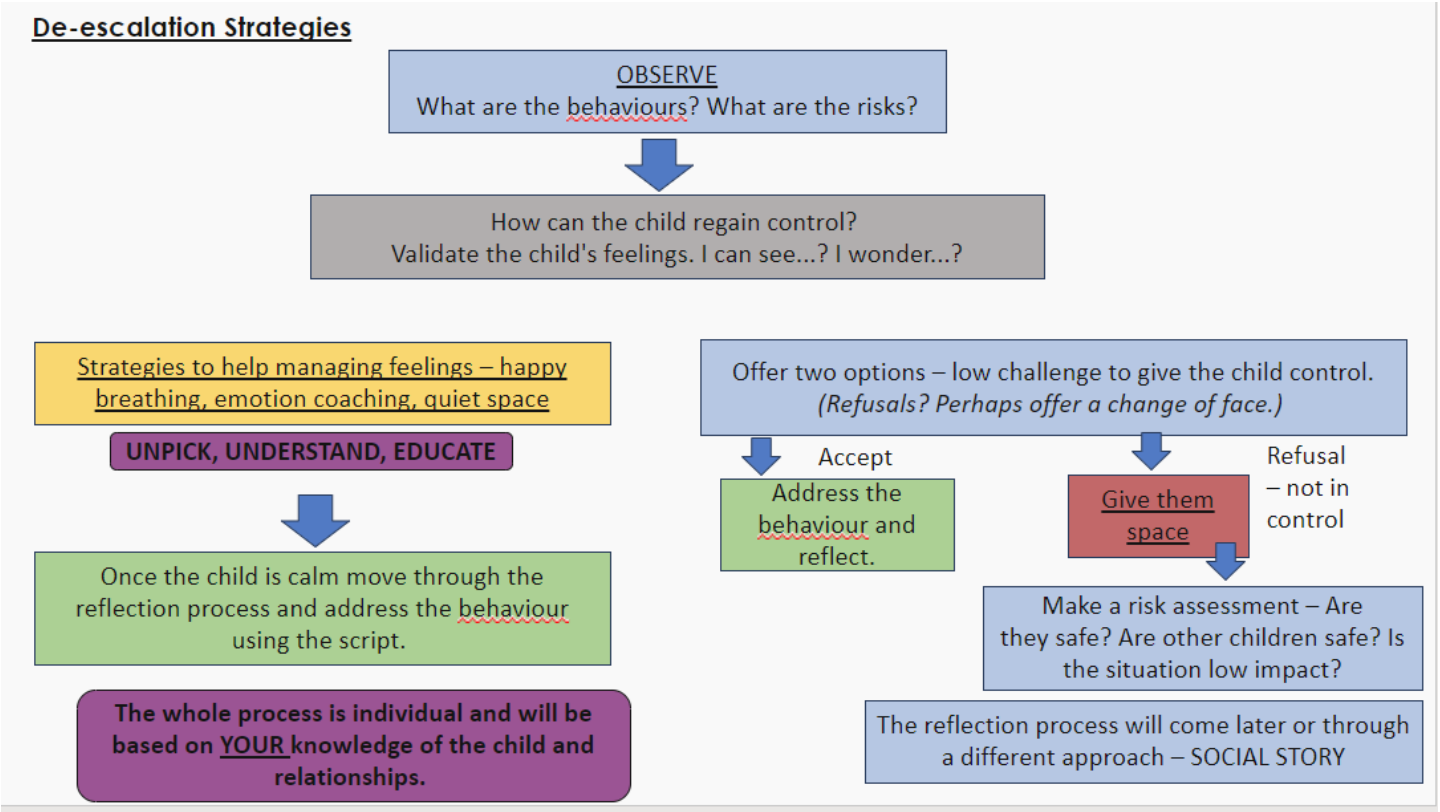
*Dependent on pastoral context and child's needs and development.

Appendix 2: Rewards Systems

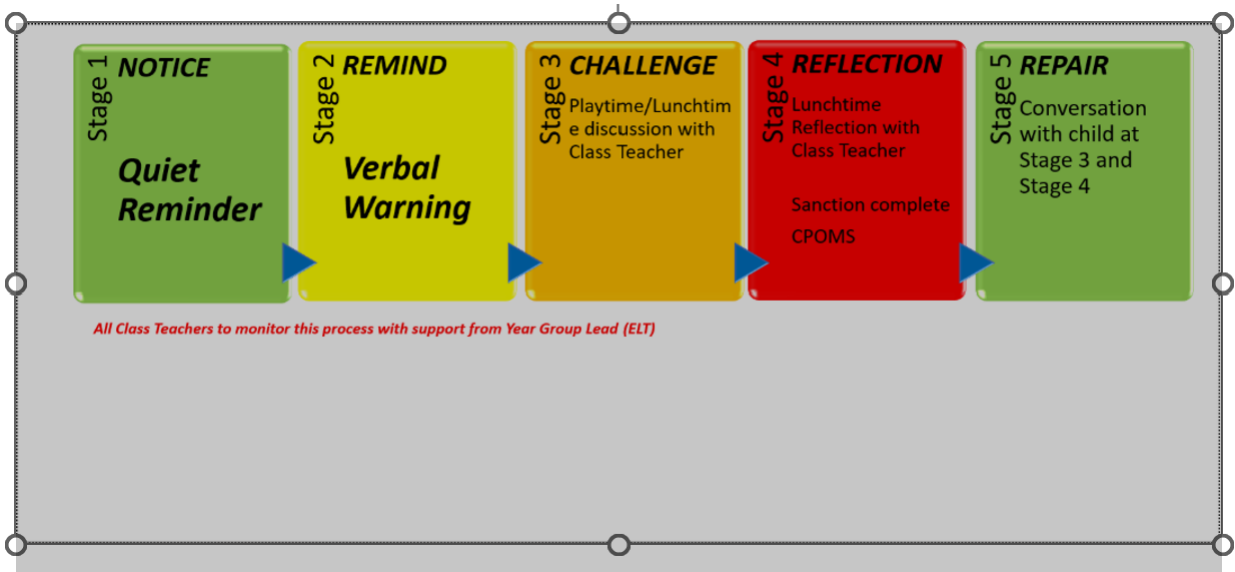
Verbal feedback of behaviours - the 3Bs.	'Thank you for giving your best, I can see you have worked hard.' 'I like the way you showed kindness to a friend by offering some resources to help them.' 'You showed respect by listening to another's ideas.'	
Stickers to reward 'in the moment' for younger children.	Interactions with adults highlight teaching moments where children's personal, social, and emotional development milestones are captured. These may also be shared/celebrated with parents/carers via Tapestry.	
Class Dojo points	Class Dojo points are awarded by teachers/LPs in class to celebrate and acknowledge achievements. Parents and carers can see how many Class Dojo points their child has been awarded each day using the app. The feedback prompts are consistent across all classes and include reference to the 3Bs. Outside of the classroom, all staff can reward children with star stamps. A star stamp will represent 1 Class Dojo point. The same stamps are used when marking children's work. A stamp in a book will also signal that 1 Class Dojo point has been awarded for effort.	 3Bs Peer Nomination Managing Feelings positively Reading
Certificards	Children earn certificards each year to mark the achievement of certain thresholds of accumulated Dojo Points. Each half term children are invited to put their cards into a draw to win a small prize. Children are eligible for each draw for each card they have achieved.	
Kingsholm Shine Certificate	One child per class, each week, will be awarded a certificate with learning linked to the 3Bs. <i>Postcards can also be sent home as a personal way of sharing and recognising achievement. (See the office)</i>	
Nursery/EYFS Rocket Systems	In each Early Years classroom, positive behaviours are recognised and rewarded. This is displayed as a 'Reach for the Stars' display and is a visual support system to acknowledge and celebrate the positive choices children have made related to the 3Bs.	
Kingsholm Star Assembly	Each full term, one child per class, will be selected to receive a star badge and certificate in a special assembly, for outstanding achievement. A letter will be sent home to parents/carers a week in advance of the Kingsholm Star being awarded to invite them to the assembly. The chosen children will also attend a special lunch with the Headteacher and other staff.	
House points	Every child and adult belongs to a house. Siblings will all belong to the same house. House points are awarded in conjunction with Class Dojo points. Each child's individual	

	Class Dojo points will be transferred to House points for their house team. House point weekly totals are revealed at the weekly Friday celebration assembly. At the end of term, the winning house will receive a team prize.	 
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Appendix 3



Appendix 4



Stage 1 – NOTICE - Quiet Reminder – Adult to quietly remind child of expected school and classroom behaviour.

'I am giving you a reminder of our school behaviour expectations because I don't think you are being your best/being kind/being respectful. This may also be a less formal response – such as a non-verbal gesture (Makaton-looking, listening), humour to diffuse, a look or reference to name.

Stage 2 – REMIND - Verbal Warning

'I am now having to remind you again of our school behaviour expectations. This is your warning to think about your next steps and the choices you are making. "I need you to...I'll give you a minute."

Stage 3 – CHALLENGE – Time with class teacher

'You have been given the opportunity to think about our school behaviour expectations. Do you remember when (insert example of positive behaviour shown from child). This is my expectation and what I would like to see. (Challenge the behaviour.) **Unpick, understand and educate – I'm noticing that you are feeling...? I'm wondering why...? Utilise Thrive language.**

Stage 4 – REFLECTION- with class teacher – Sanction complete – Record on CPOMS

If behaviour continues:

'You were given the opportunity to make better choices of behaviour and you are choosing to not follow our 3Bs expectations. You will need to take some time out to reflect and regain your focus so you can meet our school behaviour expectations.' Again together with the child – unpick, understand and educate.

In order to ensure every day is a fresh start, parents would only be informed if the red behaviour happened in the afternoon to complete the sanction. Parents would be kept informed further during the Behaviour Triangle system.

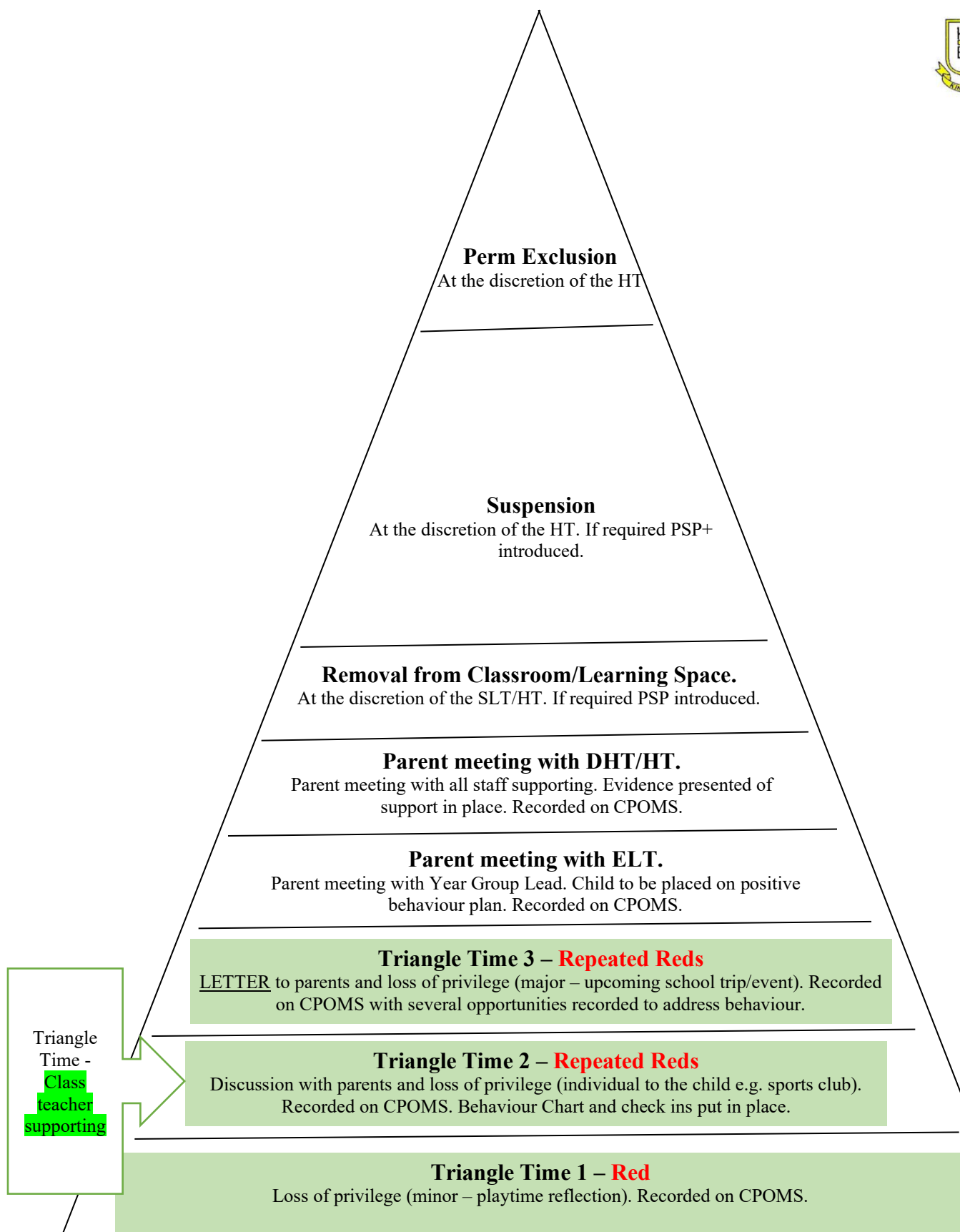
Stage 5 – REPAIR after reflection – Emotion Coaching

Emotion Coaching

MUST DO stage after Stage 3 and 4. Think about key questions to ask:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How were you feeling at the time
- 4) What have you thought since?
- 5) How did this make you feel?
- 6) How did it make others feel?
- 7) What impact did it have on you?
- 8) What impact did it have on others?
- 9) What can we do to put things right and/or behave differently in the future?

Kingsholm Church of England Primary School and Nursery Behaviour Triangle



General Classroom Behaviour Policy – EACH DAY IS A NEW START

Children who respond to the Reflection Process will not be placed on the Behaviour Triangle. This triangle is to support children who have not responded to warnings and reflection or where reasonable adjustments have already been made.

E.g. quiet calming spaces, movement breaks, motivators.

Appendix 6

Gloucestershire Education Authority
Kingsholm C of E Primary School
Incident Report Form

Name of Child:	Date:
Initials of Staff member:	Lesson/Time:
Has Physical Intervention been used? Y/N	
If yes, ensure rationale for use and specific holds are referred to in detail below and parents are informed.	
Types of incidents:	
- o Verbal insults to pupils - o Verbal insults to adults - o Foul Language (must record words actually said) - o Violence against pupils (must record actual action) - o Violence against adults (must record actual action) - o Damaging property (must record item and damage caused)	- o Absconding lessons - o Absconding site - o Noncompliance - o Disrupting learning of others - o Other (please state below) - E-safety incident
Description of incident including antecedents (continue over if necessary):	
Strategies and techniques used to avoid escalation:	
- o Verbal advice and support, calm talking - o Offering services of other staff - o Clear explanation, repeated as necessary - o Step away/ time out	- o Diversion - o Offering options, negotiation - o Moved to another area - o Other (please explain)
How resolved:	
- o Situation calmed and returned to lesson - o Situation calmed student worked in isolation - o Parents informed	- o Passed to senior staff for action - o Other (please state below)
Action taken by Senior Staff (continue over if necessary):	
InitialsDate.....	
Signed	

Appendix 5

Class Repair Script

I am sorry that you heard those words, saw that behaviour, or got hurt. Those words and actions are not ones we use in or out of school because they can be unkind and hurtful.

Sometimes, we feel angry, sad, upset, or frustrated. These feelings are normal, and we all feel them at times. Today, **[name]** was feeling this way, (**may give context if appropriate**) and when trying to manage those feelings, they made a red choice.

A red choice means the behaviour was not the right way to deal with the feeling. (**Refer to red behaviour visual the children should be familiar with.**) **[Name]** needs our help to understand why that choice was not okay and to learn what a better choice could be next time.

Right now, **[name]** is being given some time and space to calm and think. This means they are not ready to join us yet. They will come back later once they have had the help they need.

When a red choice is made, it is important to reflect on what happened, and sometimes there is a consequence. **[name]** is now going to miss... An adult is helping **[name]** with this.

When they are ready, we will all help **[name]** have a fresh start. Next time they feel sad, angry, or frustrated, we will help **[name]** choose a better way to manage those feelings — one that does not involve a red behaviour

