Definition: Realigning behaviour through individual or small group approach         Types of Behaviour:         Wobbly walking         Talking over the teacher         Not following instructions         Swinging on chair         Classroom Disruptions         No care of school resources         Calling out         Realigning         Make a decision & act on it. Remember this branch and agreed         action may be visited daily for some children at first. Keep going.         Minor         Connect before correct "I know you're if I was         doing that I'd be too, I'd like to see "         Positively 'notice' expectations demonstrated by another pupil         Non-verbal communication or touch if appropriate.         Refor GIC values "When you do I feel         I need "         "You okay? Do you need anything?"         "Bob, you're talking and we're working quietly in this lesson"         Use child's name.         You Cayo?"         Bob you're talking and we're working quietly in this lesson"         Use relid's name.         You Care of values "Which core value are you not showing when         you?"         Direct an adult or give extra support.         Wondering Question: "Bob, I'm wonderi	Branch One	
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- Peace Corner - Brain break - Busy Box (Sensory Box)		
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	- Brain break	
	- Busy Box (Sensory Box)	
	Communicating: Record on Sleuth	·
Responsibility: Classroom Staff	Responsibility: Classroom Staff	
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	Next steps: If behaviour is frequent or out of character, upo	late NeuroKind Plans

Branch Two	
Definition: Reaffirm the boundary, offer support where possible and enable skill building and reparation of harm when necessary. This branch signifies a loss of free time, focused on skill building, establishing cause and effect through logical and natural consequences. It does not mean this loss of free time is used as an arbitrary punishment.	
<b>Types of Behaviour:</b> Escalation & continuation of Branch One Behaviours Rudeness & Disrespect Refusal (work and cooperation)	
Repairing Harm	Repairing Harm & Problem
Make a decision & act on it. Remember this branch and agreed	Solving
action may be visited daily for some children at first. Keep going. Remember our roots.	Regulate, Relate, Reason.
All steps in Branch One must have been used before escalating to Branch Two. Action:	Ensure relationship is maintained.
"I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do"	Loss of free time - breaktime or the number of minutes
"I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do as	that have been lost.
I've asked you already I'm going to need you to miss your play time so I can help you to do the right thing"	Group circle to discuss impact & feelings.
A Branch Two interaction triggers a loss of free time. This loss should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children	Problem solve & share ways to repair - this can be creative!
time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time.	Fresh start after repair.
Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.	
Communicating: Record on Sleuth	
Responsibility: Classroom Staff	
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	

Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going. Remember our roots.SolvingAll steps in Branch One & Two must be followed before Branch Three is utilised if the behaviour is a continuation of Branch One & Two behaviours. If the behaviour is new and fits the Branch Three Criteria, Branch Three can be used immediately.Ensure relationship is maintained.Action: "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do"Extended loss of free time - Lunch time or the number of minutes that have been lost to either catch up or repair the harm/show sorry."I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to doas I've asked you already I'm going to need you to miss your lunch time play so I can help you to do the right thing"Group circle to discuss impact & feelings.A Branch Three interaction triggers a loss of lunchtime. This loss should be used to teach the required skill, repair the harm or host a narbitrary loss of free time.Fresh start after repair.Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. The child must be collected by classroom staff at the end of lunch.Fresh start after repair.Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to doSolving	Branch Three	
Escalation & continuation of Branch One & Two Behaviours Swearing at staff Targeted harm to others Damage to property Inappropriate physical contact       Repairing Harm & Problem Solving         Repairing Significant Harm Through Skill Building Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going. Remember our roots.       Repairing Harm & Problem Solving         All steps in Branch One & Two must be followed before Branch Three is utilised if the behaviour is a continuation of Branch One & Two behaviours. If the behaviour is new and fits the Branch Three Criteria, Branch Three can be used immediately.       Ensure relationship is maintained.         Action: "1 can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do"       "Group circle to discuss impact & feelings.         Yre asked you already I'm going to need you to doas I've asked you already I'm going to need you to doas I've asked you already I'm going to need you to miss your lunch time play so I can help you to do the right thing"       Group circle to discuss impact & feelings.         A Branch Three interaction triggers a loss of lunchtime. This loss should be used to teach the required skill, repair the harm or host an arbitrary loss of free time.       Fresh start after repair.         Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. The child must be collected by classroom staff at the end of lunch.       Fresh start after repair.         Any significant loss of free time should be used.       So onportunity for movement breaks should		
Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going. Remember our roots.SolvingAll steps in Branch One & Two must be followed before Branch Three is utilised if the behaviour is a continuation of Branch One & Two behaviours. If the behaviour is new and fits the Branch Three Criteria, Branch Three can be used immediately.Ensure relationship is maintained.Action: "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do"Extended loss of free time - Lunch time or the number of minutes that have been lost to either catch up or repair the harm/show sorry."I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to doas I've asked you already I'm going to need you to miss your lunch time play so I can help you to do the right thing"Group circle to discuss impact & feelings.A Branch Three interaction triggers a loss of lunchtime. This loss should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time.Fresh start after repair.Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. The child movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.Fresh start after repair.	Escalation & continuation of Branch One & Two Swearing at staff Targeted harm to others Damage to property	Behaviours
<ul> <li>maintained.</li> <li></li></ul>	<b>Repairing Significant Harm Through Skill Building</b> Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going. Remember our roots.	Solving
<ul> <li>I'I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do"</li> <li>I'I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to doas I've asked you already I'm going to need you to miss your lunch time play so I can help you to do the right thing"</li> <li>A Branch Three interaction triggers a loss of lunchtime. This loss should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time.</li> <li>Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. The child must be collected by classroom staff at the end of lunch.</li> <li>Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.</li> <li>Communicating: Record on Sleuth</li> </ul>	All steps in Branch One & Two must be followed before Branch Three is utilised if the behaviour is a continuation of Branch One & Two behaviours. If the behaviour is new and fits the Branch Three Criteria, Branch Three can be used immediately.	Ensure relationship is maintained. Extended loss of free time -
<ul> <li>impact &amp; feelings.</li> <li>Problem solve &amp; share ways to repair - this can be creative!</li> <li>Fresh start after repair.</li> <li>Fresh start after repair.</li> <li>Fresh start after repair.</li> <li>Fresh start after repair.</li> </ul>	Action: "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do"	lost to either catch up or
<ul> <li>a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time.</li> <li>Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. The child must be collected by classroom staff at the end of lunch.</li> <li>Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.</li> </ul>	"I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do as I've asked you already I'm going to need you to miss your lunch time play so I can help you to do the right thing" A Branch Three interaction triggers a loss of lunchtime. This loss	impact & feelings. Problem solve & share ways to repair - this can be
circle will be held which will focus on repairing the harm. The child must be collected by classroom staff at the end of lunch. Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used. Communicating: Record on Sleuth	should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time.	Fresh start after repair.
of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used. Communicating: Record on Sleuth	Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. The child must be collected by classroom staff at the end of lunch.	
-	Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.	
Kesponsibility: Classroom Staff & CARE Team		
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	· · ·	

Branch I	Four
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Repairing Complex Harm signifies the loss of multiple break times to facilitate complex repair and learn alternative coping mechanism and behaviours. Complex harm requires complex repair and complex skill building.

## Types of Behaviour: Escalation & continuation of Branch One, Two & Three Behaviours Bullying and targeted harm Violence Malicious behaviour towards staff and pupils Significant damage to property Significant Inappropriate physical contact Intentional prolonged opposition or attempt to abscond

Repairing Complex Harm	Repairing Harm & Problem Solving
Remember our roots.	Regulate, Relate, Reason.
Regulate, Relate, Reason.	Ensure relationship is
Use Team Teach if necessary (if the child is in imminent danger).	maintained.
Call for the CARE Team, this may not be immediate if the behaviour is continuation. An agreed plan will be drafted and discussed.	Extended loss of free time - Complete Harm Repair Plan to be utilised over multiple lunch times to teach the skills
Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. Complex harm will require a Harm Repair Plan which agrees the actions, outcomes and sessions to be missed. See Appendix.	missing and restore relationships and repair harm.
The child will be supported to achieve the steps. The child must be collected by classroom staff at the end of lunch.	Restorative circle with victim and perpetrator to discuss impact & feelings to be
Ensure that steps are taken to repair or maintain your relationship with the child.	implemented by CARE Team.
A Branch Four interaction triggers a multiple losses of free time. This loss should be used to teach the required skill, repair the harm or host a restorative circle. It will not be used as an arbitrary	Problem solve & share ways to repair - this can be creative!
loss of free time.	Fresh start after repair.
Any significant loss of free time should be met with consideration	
of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe	
to do so. If active repair is possible, this should be used.	
Communicating: Record on Sleuth	
Responsibility: CARE Team & Classroom Staff	
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	

## **Branch Five**

Internal Intensive Support (formerly Internal Exclusion) is CARE Team led and will require classroom staff to provide work for children to complete in the presence of the CARE team or a member of SLT, away from the child's class. The motivation for internal exclusion is to envelope the child in nurturant care to break the cycle of poor behaviour without further shaming or disengaging from the child but also to reflect the seriousness of the incident.

Types of Behaviour:	
Serious bullying and targeted har	m
Targeted derogatory and discriminatory	
Serious unprovoked or disproportionate	
Serious malicious behaviour towards staff	
Serious damage to property	
Serious inappropriate physical cont	-act
Serious intentional prolonged opposition or attempt to abscon	a impacting on multiple others
Internal Intensive Support	Repairing Harm & Problem
	Solving
Remember our roots.	
	Regulate, Relate, Reason.
Call for The CARE team.	
	Ensure relationship is
Use Team Teach if necessary (if the child is in imminent	maintained.
danger).	
	The child will be removed from
Prepare work for the child to complete whilst away from the	the classroom and work with a
classroom, this can be both typical of the classroom but should	member of SLT/CARE for an
also include something that is logically linked to the incident	appropriate amount of time.
which can facilitate learning.	This will not be punishment
	based but aid refocusing,
	repairing and breaking the
	classroom or social cycle that is
	feeding the behaviour.
	Classroom Group circle to
	discuss impact & feelings to be
	implemented by Classroom
Staff.	
	Problem solve & share ways to
	repair - this can be creative!
	Fresh start after repair.
Communicating: Record on Sleuth & CPOMS	
Responsibility: CARE Team, SLT & Classroom Staff	
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	

Duese sh City	
Branch Six Breathing Space is operationalised through fixed term exclusion is SLT led and will be used in response to persistent breaches in school expectations or one off significant and dangerous incidents. Behaviours must be deemed as dangerous by three members of the school community (a child witness, an adult witness and an impartial member of staff). Fixed term exclusion is used as 'breathing space' to reset, evaluate risk and update risk assessments and plans to ensure that future poor behaviour can be prevented or minimised. Types of Behaviour:	
Persistent serious bullying and targeted harm Persistent and/or serious targeted derogatory and discriminatory language Severe unprovoked or disproportionate violence Severe malicious behaviour towards staff and pupils Severe damage to property Severe inappropriate physical contact Severe intentional prolonged opposition or attempt to abscond impacting on multiple others	
Breathing Space (Fixed Term Exclusion)	Repairing Harm & Problem Solving
Remember our roots.	Regulate, relate, reason.
Call for The CARE team. Use Team Teach if necessary (if the child is in imminent danger).	Ensure relationship is maintained.
Call for a member of SLT.	SLT will meet with the child using our Roots Approach and call for their parent or
Prepare work for the child to complete whilst away from school, this can be both typical of the classroom but should also include something that is logically linked to the incident which can facilitate learning.	guardian. It will be clearly explained as to what has happened, the expectation which has been breached and how the harm may be repaired.
	Classroom staff will sensitively share the news with their class in a restorative circle, giving chance for children to reflect and share their feelings.
	A Harm Repair Plan will be completed at the reintegration meeting. Staff will treat parents and children with dignity and respect regardless of the incident.
Fresh start after repair.	
Communicating: Record on Sleuth & CPOMS, communicate Responsibility: CARE Team, SLT & Classroom Staff	
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	

Branch Seven	
Permanent exclusion is an extreme sanction and is only administe	red by the Head Teacher. The
main categories of misconduct that may lead to permanent exclusion	•
are not limited to this list. Permanent exclusion will be used in res	
breaches in school expectations which significantly risk the wellbe	
	0
be deemed as dangerous by three members of the school commu	
witness and an impartial member of sta	att).
Types of Behaviour (Repeated or one off significan	
Verbal and physical abuse/targeted attacks towards pup	pils, staff and others
Persistent and/or serious targeted derogatory and disc	iminatory language
Dangerously inappropriate or sexual beha	aviour
Dangerous deliberate damage to school pr	operty
Possession of weapons	
Blackmail	
Intimidation	
Racism	
Persistent bullying	
Carrying or brandishing an offensive weapon with intent and	threatening staff or nunils
Arson	time atering starr or pupils
Unacceptable behaviour which has previously been reported and t	for which school sanctions and
other interventions have not been successful in modifying	
Other serious misconduct by a pupil which affects the welfare of	
school community or which brings the school into disrepute (sing	e or repeated episodes) on or
off school premises.	
Permanent Exclusion	Repairing Harm & Problem
	Solving
Secure adult and child wellbeing.	
	SLT to action local authority
Call for The CARE team.	protocol and follow steps
	outlined by NELC.
Use Team Teach if necessary (if the child is in imminent danger).	
	A transition meeting will be
Call for a member of SLT.	held with the child and their
	family if appropriate to aid a
Prepare work for the child to complete whilst away from school,	positive transition to a new
this can be both typical of the classroom but should also include	setting.
something that is logically linked to the incident which can	
facilitate learning.	Classroom staff will
ומכווונמנכ וכמו וווווד.	sensitively share the news
	with their class in a
	restorative circle, giving
	chance for children to
	reflect and share their
	feelings.
Communicating: Record on Sleuth & CPOMS, co	
Responsibility: CARE Team, SLT & Classroo	m Staff