

Branch One	
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	
<p>Realigning Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going.</p> <p>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. Refocus the child. Quiet word. Use child's name. "You okay? Do you need anything?" "Bob, all okay?" "Bob, you're talking and we're working quietly in this lesson" Use restorative sentence stems "When you do _____, I feel _____, I need _____" Refer to GLO values "Which core value are you not showing when you _____?" Circle up.</p> <p>Increasing Direct an adult or give extra support. Wondering Question: "Bob, I'm wondering if sitting to close to Phil is making it difficult for you to concentrate on your work. Come sit here where I can help you." Distraction/Redirection: "Bob please pop next door and ask Miss if I can borrow a _____" Name the need: "You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week."</p> <p>Frequent: All of the above plus... "What do you need?" - Regulate, Relate, Reason - Peace Corner - Brain break - Busy Box (Sensory Box)</p>	<p>Repairing Harm & Problem Solving</p> <p>Ensure relationship is maintained.</p> <p>After frequent disruption...</p> <p>Group circle to discuss impact & feelings.</p> <p>Problem solve & share ways to repair.</p> <p>Do small job with great love e.g. handing out sheets, saving the teacher time as a way to show sorry & reconnection with the community.</p> <p>Fresh start after repair.</p>
Communicating: Record on Sleuth	
Responsibility: Classroom Staff	
Next steps: If behaviour is frequent or out of character, update 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.	
Types of Behaviour: Escalation & continuation of Branch One Behaviours Rudeness & Disrespect Refusal (work and cooperation)	
Repairing Harm 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. All steps in Branch One must have been used before escalating to Branch Two. 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 _____. " "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 play time so I can help you to do the right thing" 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 time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time. 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.	Repairing Harm & Problem Solving Regulate, Relate, Reason. Ensure relationship is maintained. Loss of free time - breaktime or the number of minutes that have been lost. Group circle to discuss impact & feelings. Problem solve & share ways to repair - this can be creative! Fresh start after repair.
Communicating: Record on Sleuth	
Responsibility: Classroom Staff	
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	

Branch Three	
<p>Repairing Significant Harm Through Skill Building. Branch Three recognises significant ongoing disruption and first-time serious breaches of school rules and expectations</p>	
<p>Types of Behaviour: Escalation & continuation of Branch One & Two Behaviours Swearing at staff Targeted harm to others Damage to property Inappropriate physical contact</p>	
<p>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.</p> <p>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.</p> <p>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 _____." "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"</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Repairing Harm & Problem Solving</p> <p>Regulate, Relate Reason.</p> <p>Ensure relationship is maintained.</p> <p>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.</p> <p>Group circle to discuss impact & feelings.</p> <p>Problem solve & share ways to repair - this can be creative!</p> <p>Fresh start after repair.</p>
<p>Communicating: Record on Sleuth</p>	
<p>Responsibility: Classroom Staff & CARE Team</p>	
<p>Next steps: If behaviour is frequent or out of character, update NeuroKind Plans</p>	

Branch Four	
<p>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.</p>	
<p>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</p>	
<p>Repairing Complex Harm</p> <p>Remember our roots.</p> <p>Regulate, Relate, Reason.</p> <p>Use Team Teach if necessary (if the child is in imminent danger).</p> <p>Call for the CARE Team, this may not be immediate if the behaviour is continuation. An agreed plan will be drafted and discussed.</p> <p>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. The child will be supported to achieve the steps. The child must be collected by classroom staff at the end of lunch.</p> <p>Ensure that steps are taken to repair or maintain your relationship with the child.</p> <p>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 loss of free time.</p> <p>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.</p>	<p>Repairing Harm & Problem Solving</p> <p>Regulate, Relate, Reason.</p> <p>Ensure relationship is maintained.</p> <p>Extended loss of free time - Complete Harm Repair Plan to be utilised over multiple lunch times to teach the skills missing and restore relationships and repair harm.</p> <p>Restorative circle with victim and perpetrator to discuss impact & feelings to be implemented by CARE Team.</p> <p>Problem solve & share ways to repair - this can be creative!</p> <p>Fresh start after repair.</p>
Communicating: Record on Sleuth	
Responsibility: CARE Team & Classroom Staff	
Next steps: If behaviour is frequent or out of character, update NeuroKind Plans	

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

Branch Six	
<p>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.</p>	
<p>Types of Behaviour:</p> <p>Persistent serious bullying and targeted harm</p> <p>Persistent and/or serious targeted derogatory and discriminatory language</p> <p>Severe unprovoked or disproportionate violence</p> <p>Severe malicious behaviour towards staff and pupils</p> <p>Severe damage to property</p> <p>Severe inappropriate physical contact</p> <p>Severe intentional prolonged opposition or attempt to abscond impacting on multiple others</p>	
<p>Breathing Space (Fixed Term Exclusion)</p> <p>Remember our roots.</p> <p>Call for The CARE team.</p> <p>Use Team Teach if necessary (if the child is in imminent danger).</p> <p>Call for a member of SLT.</p> <p>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.</p>	<p>Repairing Harm & Problem Solving</p> <p>Regulate, relate, reason.</p> <p>Ensure relationship is maintained.</p> <p>SLT will meet with the child using our Roots Approach and call for their parent or guardian. It will be clearly explained as to what has happened, the expectation which has been breached and how the harm may be repaired.</p> <p>Classroom staff will sensitively share the news with their class in a restorative circle, giving chance for children to reflect and share their feelings.</p> <p>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.</p> <p>Fresh start after repair.</p>
<p>Communicating: Record on Sleuth & CPOMS, communicate</p>	
<p>Responsibility: CARE Team, SLT & Classroom Staff</p>	
<p>Next steps: If behaviour is frequent or out of character, update NeuroKind Plans</p>	

Branch Seven

Permanent exclusion is an extreme sanction and is only administered by the Head Teacher. The main categories of misconduct that may lead to permanent exclusion are described below; these are not limited to this list. Permanent exclusion will be used in response to persistent dangerous breaches in school expectations which significantly risk the wellbeing of others. 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).

Types of Behaviour (Repeated or one off significantly dangerous):

Verbal and physical abuse/targeted attacks towards pupils, staff and others

Persistent and/or serious targeted derogatory and discriminatory language

Dangerously inappropriate or sexual behaviour

Dangerous deliberate damage to school property

Possession of weapons

Blackmail

Intimidation

Racism

Persistent bullying

Carrying or brandishing an offensive weapon with intent and threatening staff or pupils

Arson

Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

Other serious misconduct by a pupil which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.

Permanent Exclusion

Secure adult and child wellbeing.

Call for The CARE team.

Use Team Teach if necessary (if the child is in imminent danger).

Call for a member of SLT.

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.

Repairing Harm & Problem Solving

SLT to action local authority protocol and follow steps outlined by NELC.

A transition meeting will be held with the child and their family if appropriate to aid a positive transition to a new setting.

Classroom staff will 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, communicate

Responsibility: CARE Team, SLT & Classroom Staff