

Character Routine Planner

Page 1 of 2 | Plan for one real context, not a fixed trait

Use: plan how children can notice, discuss, practise and repair within one familiar situation. Do not use this sheet to score virtue, demand compliance, diagnose a need or compare children.

1. Context and ethical question

What is happening? Who is affected? What question is worth exploring?

2. Learning aim

What should children notice, consider, rehearse or communicate?

3. Values and tension

Whose values are named? Which values might pull in different directions?

4. Child and family voice

What views, language, culture or experience should shape the plan?

5. Access before inference

COMMUNICATION /
AAC

SENSORY /
REGULATION

WAITING / GROUP
SIZE

OTHER ADJUSTMENTS

6. Adult model

What will the adult say, show or do? How will they model uncertainty and repair?

7. Rehearsal and safe action

Which objects, pictures, words, roles or choices help participation? What is the safety boundary?

Routine Review Record

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Record what was observable: use actions, words, AAC selections, participation and context. Avoid labels such as kind, selfish, resilient or dishonest. One response does not reveal a child's character.

1. Low-inference observation

What happened before, during and after? What did the child communicate or do? What did the adults do?

2. Alternative explanations

Communication, sensory load, executive demand, anxiety, trauma, culture, prior experience or adult bias.

3. Intended benefit and adverse effects

What helped? What burdened, excluded, shamed or made participation less safe?

4. Repair

Was anyone harmed or left out? What repair was offered, accepted or still needed?

5. Child and family view

What does the child say or show? What does the family want staff to understand?

6. Decision, change and owner

☐ CONTINUE

☐ ADAPT

☐ STOP

☐ ESCALATE

CHANGE / REASON

OWNER / DATE

Professional boundary: this record is not an assessment or diagnosis. Keep safeguarding, SEND, health and behaviour duties open. Use the relevant school route when a child needs further support or urgent action.