

Behaviour Policy

Our Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By valuing each individual within our school family, we enable everyone to grow and flourish at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

1. Introduction

Reflecting our Core Christian Values

Our school behaviour policy is informed by the Christian values that underpin all aspects of school life. At Broadwas CE Primary School, we are committed to developing strong and meaningful partnerships between all stakeholders. The school has consulted with pupils, parents, staff and governors to establish a set of six core values (**Love, Friendship, Respect, Forgiveness, Truthfulness** and **Creativity**) that are shared and understood by everyone involved in the life of the school. As a Church school, our Christian values permeate everything that we do. Our values are reinforced on a daily basis through worship times, (led once a week by our Head teacher, the Open the Book team, staff and our clergy and evaluated by each class), class worship, reflection times and RE lessons.

Good discipline and standards of behaviour are key features of a successful school. We believe that a clear, shared understanding of the school's values is a prerequisite for the effectiveness of this behaviour policy and that disagreement and conflict should be dealt with based on the principles of truthfulness, respect, forgiveness, reconciliation and restorative justice.

Learning Behaviours

Good behaviour may typically be described as, for example: showing respect and being kind to others, being polite and well-mannered. At Broadwas CE Primary School, we recognise that good behaviour should not only be thought of in this purely conventional sense. We also work hard to develop a wide range of *learning behaviours* which we believe will help our pupils to be successful throughout their school lives and ensure they become successful adults. We follow

the principles of **Building Learning Power** and have adapted the ethos to work best in our school. We aim to develop children's ability to discuss and evaluate their learning, and to help them to develop learning behaviours such as:

Reciprocity – being ready, willing and able to learn alone (independent) and with others around them. We want children to be interdependent, to be able to be self-resilient but also able to work with others, to be collaborative. Children will be able to imitate, to be able to pick up others ideas, values and habits and finally have empathy and listening, being able to see in others' minds.

Respect - Children treating others as they wish to be treated is the core belief around this learning behaviour. This is mirrored in the way they speak to adults and adults speak to them. We want children to believe it is okay to think differently and it is fine to change your opinion.

Resourcefulness – being ready, willing and able to learn in different ways. Children will ask questions, make links between learning, imagine new ideas and learning and finally capitalise and make good use of resources.

Resilience – children should be ready to learn and willing to be able to lock into their learning. We would like children to flow, have motivation and take pleasure in learning. We would like the children to be able to manage their own distractions, notice what is out there to use and persevere. We want children to learn from mistakes, risk take and understand that having to rethink an aspect of learning is a powerful way to improve and make progress. Resilience is about working through setbacks and finding different solutions to questions.

Reasoning - We are looking for children to be seen thinking and considering, valuing their own ideas and believing that they have the strategy to solve problems.

Reflection – We want them to be able to be ready, willing and become more strategic about learning. Planning in advance, revise and monitor their learning, adapting as they go. Positive and effective learning behaviour involves children actively evaluating their work and developing the ability to believe that they can always improve, whilst taking a pride in their own work and achievements and respecting those of others. We would like them to have meta-learning ability, to understand themselves as a learner and distil and draw out lessons from their experiences.

Six Core Christian Values

Love We love God and one another as Jesus taught us. This is our essential value that forms the basis of all we do in school!

Respect We respect everyone and everything.

Friendship We trust and value our friends.

Forgiveness We are able to have the intention to forgive others and accept forgiveness from others.

Truthfulness We tell the truth even when it is hard to do so.

Creativity We celebrate the creative spirit in all of us.

Our Behaviour policy aims to raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been '*Living Our Values Every day*' as emphasised by the school vision statement.

Legislation

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

- [Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

2. Policy Aims

It is our primary aim, as a Church of England school, to ensure that every member of our community feels valued and respected and that each person is treated fairly and well. This behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone, both staff and children, feel happy, safe and secure.

We expect every member of the school community to behave in a considerate and respectful way towards others and towards property. Our behaviour expectations are regularly reinforced in collective worship, assemblies and PSHE and class work.

- To foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- To establish and maintain positive approaches to behaviour management that are consistently applied by all staff throughout the school.
- To ensure that learning behaviour (Building Learning Power) within the classroom facilitates the delivery of the school's curricular aims and the development of positive attitudes.
- To help children develop responsibility for their own behaviour.
- To ensure that every member of the school behaves with consideration and concern for others.
- To ensure that parents and carers are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.
- To raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Living Our Values' (i.e. have demonstrated values in practical ways)
- To ensure that there is clarity when issuing sanctions through explicit referral to the school's Christian values.
- To promote the collective responsibility by all staff for the behaviour of all children in all areas of the school.

3. Definitions

Expected Behaviour

As a school we have carefully thought about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunchtime, in assembly, on trips or at competitive events and with visitors in school.

These expectations are included in the Behaviour Curriculum which can be found in Appendix A within this policy.

Misbehaviour

This is defined as:

- Disruption in lessons, in times of transition, and at breaktimes. It also includes disruption during before/after school approved activities
- Non-completion of classwork or homework
- Poor attitude

Serious Misbehaviour

This is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Fighting and aggressive behaviour
- Vandalism
- Theft
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Racist, sexist, homophobic or discriminatory behaviour

5. Whole School Strategies

Rewards

The whole school staff at Broadwas aim to ensure that good behaviour is recognised and acknowledged and that this is done on a regular basis. We base our approach to behaviour management upon a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. We want to recognise the majority of children who are consistently "Living Our Values" in school.

a) Verbal praise and positive comments - Verbal praise and approval are valued rewards and we recognise that children respond especially well to praise and encouragement. Praise and positive comments are given readily. Class teachers, lunchtime supervisors and teaching assistants are encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. perseverance, looks like in practice.

b) Stickers - A reward sticker may be awarded for particularly good work and/or behaviour by a class, group or individual child. The head teacher also awards "Head teacher's Award" stickers for good behaviour.

c) Certificates - Good work/behaviour may be rewarded with a '**Very Special Certificate**', which is presented during one of our special services in Church (Harvest, Christmas, Easter and the end of term service). Children can take their certificate home to share with their parents and a copy is displayed in school. The Head teacher also awards the children with '**Head teacher Certificates**' that are given out every Friday in Celebration Assembly. These certificates are chosen by class teachers to celebrate the work and or behaviour of children within their class. The school also has their '**Values Certificates**' that are given out by the Head teacher on a Friday in Celebration Assembly for those children who are 'Living their Values Everyday'.

d) House Points - All children will receive 'house points' for effort and achievement in their work. Again public praise and recognition for effort and hard work reinforces the message. Children are given house points for demonstrating our school values. Every week the house points are added up and shared with the children in Celebration Assembly. At the end of the year the team with the most points is rewarded with the House Point Cup.

e) Class reward systems - Each class teacher may wish to establish a reward system appropriate to the age range of the class eg Dojo's points or table points.

f) Code of Conduct: The school has a '**Code of Conduct**'. The Golden Rules are linked to our school's values and provide the children with a clear set of school expectations for them to follow. It provides staff a school language to use when speaking to the children about their behaviour and helping children to reflect on their actions.

- We are **kind** caring and helpful
- We are **respectful** of ourselves, others and our school
- We are honest, **truthful** and fair
- We are polite
- We are good **friends**
- We keep ourselves and others safe

g) Support for behaviour – the Head teacher, SENCO and DSL will be available to help and support children with behaviour in school. As a school team class teachers and will meet with the Head teacher, SENCO or DSL to discuss behaviour support. This will result in meetings with parents and children in order to help them move forward with positive behaviour through a variety of strategies. We also have a Pastoral TA who supports children during the afternoon with behaviour management strategies and an Emotional and Behaviour Support Practitioner who attends school once a week to support identified children with behavioural strategies and support.

6. Support

We have a number of strategies that support the children with their behaviour in school. These suggested strategies are listed below:

- Behaviour Reflection Sheet Appendix 4 - where we can discuss with a child the reasons behind an incident to support that this will not happen again)
- Young Leaders
- Friendship Bench
- Worry Box
- Feelings Flower
- Head teacher and SENCO involvement in support programmes
- Educational Wellbeing Practitioner support

- Parental involvement in support programmes
- Educational Psychologist and Assessment service

7. Sanctions

The whole school staff aims to ensure that incidences of inappropriate behaviour are dealt with in a consistent way.

We employ a number of sanctions to enforce positive and appropriate school behaviour and to ensure a safe and positive learning environment. We use a 'step up' approach to dealing with inappropriate behaviour, depending on each individual situation.

Any of the steps can be repeated, depending on each individual situation.

1. If behaviour is in conflict with the school's values, children are **given a warning** and their inappropriate behaviour is made clear. Explicit referral should be made to the school's values to ensure that there is clarity when issuing sanctions; e.g. "You are not 'Living Our Values' because you are not showing respect."
2. If they repeat the behaviour or if general attitude continues to fall below expectation, children will receive a **'red W' and will miss 5 minutes of their playtime**. This can be reversed and the 5 minutes earned back if the behaviour changes and becomes appropriate. The 5 minutes will occur at breaktime in the classroom.
3. If the behaviour persists the child will be **spoken to by the Head teacher**, or in their absence, a senior member of staff.
4. The **child's parents and carer will then be informed** of the behaviour in spite of the sanctions above being followed.
5. If the behaviour is of a **physical nature or the use of inappropriate language** it will be reported to the Head teacher and to the child's parents immediately.

Sanctions are also used where necessary and as appropriate to the child and the misbehaviour that has taken place.

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of punishments include:

- A focus upon **the misbehaviour rather than the child**, e.g. "that was an unkind thing to do" rather than "you are a very unkind girl";
- A message about what the child should do in future immediately after the misbehaviour;
- Looking for the possibility of praise after the punishment, to encourage more positive behaviour.

Sanctions used by teachers and staff may include:

- Missing a playtime to complete work or because of problems on the playground;
- Loss of privileges within the classroom (this should not affect the child's right to full access to the curriculum);

- Sitting away from the rest of the class for a short period;

Sanctions used by teachers and staff **may not** include sarcasm, humiliation, or being forced physically to comply with requests (send for the head teacher immediately if a child refuses to co-operate).

'We Script'

When working with challenging behaviour staff will use the agreed 'we' script reminding the children of expected behaviour and verbalising when such behaviours are noticed so as to positively recognise and enforce.

8. Fixed Term and Permanent Exclusions

If a child seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupil or others in school, the Head teacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet the Head teacher to discuss the pupils re-integration to school and the best way forward to support the child. Only the Head teacher has the authority to exclude a pupil from school. In the case of serious breaches of the school behaviour policy we follow the Worcestershire Children First Local Authority Exclusion Policy which is the DfE Guidance on exclusions.

9. Responding to pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include:

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Roles and Responsibilities

The governing body is responsible for:

Reviewing and approving the written statement of behaviour principles

Reviewing this behaviour policy in conjunction with the head teacher

Monitoring the policy's effectiveness

Holding the head teacher to account for its implementation

The head teacher is responsible for:

Reviewing this policy in conjunction with the governing body

Giving due consideration to the school's statement of behaviour principles

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of pupils

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Developing CPD opportunities for teachers and staff develop their behaviour management skills.

Staff are responsible for:

Creating a calm and safe environment for pupils

Establishing and maintaining clear boundaries of acceptable pupil behaviour

Implementing the behaviour policy consistently

Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

Get to know the school's behaviour policy and reinforce it at home where appropriate

Support their child in adhering to the school's behaviour policy

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

11. Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Staff Induction

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

TIS UK Trauma Informed school training

The proper use of restraint

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development provided by the Head teacher and outside providers.

13. Malicious Allegations

Where a pupil makes a malicious claim against a member of staff and the allegation is shown to have been malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

14. Physical Restraint

In some circumstances, staff who have received appropriate 'Team Teach Training' may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (via CPOMS) and reported to parents

15. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection, child on child abuse and safeguarding policy for more information.

16. Monitoring this policy

This behaviour policy will be reviewed by the head teacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

17. Links with other policies

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Behaviour Principles

Anti Bullying Policy

Positive Handling Policy

This policy was reviewed and approved by the Governing Body on 14th November 2022.

This policy was reviewed and approved by the Governing Body on 18th March 2024.

Appendix 1

Expected Behaviour - The Behaviour Curriculum

We have carefully developed an expected behaviour curriculum that details how the children in school should work. We hope it is helpful not only for the children but as information for the parents too.

Working as a Whole Class

- Listen to each other and the teacher without interrupting
- Respond appropriately to one another and the teacher
- Move appropriately and for good reason the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Respect each other, the classroom environment and belonging in school

Working Together in groups

- Recognise and value one another's strengths
- Support and encourage one another
- Respect each other's views
- Concentrate and apply themselves to any given task
- Communicate quietly, calmly and effectively with one another
- Try to solve difficulties independently. If this does not work seek advice from an appropriate adult
- Share equipment and respect it

Working on their own

- Concentrate on the task given and do your best
- Work independently allowing others to work around you
- Accept responsibility for individual behaviour and work

In the playground

- Enjoy playing together ensuring that all are having fun
- Recognise that some children may want to be alone and respect this
- Find ways of including other people who may feel lonely
- Establish the rules of the game and ensure that everyone playing knows the rules
- Listen to the adults on duty and respond respectfully
- When the bell goes, end the game and walk to your line

In the hall at lunchtime

- Walk in and out of the hall sensibly and quietly
- Speak to each other quietly and respectfully
- Use your manners when speaking to an adult in the hall
- Place your cutlery and tray away carefully at the end of lunch

In assembly

- Enter and leave the hall without a voice
- Listen to the music and the adults within the assembly attentively
- Respond appropriately with silence, comment, praise, laughter, action or song

On a school trip

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of the members of public
- Act courteously and speak politely
- Respond quickly to instructions
- Encourage and support one another

Appendix 2

De - escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation escalating, we need to:

Acknowledge

Empathise

Reassure

Direct

The following script can be used:

A: I can see and hear that you are feeling upset right now.

(Mood match with the tone of your voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down).

E: I would be upset too, if ...

(State what has happened to upset the child).

R: It's okay to feel upset.

D: When you are ready to ...

(State what it is they need to do)

I will know when you are ready because ...

You may also go on to say:

I need you to be safe/behave in a safe way.

I am going to do now, but I will check to see if you are ready.

REMEMBER

Say as little as possible!

Back off to a safe distance!

Appendix 3

Emotional Support Phrases

These are phrases we can use to support a child when they are finding things difficult in school. They are suitable phrases that are trying to convey to the children that we are trying to understand you, we are interested in you and that I can support you and your emotions at this time.

- **It's fine ...**

e.g. it's fine, you do not need to get upset, we can go and see Mrs ? and let her know you have forgotten your PE kit.

- **It's not a problem ...**

e.g. it's not a problem we can come back to that work and complete it later today.

- **It's ok ...**

e.g. It's okay, we all make mistakes and that's how we learn from them. If you just put a line through it and write it underneath your teacher will understand.

- **You're letting me know that ...**

e.g. You're letting me know that you are angry because you were tackled with the ball and you got pushed on the floor.

- **You're telling me that ...**

e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you are ready we can look at this together.

- **It seems that ...**

e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you.

- **You want me to know that ...**

e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego.

- **It feels like/as if ...**

e.g. It feels like you might be feeling sad because you didn't get to give mum a cuddle before she left this morning?

- **Let's sort it out / do it together ...**

e.g. You're telling me that it's too hard and that's okay, let us sort it out together.

- **We can fix this ...**

e.g. We can fix this together. When you're ready you pick up the chairs and put the thighs back in the bin and I shall help you put the tables back.

- **You can do this, I believe you can / in you**

e.g. You can do this, all you need to do is walk straight to Mrs ? to pick up the work and we will come straight back to the table to complete it.

- **I need to keep you safe ...**

e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

- **I understand you need some space. When you're ready ...**

e.g. I understand that you need some space. When you're ready I'll be over by the printer.

- **When you're ready we can talk about it, I'll be ...**

e.g. When you're ready we can talk about it, Ill be by Mrs ? table sorting out the books.

Appendix 4

Behaviour Reflection Think Sheet



We all make mistakes, and it can be helpful to think things through when we are calm, to try to understand **why** something happened. You are a valued member of our school community and we want to help you manage your behaviour and interactions.

How were you feeling when this happened?



sad



lonely



angry



frustrated



confused



worried



hurt

What did you do?

Which of our school values do you need to remember?

Love

Respect

Friendship

Truthfulness

Creativity

Forgiveness

What could you do differently next time?

Is there anything school can do to help?

What can you do to show you are sorry? Does anyone need an apology?

Pupil signature: _____ Date: _____ Adult signature: _____