



# **Behaviour Policy**

**Reviewed February 2023**

## Overview

At OLSP/St Ncs we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. We are committed to creating an environment whereby exemplary behaviour is at the heart of productive learning, enabling all to reach their full potential, emotionally, socially and intellectually.

As members of our community we adhere to the values of being: **'Ready, Respectful and Safe'**.

Our behaviour policy is underpinned by the Gospel Values and our Catholic ethos.

## Aims

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guidance for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches when following up behaviour incidents.
- To support all children in achieving high expectations with fairness and equality, whilst recognising that some children with special educational needs will need personalised provision.

## Purpose

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'.
- Recognise all behaviour is communication.
- Encourage students to recognise that they can and should make 'good' choices.
- Recognise behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

**The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.**

## **Standards of behaviour**

The school understands the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate children or colleagues.

We expect all adults to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what and praise good conduct publicly. At OLSP/STN we are a caring faith community where everyone feels valued, safe and adopts an "I can" attitude. All we do is underpinned by our gospel values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.

## **Adult behaviours**

We don't expect to see: aggression, shouting, negativity, humiliation and reprimanding in public.

### **All staff will:**

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past any learners who are behaving badly.

### **Senior leaders will:**

1. Meet and greet families at the beginning of the day on the school gate.
2. Be a visible presence around the school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex behaviours or children requiring individual behaviour plans.
6. Regularly review provision for learners who fall beyond the range of written policies.

## **Recognition and Rewards**

We believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go 'above and beyond' our standards.

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

- Rewards in individual classes consist of: verbal praise, encouragement stickers and certificates. Teaching Assistants work with the class teachers to support this positive ethos. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic ethos. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.
- Positive recognition boards in each class will celebrate all children modelling behaviour specified by the teaching team.
- Each Teacher will identify a pupil each week who has role modelled the specified behaviour on the recognition board in an exemplary manner. The pupils will visit a member of the senior leadership team to share this.
- Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go above and beyond our standard.
- Children will be organised across the school into four 'houses': St George (Red), St Patrick (Green), St David (yellow) St Andrew (Blue). Children will be rewarded for individual successes with marbles in a 'virtual' 'house' jar. These will be totalled up each week and shared in celebration assembly. Once each house has reached 1000 marbles, there will be a whole school reward, for example afternoon of sports, access to play equipment etc
- When a pupil produces outstanding work they will visit the headteacher and receive a sticker to acknowledge their efforts.
- Half-termly recognition of 2 children per class who demonstrate going 'above and beyond' the standard of behaviour we expect, will be invited to Hot Chocolate Friday and they will take home a souvenir photograph of the occasion.
- We recognise when children demonstrate the gospel values through their behaviour in school with the Disciple of the Week Award which is awarded each Friday in Celebrations Assembly.

## **Language around behaviour**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional, respectful and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

## Logging behaviour incidents

CPOMS is our school's online safeguarding software which is used by staff members to log behaviour incidents that arise in school. Each staff member has their own personal log in and every child is on the system. This is helpful in helping us to identify triggers and patterns in behaviours so we can better support each child.

Our Rules	Visible Consistencies	Over & Above Recognition
<ol style="list-style-type: none"><li>1. Be Ready</li><li>2. Be Respectful</li><li>3. Be Safe</li></ol>	<ul style="list-style-type: none"><li>• Daily meet &amp; greet</li><li>• Recognition board</li><li>• 'Super Saints' Virtual Marble Jars to reward individuals for using their gifts and trying to be the very best they can be?</li><li>• Wonderful Walking</li><li>• Calming Time to support good choice making?</li></ul>	<ul style="list-style-type: none"><li>• Whole school reward time when all the saints jars are full</li><li>• Home contact</li><li>• HT/SLT praise</li><li>• Disciple of the Week</li><li>• Hot Chocolate Reward half termly</li></ul>

### Relentless Routines

**Praise in Public** (PIP)

**Restore in Private** (RIP) Restore and Repair in private. We walk with the children through their challenges as opposed to condemning them or forcing them along with us- 'We have a Lord who is capable of crying with us, capable of walking with us in the most difficult moments of life.' Pope Francis , Phillipines 2015

**Consistent Language**

### Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message

#### 1. REMINDER:

I noticed you chose to ..... (noticed behaviour)

This is a REMINDER that we need to Be (Ready, Respectful, Safe)

Example - *'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'*

#### 2. WARNING:

I noticed you chose to ..... (noticed behaviour)

This is the second time I have spoken to you. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area ..... (learner's name),

Example - *'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to go to the reflection room at lunchtime with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'*

### **3. CALMING TIME:**

I noticed you chose to ..... (noticed behaviour) You need to:

1. Go to quiet area/ different space in the classroom
3. Go to sit in a different classroom

Playground: You need to:

1. Sit on the bench
2. Stand by a different staff member

Example - *'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'* TIME IN not TIME OUT that counts.

### **4. REFLECTION TIME (KS1 and 2)**

I have noticed that you have chosen to \_\_\_\_ You will now need to go to the reflection room at lunchtime to reflect on your behaviour choices.

Example, *I have noticed that you are running in the corridor again. This is not following our rule of being safe. You have now chosen to go to the reflection room at lunchtime where you can reflect on your behaviour and how to make things right.*

### **4. FOLLOW UP, REPAIR AND RESTORE** (can happen after stepped boundary three or four)

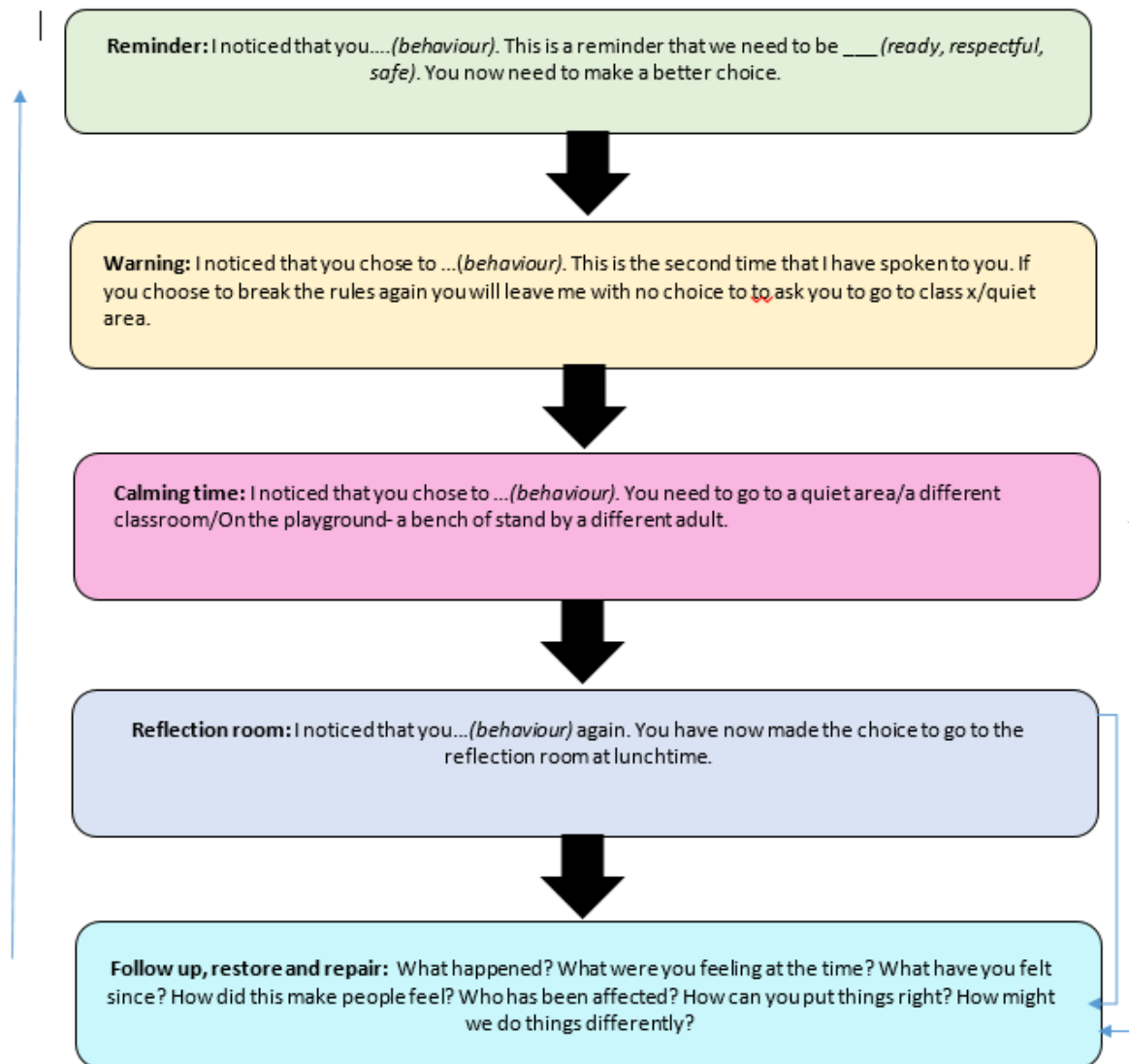
1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

### **The reflection room**

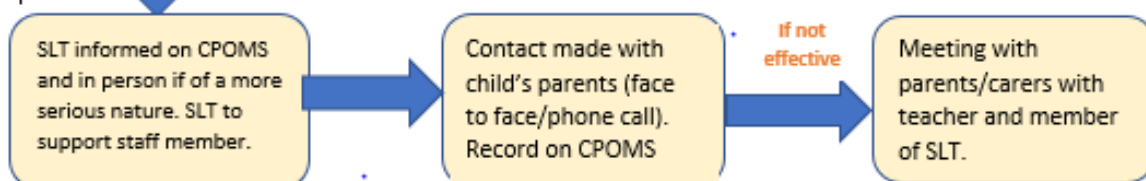
The reflection room provides children in key stages one and two time to reflect on their behaviour choices, the consequences of these on themselves and others and consider how they can 'restore and repair' to 'make things right'. Separate KS1 and KS2 reflection rooms will be provided and supervised by a staff member at lunchtimes for 15 minutes. During this time, children will complete a reflection sheet (see appendix 5 and 6). If children are asked to attend the reflection room, they will do so in the next available lunchtime so that behaviour can be resolved quickly. *It is important to note that the supervising member of staff will not address the behaviour as this will remain the responsibility of the adult who initially addressed the behaviour.*

Parents will be notified by phone if their child has attended the reflection room. If a child attends the reflection room for three times in one term, parents will be invited to meet with the class teacher to discuss the ongoing behaviours. Where there is no improvement in behaviour, parents will be invited in for further discussion with a senior leader and the class teacher.



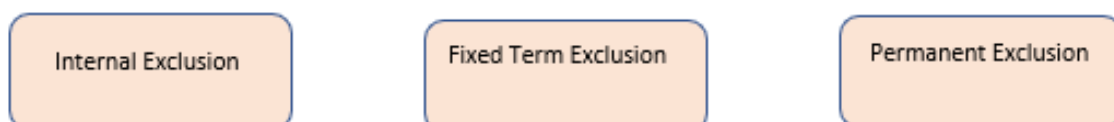
Major behaviours (see list) should always include the next 2 steps.

Minor behaviours whereby the above is continuing to be ineffective should move onto these steps.



Opportunities for repair and restore conversations throughout.

Major incidents and persistent disruptive behaviour may also lead to:





See Appendix 2 for clarification of minor/major behaviours.

### **Important note**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them by the SENDCo, to meet their individual needs. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

### **Exclusions**

Exclusions will occur following extreme incidents at the discretion of the Head T. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour with their parents
- To give the school time to create an individual plan that incorporates reasonable adjustments that will scaffold positive behaviours

We will always seek advice from the Inclusion Team and other external agencies for children who are at risk of exclusion.

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Repeated incidents of challenging behaviour is not improving as a result of the reasonable adjustments employed on the individual behaviour plan.
- The safety and learning of others is persistently disrupted.
- The risk to themselves, staff and/or other pupils is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting.

In all instances, what is best for the child will be at the heart of all our decisions.

## **Physical Intervention and Use of Reasonable Force**

### **1. DEFINITIONS**

'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed  
'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom  
'Restraint' means to hold back physically or to bring a pupil under control

## **2. THE LEGAL POSITION**

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Only adults who have received deescalation and safer handling training will physically restrain, this will only be used as a last resort to keep the child and others safe.

Schools do not require parental consent to use force on a pupil.

## **3. WHEN CAN PHYSICAL FORCE BE USED**

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- who disrupts a school event, trip or visit by putting themselves and/or others at risk.
- leaving the classroom where this would risk their safety
- from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS and any restraints using a Physical Intervention Report Form (Appendix 3).

## **Searching and Confiscation**

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Mobile phones must only be brought into school if the child is walking home alone and must be stored in the office/classroom. If children do not hand over their mobile phones they will be confiscated and handed back to the parents at the end of the day.

## **Anti bullying Policy**

### **Aims**

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To show commitment to overcoming bullying by using restorative practices that support the social development and maintenance of dignity of all individuals involved.
- To develop procedures for noting and reporting incidents of bullying behaviour.
- To provide support for both victim and perpetrator in line with our Catholic Virtues and values.

### **Objectives**

- All governors, teaching and non teaching staff, pupils and parents here at St Nics/olsp will have an understanding of what bullying is.
- All governors, teaching and support staff will know what the school policy is on bullying, and follow it when accusation of bullying is made.
- All pupils and parents will know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously: pupils and parents will be assured that they will be supported when bullying is reported.
- Bullying will not be accepted at St Nic/OLSP.

### **Definition of Bullying**

- Abusing the rights of another through ***repeated deliberate*** acts that cause physical or emotional harm on that person.
- Bullying is the ***repeated use of aggression*** with the ***intention*** of hurting another person.
- Bullying results in pain and distress to the victim.
- Not all conflicts, arguments or fights are bullying

### **Bullying can be:**

**Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately frightening others;

**Physical:** pushing, kicking, hitting, punching or any use of violence, racial taunts, graffiti, gestures ;

**Homophobic:** taunts, graffiti, gestures, e.g. using the term 'gay' as a negative description, verbal name-calling, sarcasm, spreading rumours, teasing;

**Cyber bullying:** sending unpleasant messages using texts, e-mail, X-box, social media etc.

### Is it bullying?

Not everything that may seem mean is bullying. The chart below can help us understand the difference between a 'mean moment', conflict and bullying.

A 'mean' moment	* One time * On purpose * Hurtful * One sided
Conflict	* Occasional * Hurtful * On Purpose * Both parties involved *
Bullying	* Repeatedly * On purpose * Hurtful * One-sided*

### Preventing Bullying

Here at St Nicholas/OLSP we aim to prevent bullying by:

- Explicitly teaching children to live as Jesus would through the Gospel virtues and Gospel values in our liturgies, daily prayer, PSHE lessons, RE lessons and opportunities within the wider curriculum.
- Highlighting Anti-bullying messages through Anti bullying week and other opportunities to promote Anti-bullying (eg, Outside agencies such as NSPCC leading assemblies).
- As a school, we recognise the vulnerability of children with additional needs- all staff work to support children with additional needs in a supportive and compassionate manner.
- All staff working with children report any concerns to the class teacher or a member of the senior leadership team depending on the severity of the incident.

### Addressing incidents of bullying

Reported bullying incidents are addressed by the Head teacher/Head of School or Assistant Head teacher. All incidents of bullying are logged on CPOMS.

<b>Reassure</b>	Reassure the child who has reported bullying that they have done the right thing, that the bullying will be investigated and stopped quickly.
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<b>Establish</b>	Discussion about the circumstances and nature of the incident with those involved- including all pupils, witnesses, teachers or other adults to establish the incident as bullying.
<b>Restore</b>	Talking to, and advising those children involved- initially through a restorative approach. All parents are informed by the class teacher.
<b>Restore</b>	If further incidents occur the perpetrator would miss part of a break time to write a letter of apology to the victim. All parents are informed by the class teacher.
<b>Meeting with parents</b>	Should behaviour continue, Head teacher/Head of School/Assistant Head teacher to arrange separate meetings with the parents of both the perpetrator and the victim to discuss the ongoing behaviour and put in place targeted strategies of support.
<b>Risk of exclusion</b>	In the event of continued bullying the pupil may face a fixed-term exclusion. Any exclusion is always a last resort.

### **Cyber Bullying**

Cyber bullying is defined as: "Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). Examples of cyber bullying include teasing, spreading rumours online, ending unwanted messages, or defamation."

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually following the steps above.

To prevent Cyber bullying, we teach pupils how to:

- understand how to use these technologies safely and know about the risks and consequences of misusing them,
- know what to do if they or someone they know are being cyber bullied, report any problems with cyber bullying.

Parents are advised on how they can access support, e.g. contact the school, the police, the mobile network (for phone) or the Internet Service Provider (ISP). We provide support for parents and pupils if cyber bullying occurs by; assessing the harm caused, identifying those involved; taking steps to repair harm and to prevent recurrence as described in the chart above.

### **The Role of Parents**

Parents, who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

We ask that parents advise the school of their concerns and work with the school to address them, rather than make direct contact with other parents in an attempt to solve the problems.

Parents have a responsibility to support the school's Anti Bullying Policy and to actively encourage their child to be a positive member of the school.

### **The Role of Governors**

The role of the Governors is to support the senior leadership team in all attempts to eliminate bullying from the school. This policy statement makes it clear that the governing body does not allow bullying to take place in the school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately as stated above.

### **Bullying Between Adults**

We recognise that all adults provide powerful role models to children by their actions and words. All adults are expected to set good examples in their relationships with pupils and with each other. We do not tolerate any form of bullying between staff or between parents and staff. We expect all adults to treat each other respectfully in accordance with our ethos and Mission Statement. Rudeness, name calling, personal comments and sarcasm will not be accepted. This extends to using social network sites to make disparaging remarks.

Any member of staff or parent who feels that they have been bullied by another adult, be they a member of staff or parent, may approach the Executive Headteacher/Head of School/Assistant Head teacher or the Chair of Governors if the complaint is against the Headteacher. The school has a Confidential Reporting (Whistle Blowing) policy.

## Appendix 1

### **Our School Rules: Ready, Respectful, Safe**

#### **Ready**

We arrive at school on time.

We get to lessons on time.

We wear our uniform with pride and have the right clothes for PE and playing outdoors.

We make sure we have the right equipment for all lessons and are ready to learn.

We take part fully in lessons and show resilience.

#### **Respectful**

We always listen when others are talking.

We are polite and show good manners to everyone.

We respect difference and know we are all equal.

We look after our equipment and share it.

We look after our environment, including the toilets and never drop litter.

We queue sensibly in the dining area and always tidy up.

We respect others' privacy.

We respect others' right to learn.

#### **Safe**

We follow instructions – first time, every time.

We stand up for our own and others' rights.

We walk sensibly around our school.

We know who to go to for help and support.

We stay safe online and outside school.

## Appendix 2 - Minor and Major behaviour classification

	Minor Behaviours	Major Behaviours	<i>Expected Behaviour</i>
<b>Inappropriate language</b>	Offensive remarks or gestures in a casual manner inappropriate, Repeated pattern of any inappropriate language*.	Swearing used to harass, intimidate, show defiance, create an unsafe climate. Sexual language*	<i>Language that is socially appropriate and respectful.</i>
<b>Fighting/Physical Aggression</b>	Rough play Prefight aggressive posturing, wrestling, bumping into others.	Hitting or kicking; encouraging another to fight; retaliating	<i>Respect for others' personal space. Walking away and reporting possible conflicts.</i>
<b>Defiance/Disrespect/Noncompliance</b>	Passive refusal to participate, extremely slow in response to request, Ignoring reasonable request to stop low level disruption; overt refusal to participate.	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation	<i>Acting in a cooperative manner respectful of school and classroom expectations. Responding appropriately when addressed</i>
<b>Disruption</b>	Noise making; outside talk; attention getting behaviours (e.g. silly answers); provoking others. Repeated pattern of any disruptive behaviours;	Behaviour that stops the learning in class and the effective running of the school; defiant repetition of behaviour following correction	<i>Cooperative behaviours. Turn taking. Contributing appropriately to class discussions and activities</i>
<b>Harassment/Teasing/Taunting</b>	Annoying on purpose; altering names; "Put downs"; threatening and/or disrespectful body language/posturing; targeted insults	Threat; racist/socioeconomic status/sexual/religious/disability/ethnicity/sexual orientation/cultural remarks; continued pattern of Minor offenses; continued proximity after separation; cyberbullying/intimidation	<i>Language that honours and validates others and their values and beliefs</i>
<b>Property Damage</b>	Not returning items to appropriate places. Thoughtlessly or accidentally damaging property.	Theft, purposefully damaging or defacing property.	<i>Respect personal and school property. Using equipment in an appropriate manner.</i>
<b>Lying/Cheating/Theft</b>	Borrowing without asking, refusing to return a borrowed item, substituting someone else's work for your own	Taking another's property, , not telling the truth when it involves someone's personal safety or property damage	<i>Being honest in words and actions</i>
<b>Possession of a banned/illegal item</b>	Inappropriate references to an illegal/banned item*.	Possession of a banned or illegal item including weapons and look alike weapons.	<i>Show an informed point of view.</i>



\*Safeguarding would be followed up as appropriate.

### Appendix 3 - Physical Intervention Log

Name of child			Year Group	
When did the Incident occur?	Date	Day of the Week	Time <small>(to include length of hold)</small>	Where

#### Staff Involved

Name	Role	Trained in handling	Involved Physically (p) or observer (o)	Staff signature

#### Why was a decision made to use restraint? - Please tick

To prevent child from causing injury to self	
To prevent child from causing injury to others	

#### Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 5. Any other information relevant to include.

Please give details of hold used e.g. Standing escort, sitting hold, single elbow, double elbow, wrap etc.

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Has the child been held before?

YES/NO

*A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.*

Does the individual plan/risk assessment need to be reviewed as a result of this incident?

YES/NO

Was there medical intervention needed?

YES/NO

If Yes, include names of any injured persons and a brief description of injuries

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Parents/carers were informed:

Date	Time	By Whom?	Via direct contact, telephone, letter

Form completed by:

Name	Role	Date	Time

Parents/Carers signature \_\_\_\_\_

Date \_\_\_\_\_

Head/Assistant Head/SENCo signature \_\_\_\_\_

Date \_\_\_\_\_

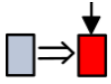

## Appendix 4 Individual behaviour plan





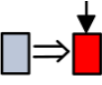

### Individual Behaviour plan

Pupil Details			
Name: Class: Year Group: Date of Birth:		Medical conditions/identified needs: Staff:	
Date plan starts:		Review date:	
Triggers	Challenging behaviour	Behaviour Targets	
<i>What can trigger challenging behaviour?</i>	<i>What does this look like?</i>	<i>What are we working towards?</i>	
Strategies for positive behaviour		Strategies to avoid	
<i>How do we maintain positive behaviour?</i> <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards/motivators</li> </ul>		<i>What strategies are likely to cause behaviour to escalate? Eg, shouting reprimanding in public.</i>	
Early warning signs		Positive reactive strategies	
<ul style="list-style-type: none"> <li><i>How do we prevent incidents from escalating?</i></li> <li><i>What to look out for?</i></li> <li><i>How to respond (eg, reminders, alternative environment)?</i></li> </ul>		<ul style="list-style-type: none"> <li><i>How do we diffuse the situation?</i></li> <li><i>What to do</i></li> <li><i>Phrases to use</i></li> <li><i>Calming techniques</i></li> </ul>	
Support after incident			
<i>How do we support the pupil to reflect and learn from the incident?</i> <i>Is there anything that the staff can learn about working with the pupil?</i>			
Agreement			
Parent name		Staff name and role	
Parent Signature		Staff signature	
Date		Date	

## KS1 Behaviour Reflection

<b>Name:</b>	<b>Date:</b>	<b>Class:</b>
<p><b>My Behaviour:</b></p> <p>I have been sent to the reflection room because I broke our school rule of being_____.</p> <p>I did this by_____</p> <p>_____</p>		
<p>  <b>Consequences of my behaviour.</b> </p> <p>My Behaviour made me feel_____</p> <p>My behaviour made others feel_____</p>		
<p>  <b>Restore and repair</b> </p> <p>I will make things better by_____</p> <p>—.</p>		

## KS2 Behaviour Reflection

Name:	Date:	Class
  <b>My Behaviour:</b> <i>Explain why you are in the reflection room. Which school rule did you break? How?</i>		
 <b>Consequences of my behaviour.</b> <i>What were the consequences of your behaviour on you? How do you feel?</i>  <i>How did your behaviour affect others?</i>  <i>Any other consequences?</i>		
 <b>Restore and repair</b> <i>How will you restore and repair after your behaviour to 'make things right'?</i>		