

## School Vision and Values

### FROM ALPHA TO OMEGA



**‘Life in all its fullness’**

(JOHN 10:10)

At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically.

It is a primary aim of our school that every member of the school community feels cared for, valued, respected, and that each person is treated fairly and well. This is promoted through our school values; where children learn to be respectful, to forgive and to move on so that they can experience:

**‘Life in all its fullness’ – John 10:10**

The school 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 feels listened to, valued, happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## Links to other policies

This Policy should be read alongside other related policies:

- Anti-bullying
- Child Protection and Safeguarding
- Online Safety

Reviewed November 2023

# Behaviour Policy

- Child-on-child Abuse and Sexually harmful behaviour guidance
- Physical Intervention and Restraint
- Relationships Education and Health Education

## Rewards


We reward children for good behaviour in a variety of ways:


- Staff congratulate children and articulate the behaviour they are being praised for
- Children can receive 'house points' for their saint's house
- Each week class teachers nominate children for an award in celebration worship based on our school's vision and values and these children's names are published in the school newsletter
- Children may go on 'gold', which means they go for a hot chocolate with the headteacher
- Children can receive a 'playground point' for lining up sensibly at the end of playtime. The 'playground point' winners receive extra time in the MUGA on a Friday
- Children may also receive a 'headteacher's award' in celebration worship for achievement both inside and outside of school, for example, achievements in music or sport.


## Whole School System: Golden Time and Traffic Lights


To recognise and reward good behaviour in school, each week children can have up to 30 minutes of 'golden time' on a Friday afternoon. This provides children with an opportunity to play special games and take part in fun activities.

To deal with poor behaviour, we have a consistent and systematic 'traffic light' system. It is clearly displayed in each classroom.

 Gold: Pupils who consistently demonstrate outstanding behavior linked to our school values may be selected to go on 'gold'. They will receive a gold sticker, a special mention in collective worship and some special time with the headteacher. Gold is reserved for children who are always on 'green' and deserve acknowledgement and praise for this.

 Green: Pupils begin each day on green. Pupils have shown excellent behaviour and will be rewarded with verbal praise, stickers and certificates.

 Flashing amber: Pupil has had a verbal warning and has continued to make the wrong choice. They will have 5 minutes 'time-out' in their classroom, with the class teacher, at the next play time.

 Amber: If the child continues to make a wrong choice, they will then miss 5 minutes of their golden time on a Friday. Each time the poor behaviour continues that day, they will miss an additional 5 minutes of their golden time until 25 minutes has been lost. During golden time, whilst the other children are playing, pupils will sit with a timer to reflect on their actions. In EYFS, children will miss 2 minutes of their golden time, up to a maximum of 20 minutes.

# Behaviour Policy



Red: Pupils will be placed on red for:

- A deliberate physical action that could hurt or upset another child e.g. hitting, kicking, pushing, biting and spitting. This includes using an object e.g. a ball to hurt another person.
- Swearing, using threatening language or offensive language.
- Consistent low-level behaviour throughout the week - losing 25 minutes of their golden time that week.

In each case, pupils must go and see a member of the senior leadership team, who will contact their parents and carers. Pupils will be asked to complete a 'Behaviour Reflection' sheet (see appendix 2 and 3). Incidents are recorded on a computer system called CPOMs and we use this to analyse the behaviour data for the whole school.

Please see appendix 1 for other examples of sanctions that are used in school.

As a school, the value of forgiveness is very important to us and as such, we emphasise to the children that 'each day is a new day'. If a child has made an error of judgement, there will be a consequence for that behaviour but it will not preclude them from receiving praise or awards later in the day or week.

## Class Charters

At the beginning of each school year, teachers and pupils in each class agree a 'class charter' which outlines the children's rights and their responsibilities within school. When adults are talking to pupils, they will often refer back to the class charters to reinforce positive behaviour.

## Pupils with SEND (Special Educational Needs)

Pupils who experience on-going behaviour difficulties may have:

- An individual reward chart
- Adapted playtimes and lunchtimes
- A home-school link book
- A good news diary
- A behaviour support plan
- Support from the school ELSA (Emotional Literacy Support Assistant)
- A well-being plan
- Involvement from outside agencies e.g. PLSS

These strategies may be set up as part of a child's IEP where relevant. For pupils that need extra support for their needs, the school may apply for funding from the 'Vulnerable Children's Grant'.

For pupils who have been identified with SEND, adaptations may be made, where necessary, to the whole-class behaviour approach to support their needs. Examples of these adaptations are:

- Individual or small group sessions focusing on social scenarios
- Advice from outside agencies, such as Speech and Language therapists about social interaction
- Social stories to explain events and situations that may occur in school

# Behaviour Policy



- Using comic strip cartoons to reflect and evaluate on a behaviour incident
- Daily rewards and sanctions, rather than waiting until Friday's Golden Time
- Additional adult support at playtimes or in the classroom
- Scripts for adults or children to use in social situations

## Playtimes and Lunchtimes

There are a variety of activities for the children in the playground. The staff on duty actively involve themselves with the children and encourage them to play co-operatively and fairly with each other, avoiding rough-play and/or play fighting.

For children to enjoy safe playtimes, the following strategies will be used in this order:

- Verbal warning
- Five minutes time-out to reflect
- Miss the remainder of the playtime
- They will go to a member of the senior leadership team.

Before pupils are sent to senior leaders, incidents must be fully investigated by the member of staff dealing with the issue. The following restorative phrases should be used to resolve conflict:

- What happened?
- What were you thinking when it happened?
- How did you feel inside when it happened?
- Who else has been affected?
- What now needs to happen?

Incidents are recorded on a computer system called CPOMS, which is also used to analyse the behaviour data of the school.

Incidents of a violent nature must be reported straight to the Head Teacher or a member of the Senior Leadership team and parents will be contacted.

## Bullying, racism, sexism and homophobia

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

# Behaviour Policy

We recognize that bullying can be:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
A form of peer on peer abuse	

Some specific ways in which bullying occurs are:

- Name calling, mocking differences or making someone feel small
- Making threats
- Pressurising someone to hand over money or possessions or do something they do not want to do
- Hitting or other physical violence
- Damaging or hiding possessions or work
- Spreading rumours about someone or their family
- Laughing at a hurt or upset person or preventing someone from getting help
- Using text, email, social media or webspace to write, post or say hurtful things about someone (cyberbullying) – please also refer to our online safety policy.
- Other behaviours that makes someone feel unhappy It is important that all members of our school community recognise repeated incidence of any of these behaviours as forms of bullying.

# Behaviour Policy



We recognise that causes of bullying often reflect real or perceived differences and are often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, background, gender, sexuality, appearance and size, ability and attainment, material possessions and other real or perceived differences. This policy runs alongside our existing equalities policies and we will deal with racist or sexist bullying and any other instances of discrimination, harassment or victimisation to do with equalities issues in line with our Behaviour Policy. We recognise the potential for children with SEN and disabilities who might be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

## **Racist incidents**

We define racist incidents as any incident which is perceived to be racist by the victim or any other person.

Decisive action is always taken when a racist incident occurs. However, we do not use a rigid, pre-determined approach when deciding the best course of action. Each issue is carefully considered on its merits, including age of pupils and any SEND, by the senior leadership team.

A combination of the following actions may be used:

- Identify a senior member of staff to investigate.
- Talk to each child involved separately, to find out what has been said or done.
- Support the child who this has happened to and reassure them this behaviour is wrong. Ask them what they would like to happen next.
- If the child is comfortable, hold a restorative conversation so they can have their voice heard and the other child/ren can hear how they have been affected by the incident.
- Explain to the child who has used racist language why their behaviour is wrong. Be clear that any racist language is not tolerated at our school and that their behaviour must not be repeated. Use social stories to help reinforce the message for younger pupils or where there are SEND.
- The school expects the perpetrator to apologise for their behaviour and agree to stop.
- Inform relevant parents and carers and keep them informed of how the incident is being dealt with and how they can support at home.
- Record the incident so any further incidents can be tracked over time.
- Whole-class PSHE or assemblies following a racist incident using scenarios to reinforce a clear message to all children that racist language is unacceptable.
- Continue to monitor the situation to ensure there is no repeat.
- Where necessary, support the children's emotional needs; this may include outside professionals e.g. Child & Adolescent Mental Health Service (CAMHS) or Primary Learning Support Service (PLSS).

## **Emmanuel School does not tolerate bullying of any kind:**

- Bullying is viewed as an infringement of our right to feel safe.
- All children, parents and members of staff should feel safe to report any incidents of bullying and confident that steps will be taken to work to stop the bullying happening again
- Bullying is one form of inappropriate behaviour and when carried out by children will be dealt with in line with the responses and sanctions set out in this Policy

## **Responding to a bullying incident**

# Behaviour Policy



The priority for the school is to ensure the victim is able to feel safe and that the bullying behaviour stops immediately. This may involve separating those involved or increasing supervision while the bullying is investigated. If possible, it will be the aim to reconcile those involved. We recognise that both the victims of bullying and bullies may need ongoing support even after the bullying has stopped. We also recognise that ongoing monitoring may be necessary to ensure that bullying is not redirected elsewhere. The responses or sanctions used to deal with bullying and the principles for applying them are the same as for any other incident of inappropriate behavior.

In addition, it may be appropriate to use discussion with/between those involved and circle times. It may be appropriate for the School to facilitate and mediate in a discussion between those involved (and their parents) where they can share their feelings and the effect that the bullying behaviour has had and attempt to resolve the difficulties; it may be appropriate for a class circle time to focus on the issues giving peers a chance to suggest possible ways forward. Additional class, group or individual learning about related issues, such as how to behave appropriately online, may be appropriate. A focus on moving forward and on reconciliation and forgiveness where appropriate will be maintained in any discussions with children and parents.

## Preventing bullying

At Emmanuel School, here are some of the ways we actively seek to prevent bullying:

- Each class has a class charter. which is created by the children and adults in that class. The charter will contain rights which include, both explicitly and sometimes implicitly, anti-bullying themes/messages.
- Actively teaching about positive relationships as part of the PSHE curriculum
- Having open discussions about bullying and why it is unacceptable

**Please see our Anti-Bullying Policy for more information.**

## Sexually harmful behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school will follow the statutory guidance and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.



# Behaviour Policy



Please refer to our Child Protection and Safeguarding policy for more information and Child on Child Abuse and Sexual Violence Guidance.

## Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## 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.

## Fixed-term and permanent exclusion

Reviewed November 2023



# Behaviour Policy



Exclusion of a pupil is a very serious matter and will be imposed only after all else has failed. However, we recognise that some incidents are of such a serious nature that a prolonged or permanent exclusion may occur. For example:

- Repeatedly intimidating others through verbal taunting, threatening, name calling, swearing or teasing (see Anti-Bullying Policy)
- Physically harming any pupils, staff or the school environment
- Repeatedly disrupting the learning of other children
- Refusing to follow adult requests in such a manner that undermines that person's ability to keep the child safe.

(see appendix I for other examples)

All situations are investigated thoroughly and fairly and we ensure that the correct procedures are followed.

For those pupils who are at possible risk of exclusion, a behaviour support plan must be arranged which may include advice from outside agencies. This involves the following process;

- Identification of key behaviours acting as a barrier to the pupil's learning
- Meeting with pupil, parents, class teacher and Head Teacher/ Inclusion Leader
- Communication with the pupil's parents regarding the child's progress with behaviour targets
- Review meeting with parents after an agreed amount of time.

Only the Head Teacher has the power to exclude a pupil from school.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The school will provide work during the child's period of exclusion. On return to school, the Head Teacher will meet with the child and the child's parents before s/he makes a new start.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The Governing Body has established a Discipline Committee, which must be convened in the following circumstances:

- Permanent exclusion.

# Behaviour Policy



- Fixed term exclusion which brings the total number of days of exclusion in one term to more than fifteen.
- Fixed term exclusion which would lead a pupil to miss a public examination.
- Fixed term exclusion of fifteen days or less where the parent has indicated that they wish to make a representation to the Governing Body.

The Discipline Committee when convened will include the parent and/or child and a representative of the Local Authority.

## Use of Restraint

Safety is our main priority and we may have to remove a child from an incident, restrain the child for his/her own safety or the safety of others; including staff. The actions that we take are in line with government guidelines on the restraint of children and we update our guidance as this area evolves. Staff receive Team Teach training as part of our cycle of Continual Professional Development (CPD), which equips staff in de-escalating a situation and if necessary and how to restrain a child in the safest possible way

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- The commission of what would be a criminal offence,
- Injury to the pupil or to others,
- Damage to property of pupil or others,
- Behaviour prejudicial to maintaining good order and discipline at the school or among any pupils.

Reasonable force is not defined and will depend on the circumstances of the case but clearly any force used has to be:

- Only used as a last resort,
- Proportionate to the incident,
- Administered wherever possible by those who have been trained in dealing with such incidents e.g. Team Teach training.

All use of restraint must be recorded in the school's N.A.E.S (National Association of EBD Schools) Bound and Numbered Book. This can be found in the Head Teacher's Office.

## The role of the class teacher

It is the responsibility of the class teacher to ensure that the behavior policy is implemented, their class charters are enforced in class and that their class behaves in a responsible manner during lesson time.

The class teacher will model positive behavior and will high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

# Behaviour Policy



The class teacher treats each child fairly and enforces the classroom charter consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher will record behavior incidents (where appropriate)

## **The role of the support staff**

Support staff implement the Behaviour Policy. They acknowledge that this policy applies in all aspects of the school and must be consistent.

Support staff take responsibility for minor behaviour incidents when working with a group or individual. They must share responsibility for major incidents in collaboration with the class teacher and record these (if necessary).

## **The role of the Mealtime Supervisors**

Mealtime supervisors know and implement the Behaviour Policy. They need to acknowledge this policy applies in all aspects of the school and to be consistent in implementing this.

Mealtime supervisors must take responsibility for minor incidents and deal with them appropriately. Mealtime supervisors must share responsibility for major incidents with the senior mealtime supervisor, who may then refer to the Senior Leadership team.

Mealtime supervisors must refer reportable incidents to the class teacher.

## **The role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

# Behaviour Policy



The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## The role of parents

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour which is regularly monitored by the SLT. Written details of any racist, homophobic or bullying incidents are recorded.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently

# Behaviour Policy



<b>Policy reviewed</b>	<b>November 2023</b>
<b>Agreed review schedule</b>	<b>1 year</b>
<b>Next review due</b>	<b>November 2024</b>

# Behaviour Policy

## Appendix I

	BEHAVIOUR	SANCTIONS
	<p><b>LESS SERIOUS</b>                      Not being organised for school day (e.g. forgotten PE kit)                      Eating sweets/gum                      Ignoring instructions                      Occasional talking at inappropriate times                      Not lining up sensibly                      Accidental damage through carelessness                      Deliberate time wasting                      Bringing inappropriate items to school</p>	<p>Eye contact                      Frown                      Change of seating                      Name under a 'sad face' on the whiteboard                      Move up the golden time chart if persistent</p>
	<p><b>DISRUPTIONS</b>                      Wandering around                      Persistently not handing in homework                      Interrupting teacher when talking to whole class                      Interrupting and/or annoying other pupils in class and at play                      Talking during worship                      Making silly noises                      Pushing in line                      Not responding to teacher's request to work                      Work avoidance                      Playing in the toilets                      Using equipment inappropriately                      Minor challenge to authority/demonstrating unpleasant attitude towards others                      Rough or inappropriate play</p>	<p>Separation from the rest of the class                      Completing unfinished work at playtime/                      Time out from playground                      Loss of golden time</p> <p><b>Also refer to above sanctions</b></p>
	<p><b>MORE SERIOUS</b>                      Being more disruptive, deliberately creating a disturbance                      Disrespectful comments                      Challenge to authority                      Swearing (verbal and/or physical gestures)                      Wilful destruction of property                      Physically harming someone                      Leaving class without permission                      Deliberately giving false information to a member of staff                      Repeated refusal to follow instructions                      Harmful offensive name calling e.g. racist                      Bullying                      Repeated detentions for more serious issues to which the child's behaviour has not changed.</p>	<p>'Red' on golden time chart                      Formal contact with parents e.g. phone call home                      Head teacher involvement                      Letters of apology                      Missing class trip                      Internal Exclusion</p> <p><b>Also refer to above sanctions</b></p>
	<p><b>VERY SERIOUS</b>                      Repeatedly leaving class without permission                      Fighting and intentional physical harm to other children                      Throwing large dangerous objects e.g. chairs                      Serious challenge to authority                      Verbal abuse to any staff member                      Vandalism                      Persistent dishonesty                      Stealing                      Persistent Bullying</p>	<p>Immediate involvement of Head Teacher                      Meeting with parents/carers                      Fixed term exclusion</p> <p><b>Also refer to above sanctions</b></p>
	<p><b>EXTREMELY SERIOUS</b>                      Verbal/Physical abuse towards any staff member                      Extreme danger or violence                      Bringing to school dangerous weapons/objects                      Leaving the school site                      Very serious challenge to authority                      Running away from staff whilst on a school trip                      Persistent disruptive behaviour</p>	<p>Fixed term exclusion up to 45 days (within a year) NB : Recurring behaviour will involve longer exclusions                      Permanent Exclusion</p> <p><b>Also refer to above sanctions</b></p>

# Behaviour Policy

## Appendix 2

### Emmanuel Church of England Primary School Pupil Behaviour Reflection Sheet (EYFS and SEND)



Name: \_\_\_\_\_

Class: \_\_\_\_\_

#### What I chose to do:

kick



hit



push



bite



talk or scream



run



not work



pinch



use unkind words



throw something



It made \_\_\_\_\_ feel:

happy



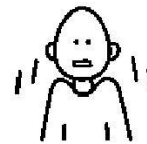
sad



mad



scared



frustrated





# Behaviour Policy

Next time I can choose to:

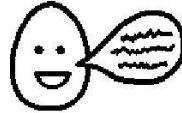
have SAFE feet



have SAFE hands



use kind words



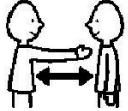
listen and not talk during instruction



ask for a calm break



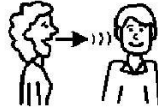
say "I need space."



ask someone to "Please stop."



follow directions



stay in my work area

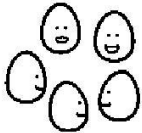


say, "I don't understand."



When I make a positive choice like that:

others will want to be with me



others will feel good around me



others want to play with me



people will know that I am kind



I will feel proud of myself



My signature: \_\_\_\_\_

My teacher's signature: \_\_\_\_\_

My parent/carer's signature: \_\_\_\_\_

# Behaviour Policy

## Appendix 3

Emmanuel Church of England Primary School  
Pupil Behaviour Reflection Sheet  
(KS1 and KS2)



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

What happened?	
How were you feeling at the time? Why?	
Who else was involved? How were they affected?	
What could you have done differently?	
What should happen now to move on?	

My signature: \_\_\_\_\_

My teacher's signature: \_\_\_\_\_

My parent/carer's signature: \_\_\_\_\_