

CLARENDON ROAD PRIMARY SCHOOL



Behaviour Policy

Approved by:		Date:
Last reviewed on:	January 2021	
Next review due by:	January 2022	

Contents

- Ethos
- Curriculum
- Rewards and Consequences
- Rules in School & School Spirits
- High Standards of Behaviour
- Rewards
- Consequences
- Lunchtime Behaviour
- Staff Role
- Pupil Role
- Parent Role
- Persistent Poor Behaviour

Appendices

1. PSHE Curriculum
2. Individual Behaviour Plan
3. Pupil Behaviour Chart
4. Behaviour Levels
5. Think Sheets
6. Star slips

It is the right of all children to be educated and for all teachers to teach

Ethos

The creation of a positive ethos and good behaviour from the children at Clarendon Road Primary School is vitally important. Without mutual respect and discipline the delivery of a broad, balanced and differentiated curriculum becomes impossible.

Whilst the behaviour of our pupils is generally excellent, we do have rare occasions where behaviour does not always meet with our expected code of conduct. It is therefore vital that we recognise these behaviours and develop strategies for dealing with them.

*Every pupil will go to a school where there is **good behaviour, strong discipline, order and safety**. Every parent wants to know their child will be safe and happy at school.*

Your child, your schools, our future: building a 21st century schools system, June 2009

One of our most vital functions is that of being consistent with explicit boundaries and expectations so that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established and made explicit.
- Staff must be consistent in their dealings with pupils.
- All staff should interpret school rules in the same way.
- Parents should be aware of the school rules and the consequences of their child's actions.
- Everyone should feel that the system is fair.

Curriculum

The planning, delivery and evaluation of the curriculum should recognise that the equality of its content and the teaching and learning methods through which it is delivered are important influences on pupils' behaviour. This has implications for the planning and management of the curriculum:

- Teachers must plan lessons that engage the children at their level to allow them to learn.
- Children must clearly understand the tasks set and the expected outcomes.
- Children who are disruptive may have low self-esteem which needs to be raised and their confidence boosted through highlighting those things they are good at.
- The curriculum may have to be amended to make full use of individual children's interests and skills.

Rewards and Consequences

Children need to understand that the school expectations for behaviour and conduct and at Clarendon Road are modelled daily by every member of staff and are explicitly taught and reinforced daily through: our PSHE curriculum, within assembly time, in classrooms and as part of daily expectations.

Throughout the school there is a balance between rewards and consequences. However, research has shown fairly conclusively that rewards are most effective in modifying children's behaviour than consequences and have a greater effect on improving the standard of children's work.

We look for good behaviour and reward with an intrinsic or extrinsic reward. We try to praise quickly, but ensure that the child knows exactly what is being rewarded and understands that it is behaviour which is being praised and not the child himself.

Rules in School




The School Spirits are followed throughout the school as a general moral code. It is also important to have specific expectations for behaviour and conduct in different areas of school life. Spirits of School are shared and discussed with children regularly in the classroom, through assemblies and as part of PSHE lessons. Children are taught to believe in themselves and recognise that when they follow the rules they are seen to 'shine'.





We are always looking for children to fulfil our school mission statement:

- ❖ Be happy.
- ❖ Be proud.
- ❖ Shine!

Spirits of School

The '***Spirit of School Awards***' are alive at Clarendon Road Primary School. We expect all members of the school community to live up to a high code of personal behaviour that can be used in all parts of their life. There are rewards and celebrations along the way, with events in school that will help show how other people live up to these values in work, sport and everyday life.

	<i>Be honest with others and with yourself:</i> Have the courage to do the right thing. Be truthful and promote fairness in every situation.
	<i>Treat everyone equally:</i> Support each other and work together to have fun and achieve. Celebrate each others' success. Be a good friend and a positive team player in school, sport & life.
	<i>Treat others politely and with understanding:</i> Accept life's 'ups and downs' with grace. Show respect, every day, in everything you do and for everyone around you.

	<i>You've got to believe to achieve:</i> Have the self belief and confidence to succeed and reach your personal best.
	<i>Always give it 100%:</i> Put your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.
	<i>Keep going no matter what:</i> Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back
	Feeling better after a knock back or failure: Accept that failure is part of the process of learning, improving and getting better at something.

High Standards of Behaviour

At Clarendon Road we expect high standards of behaviour and examples of this can be seen around school. High standards of behaviour can be seen in the following ways:

- Thirst for knowledge and understanding.
- A love of learning.
- Pupils' attitudes to learning at an equally high standard across subjects and with different staff.
- Incidences of low-level disruption in lessons are extremely rare.
- Pupils are unreservedly positive about both behaviour and safety.
- Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable.
- Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- All pupils are safe and feel safe in school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety

Rewards

At Clarendon Road, we praise in public through assemblies, Facebook, sharing in class and sharing with parents.

Spirit of School Achievement Cards

Achievement cards are held by all children and they can earn stickers for demonstrating our school spirits through their behaviour or learning. When pupils complete a row of spirits they share it with the headteacher and earn a certificate. When the card is complete they receive a medal. These are celebrated in assembly.

Star Slips

Children receive Star Slips for following the school rules, actively participating in learning, showing excellent learning behaviour and achieving their targets in lessons. Each half term there is a special Star Slip Assembly where prizes are drawn from the star slip raffle box and 2 children in each class receive a prize.

Class Rewards

All teachers add their own reward system to the whole school system that is agreed by the children in their class.

Consequences

At Clarendon Road, we address behaviour that needs to be modified in private.

Where behaviour needs to be addressed, this begins with a polite reminder and then a warning before consequences are given. Different behaviours require different consequences and the levels in Appendix 4 are used to support staff in the management of behaviour. Children may also be asked to complete a 'Think Sheet' to help them reflect on their actions (Appendix 5).

Lunchtime Behaviour

At Clarendon Road Primary School, we promote positive playtimes with clear rules, rewards and consequences for the children's time on the playground. Where necessary, behaviour is managed using the 5 Levels and will receive a red card to for negative behaviour which is sent to parents to be signed. Rewards include yellow cards, stickers and star slips.

Staff Role

- Make every effort to ensure that pupils learn & thrive in atmosphere of respect and dignity.
- In dealing with disruptive behaviours, staff modify their behaviour in order to evaluate and plan for future action. To be successful in all these roles, staff need to be aware of, and be able to interpret the signals they are being given.
- Staff can control the learning environment rather than be in a situation of crises management – pro-active rather than reactive.

Self Awareness

- The behaviour of some children can illicit strong responses from teachers. To have feelings about certain incidents and situations is natural, but staff are aware of their own feelings and reactions in order to prevent a worsening of a situation through over-reaction. Staff are always aware that they are the professional adult in any school situation.

Volatile Situations

Definition of a volatile situation: where the behaviour of a child is putting staff and/or pupils at risk, i.e. threatening to throw furniture, verbal/physical abuse (e.g. racists, homophobic, foul language).

- If there is an additional member of staff in the classroom following a volatile situation any member of staff requiring time to reflect/calm down may leave the classroom. If the staff member is on their own in the classroom they can ask an additional member of their department to remain with their children.
- For more information on this see the Reasonable Force Policy.

<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none">• To be supported by peers and managers	<ul style="list-style-type: none">• To ask for support when needed• To offer support to colleagues and managers
<ul style="list-style-type: none">• To be listened to• To share opinions	<ul style="list-style-type: none">• To listen to others• To give opinions in a constructive manner
<ul style="list-style-type: none">• To be treated courteously by all others in the school community	<ul style="list-style-type: none">• To model courteous behaviour• To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none">• To be made fully aware of the school's systems, policies and expectations	<ul style="list-style-type: none">• To support others in developing their skills in promoting positive behaviour and regular attendance• To acknowledge areas of own skills which could be developed• To try new approaches

Pupil Role

All pupils have the right to a broad, balanced education filled with enjoyment and achievement; however, this must come with the knowledge that they have a responsibility to make a positive contribution.

Pupil Behaviour Management Guide

The children are taught to manage behaviour situations with the '5 finger tell':

1. Ignore behaviours.
2. Blank behaviours.
3. Ask politely to stop.
4. Warn you will tell.
5. Tell the teacher.



❖ *All children have identified '5 trusted' adults that they can talk to about any situation.*

Anti-Bullying Statement:

The children write a statement during anti-bullying week.

<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none">• To be treated with respect	<ul style="list-style-type: none">• To behave respectfully to others
<ul style="list-style-type: none">• To be safe	<ul style="list-style-type: none">• To behave in a way which keeps others safe
<ul style="list-style-type: none">• To learn	<ul style="list-style-type: none">• To attend school regularly• To be willing to learn• To allow others to learn
<ul style="list-style-type: none">• To make mistakes	<ul style="list-style-type: none">• To own mistakes• To allow others to make mistakes
<ul style="list-style-type: none">• To be listened to	<ul style="list-style-type: none">• To give opinions in a constructive manner• To listen to others.

Parent Role

<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none">• To be treated with respect	<ul style="list-style-type: none">• To behave respectfully towards others
<ul style="list-style-type: none">• To be kept informed about their child's progress	<ul style="list-style-type: none">• To make sure their child attends school regularly• To talk to their child about what he/she does in school• To talk to teachers if they have any concerns about their child's learning or wellbeing
<ul style="list-style-type: none">• To be listened to	<ul style="list-style-type: none">• To listen to others
<ul style="list-style-type: none">• To have access to information on the school's approach to behaviour and attendance	<ul style="list-style-type: none">• To absorb information and share concerns
<ul style="list-style-type: none">• To have concerns taken seriously	<ul style="list-style-type: none">• To share concerns constructively

Working closely with our parents is key for pupils who struggle to follow our school rules or demonstrate our school spirits.

Parent Meetings

- Initial discussions are held with parents without the child being present, when pupil's behaviour persistently becomes a cause for concern as they are failing to demonstrate school spirits consistently. At such a discussion, the situation will be explained and information sought which may

shed light on the child's behaviour. Parents are given the opportunity to express their views and this may influence actions taken. A written record of the meeting is recorded on CPOMs.

- Initially this will involve the class teacher but may be escalated to senior leaders if not resolved or a L4/L5 behaviour has occurred.
- Actions are decided upon and the child brought into the discussion to see parents and school working together.
- Regular meetings with parent, pupil and teacher may take place until pupil behaviour has improved. In this situation a record of the meetings will be added to CPOMs
- Interaction with parents is professional, positive and polite. However, a situation can occur which could be challenging and in such cases the conflict needs to be managed. Parents should be invited to discuss the matter in private, however, it is important that colleagues are aware that a meeting like this is taking place. Support from a senior colleague may be sought and the head teacher may be involved.
- The school has a zero tolerance policy on any visitor being abusive or threatening.

Persistent Poor Behaviour

Where a child continues to show disruptive behaviour over a period of time then the following procedure is put in place. This is not a quick fix, but a process which needs the commitment of all involved.

- Teacher obtains as much information about the child as possible from colleagues, school records, reports to parents.
- Teacher records incidents, including positive strategies and methods used to modify and or control behaviour on CPOMs.
- Behaviour observation records may be collated by the class teacher and teaching assistant in a variety of settings, which are used to inform target setting.
- Parents will be informed to ask for their support and encouragement (see Parental role).
- Where progress is limited then an Individual Behaviour Plan (appendix 2) is initiated and the SENCO informed to decide on action to be taken. The plan is agreed with the child and shared with the parents.
- A pupil behaviour chart may be completed daily showing the targets that the pupil is working on and highlighting pupil's progress.
- The SENCO may suggest assessment / recording procedures which may be carried out.
- The SENCO and Learning Mentor may work alongside the class teacher to support the pupil.
- The Head Teacher will have knowledge of any difficulties the child is having, where necessary the HT will be involved in the meetings.
- The formal recording of Special Educational Needs may be necessary, leading to an assessment from outside agencies: The Locality Team: Social Worker, Educational Welfare Officer / Educational Psychologist / School Nurse / Doctor / General Practitioner (through parent).
- An extreme sanction is the fixed term or permanent exclusion. However, these are seen as options only in extreme cases of misbehaviour. Set procedures must be followed very carefully should such an action be considered necessary.

PSHE Curriculum

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas To initiate play, offering cues to peers to join them To keep play going by responding to what others are saying or doing To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p><u>Self-confidence and Self-Awareness</u></p> <ul style="list-style-type: none"> To welcome and value praise for what they have done To enjoy responsibility of carrying out small tasks To be more outgoing towards unfamiliar people and be more confident in new social situations To be confident to talk to other children when playing, and to communicate freely about own home and community To show confidence in asking adults for help <p><u>Managing Feelings and Behaviours</u></p> <ul style="list-style-type: none"> To be aware of own feelings, and know that some actions and words can hurt others' feelings To begin to accept the needs of others and to take turns and share resources To usually tolerate delay when needs are not immediately met, and to understand wishes may not always be met To usually adapt behaviour to different events, social situations and changes in routine <p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> To listen to others one to one or in small groups when conversation interests them <p><u>People and Communities</u></p> <ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them To remember and talk about significant events in their own experience To recognize and describe special times or events for family and friends To show interest in different occupations and ways of life To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family 					
EYFS Reception	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> To initiate conversations, attend to and take account of what others say To explain own knowledge and understanding and to ask appropriate questions of others To take steps to resolve conflicts with other children <p><u>Self-Confidence and Self-Awareness</u></p> <ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions To describe self in positive terms and talk about abilities <p><u>Managing Feelings and Behaviours</u></p> <ul style="list-style-type: none"> To understand that own actions affect other people To be aware of the boundaries set, and of behavioural expectations in the setting To begin to be able to negotiate and solve problems without aggression <p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> To maintain attention, concentrate and sit quietly during appropriate activity Two-channelled attention – can listen and do for short span <p><u>People and Communities</u></p> <ul style="list-style-type: none"> To enjoy joining in with family customs and routines <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences To play alongside other children who are engaged in the same theme To play cooperatively as part of a group to develop and act out a narrative 					

KS1 Cycle A	Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule, Spirits of School – Once per half term					
	Respecting myself, my friends and my family <i>Respect for friends and living things, understanding the difference between secrets and surprises, how to be polite and use manners.</i>	What is bullying and why are friends important? <i>Understanding how to be a good friend, what is fair and unfair, kind and unkind and recognising that our behaviour can affect others.</i>	Keeping safe in the community <i>How to stay safe in familiar and unfamiliar environments, how to recognize risk in everyday situations.</i> Keeping safe online <i>How to keep safe online, knowing that we share responsibility for keeping ourselves and others safe.</i>	Keeping Physically Healthy <i>How physical activity helps us to stay healthy, dental care, how to keep safe in the sun, foods that support good health.</i>	Keeping Emotionally Healthy <i>Communicating our feelings to others and developing strategies to manage our feelings.</i>	Similarities and differences <i>Discussing what makes us unique and recognising similarities between ourselves and others.</i> What will my new class be like? <i>Growing and changing, celebrating achievements.</i>
KS1 Cycle B	Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule, Spirits of School – Once per half term					
	Respecting myself, my friends and my family <i>Identifying who is special to us, understanding how we can help others to protect ourselves, asking permission.</i>	What is bullying and why are friends important? <i>How to resolve differences, recognising when people are being unkind and how to respond.</i>	Keeping safe online <i>How to keep safe online and the importance of respecting others online.</i> Keeping safe in the community <i>People in the community that help us and how to contact them in an emergency.</i>	Keeping safe in the community <i>Rules for and ways of keeping safe in our homes and local community; age restrictions.</i>	Keeping healthy <i>How diseases can be spread and can be controlled, making informed choices to improve our physical and emotional health; the importance of sleep and rest.</i>	How will my education help me in the future? <i>Growing and changing, celebrating achievements, the importance of money and how it can help us.</i>
LKS2 A	Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule, Spirits of School – Once per half term					
	Respectful relationships <i>Recognising and respecting different relationships; identifying characteristics of family life.</i>	What is bullying and why are friends important? <i>Understanding the importance of friendship; what constitutes a positive healthy friendship; the impact of bullying and hurtful behaviour.</i>	Online Safety and Online Relationships <i>Strategies for keeping safe online and the importance of protecting personal information; the role of the internet in everyday life; how to respond safely to people online.</i>	Keeping safe in the community <i>People in the community that are responsible for keeping us safe; how to contact emergency services; first aid; rules and laws that protect children and keep them safe.</i>	Keeping healthy <i>To recognise the concept of a balanced lifestyle, positive and negative effects on our physical, mental and emotional health.</i>	Similarities and differences <i>To recognise and respect the different values and customs of others and to recognise and care about other people's feelings.</i> What will my new class be like? <i>Reflecting on strengths and identifying areas for development.</i>

LKS2 Cycle B	Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule, Spirits of School – Once per half term					
	Respectful relationships <i>Understanding privacy and personal boundaries; the importance of self-respect, courtesy and manners.</i>	What is bullying and why are friends important? <i>Strategies to resolve disputes; how friendships can change over time; strategies to respond to hurtful behaviour.</i>	Online Safety and Online Relationships <i>Strategies for keeping safe online and who to talk to if we feel uncomfortable online; that not all information seen online is true.</i>	Keeping safe in the community <i>How to assess risk, dangers and hazards in familiar and unfamiliar situations and strategies to keep ourselves safe.</i>	Keeping Emotionally Healthy <i>Deepening understanding of feelings and explaining feelings to others; managing and responding to feelings appropriately.</i>	Keeping Physically Healthy <i>How to make informed choices about our health and the concept of a 'balanced lifestyle.'</i> How will my education help me in the future? <i>Reflecting on strengths and identifying areas for development</i>
UKS2 Cycle A	Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule, Spirits of School – Once per half term					
	Respectful relationships <i>Recognising different types of relationship; respecting different types of family structure; about marriage and civil partnership; shared characteristics of family life.</i>	What is bullying and why are friends important? <i>Strategies for building positive friendships; importance of seeking support if feeling lonely or excluded; differentiating between healthy and unhealthy relationships.</i>	Online Safety and Online Relationships <i>Strategies for keeping safe online, critically examining what is presented to us on social media, appropriate online relationships.</i>	Keeping safe in the community <i>To know there are universal rights to protect children; identifying situations that may require the emergency services; first aid..</i>	Keeping healthy <i>Taking care of our bodies; the importance of sleep; vaccinations and immunisations; keeping safe from sun damage; that mental health is part of daily life.</i>	Similarities and differences <i>Appreciating diversity in the UK and respecting similarities and differences between all groups of people; learning about stereotypes, prejudice and discrimination.</i> How will my education help me in the future? <i>To know about change and transitions in life, to celebrate achievements and goals, to set high aspirations for the future.</i>
UKS2 Cycle B	Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule, Spirits of School – Once per half term					
	Respectful relationships <i>Understanding that we all have rights to privacy; strategies to improve and support courteous, respectful relationships; strategies for managing pressure.</i>	What is bullying and why are friends important? <i>Recognising bullying and abuse in all its forms, consequences of treating others badly; strategies to resolve disputes and reconcile differences.</i>	Online Safety and Online Relationships <i>Strategies for keeping safe online; how information and data is shared online; the ways in which the internet and social media can be used both positively and negatively.</i>	Keeping safe in the community <i>The risks and effects of legal drugs; recognising that there are laws surrounding the use of legal and illegal drugs; the importance of taking medicines correctly; first aid for common injuries.</i>	Keeping Emotionally Healthy <i>Explaining the range and intensity of our feelings to others, conflicting emotions, habits.</i>	Keeping Physically Healthy <i>What good physical health means; recognising early signs of physical illness; good oral hygiene.</i> How will my education help me in the future?



Individual Behaviour Plan



Name: <i>School Action</i>	Class:	Date:	Review Date:	IBP No.
<u>Additional Support</u>				
<u>Targets (SMART)</u>	<u>Action</u>	<u>Resources</u>	<u>Review of Targets</u>	
•	•	•		
•	•	•		
•	•	•		
<u>Parental Involvement</u>				
<u>Pupil Input</u>				



Pupil Behaviour Chart



Monday	Tuesday	Wednesday	Thursday	Friday

Targets:

- 1.
- 2.
- 3.

(Pupils agree areas on which they need to work and record on the chart. Should the child have a good lesson they are awarded a stamp or sticker, however should they exhibit behaviour on their target list that number is written on the timetable. When no inappropriate behaviours are recorded on the chart for a week this target is removed from the chart.)

Behaviour Levels Checklist

All pupils are given a reminder before consequences are implemented

	CONSEQUENCE	BEHAVIOURS
LEVEL 1	<ul style="list-style-type: none"> • 5 minute reflection at break KS1/KS2 or EYFS thinking time in suitable place in the classroom. • If repetitive discuss behaviour log with SLT. 	<ul style="list-style-type: none"> • Persistent interrupting/shouting out • Being silly / inappropriate giddiness • Not listening • Bad manners • Running down corridors • Disturbing others
LEVEL 2	<ul style="list-style-type: none"> • 10 minute reflection at break KS1&2/EYFS thinking time in suitable place in the classroom. • (Complete Think sheet) • Red card at lunchtime. • If repetitive discuss behaviour log with SLT. • Log on CPOMs 	<ul style="list-style-type: none"> • Inappropriate gestures • Disrespectful attitude/answering back • Name calling • Using bad language (not at someone) • Toy fighting • Persistent tantrum / Sulking • Misuse of school equipment • Being in the wrong place around school
LEVEL 3	<ul style="list-style-type: none"> • 30 minute reflection at lunch KS1&2/EYFS thinking time in a suitable place in the classroom. • If repetitive discuss behaviour log with SLT. • Teacher speak to SLT and if advised to do so, contact parents. • Red card at lunchtime. • Log on CPOMS 	<ul style="list-style-type: none"> • Accumulation of L1 and L2 incidents. • Refusal to follow instructions • Making threats of physical violence • Bad language (directed at someone)

Higher Order Behaviour Incidents (not required as part of daily routine)

	CONSEQUENCE	BEHAVIOURS
LEVEL 4	<ul style="list-style-type: none"> • Immediately sent to department senior leader. • Reflection time. • Senior leader discussion with parents. • Consequence agreed after discussion with parent: <ul style="list-style-type: none"> ○ Internal isolation ○ Extended loss of break/lunchtime • Teacher log on CPOMS 	<ul style="list-style-type: none"> • Accumulation of L2, L3 incidents. • Walking out of class • Throwing things • Hiding in school • Being unsafe to self or others • Arguing with staff • Hurting someone deliberately • Fighting
LEVEL 5	<ul style="list-style-type: none"> • Immediate isolation to another part of school to work for the remainder of the week. • Teacher log on CPOMS • Sent to Headteacher. • Contact parents immediately. • Letter home. • Inform Governing Body. • Consider exclusion. 	<ul style="list-style-type: none"> • Repeated L4 incidents • Swearing with intention to antagonise • Carrying weapons • Running out of school • Serious damage to property

Think Sheet-KS1/2

What happened?

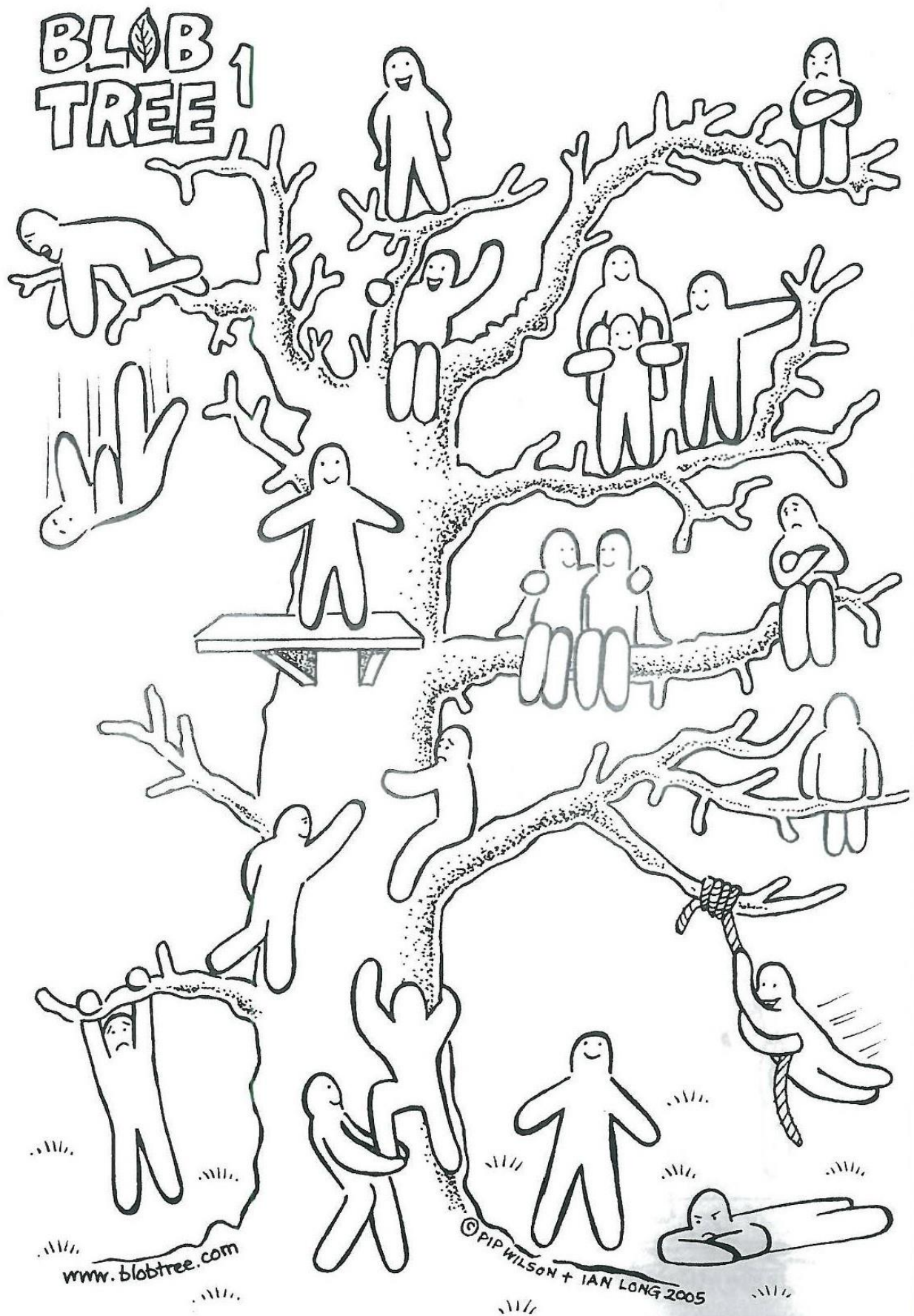
What led up to the incident?

What did I do?

What could I have done differently?

What were the consequences of my actions?





Star Slips

Star Slip

Presented to:



Well Done!



Star Slip

Presented to:



Well Done!



Star Slip

Presented to:



Well Done!



Star Slip

Presented to:



Well Done!



Star Slip

Presented to:



Well Done!



Star Slip

Presented to:



Well Done!



Star Slip

Presented to:



Well Done!



Star Slip

Presented to:



Well Done!

