



## Badgerbrook Primary School

### Behaviour Policy



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## Behaviour Policy

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## 1. Introduction

Badgerbrook Primary is committed to promoting the good behaviour of pupils in such a way that the learning and wellbeing of all children is ensured. The policy supports our 'Written Statement of Behaviour Principles' (see Appendix A). The purpose of this statement is to provide guidance in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents/ carers/ guardians for the pupils in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

## 2. Linked Policies:

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- PSHE policy
- Online safety policy
- Exclusion and Suspension policy
- Safeguarding policy

## 3. Aims

At Badgerbrook Primary School we aim to provide a caring and supportive environment to enable all members of the school community to feel safe and respected.

**All staff are to ensure they work within this policy and apply it to all children fairly.**

We aim:

- to promote a calm and happy atmosphere
- to provide a safe and secure environment
- to develop children's self-esteem and encourage self-discipline
- to show respect for others, their feelings and belongings
- to be fair and be seen to be fair
- to have clear expectations.
- to have strategies to ensure the expectations are met
- to ensure consistency in approach
- to develop children's self-esteem and self-regulation

## 4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes, we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention. Restorative language is used to encourage positive behaviour.

## 6. School Rules

**The school adopted a set of whole school rules, which all of the children in school know and it is expected that they adhere to;**

Be kind Be respectful Be safe
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Expectations for behaviour in school are clear and discussed with the children at the beginning of every term. These expectations are continuously referred to.

At Badgerbrook PHSE schemes of work, such as Cambridge PSHE and No Outsiders are used throughout the school to teach about positive behaviours towards others. These programmes promote respect for one another's views and feelings and give children opportunities to discuss problems and issues as they arise. We expect that everyone will:

- Attend school regularly
- Be punctual
- Always try their best

- Be kind to others
- Look after school property
- Keep the school clean and tidy
- Move safely and quietly around the school
- Speak and listen at the appropriate times
- Tell a member of staff if there is a problem

## **7. Roles and responsibilities**

### **The Governors:**

The Governors are responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

### **The Headteacher:**

The Headteacher is responsible for developing and implementing the behaviour policy, ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Behaviour mentor:**

The behaviour mentor role is to remove barriers to learning and support personal and academic growth of students. The behaviour mentor works with SLT and the SENDCo to set up strategies and approaches for individuals and groups of students within the classroom, playground and communal areas of the school to support/enable them to achieve well and make good progress.

### **Staff:**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Developing a positive relationship with all pupils
- Respecting pupils, listening to their views without discrimination and responding subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate pupils' efforts and achievements
- Recording behaviour incidents on internal systems

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

### **Parents:**

Parents will work with us to:

- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Clear communication between parents and teaching staff

If a child continues to exhibit poor behaviour, the teacher will arrange to speak to the child's parents informally to discuss the possible reasons for his/her poor behaviour. A home/school book may be used for a short period of time so that parents and teachers can monitor improvement and keep the parents fully informed. It is important that good behaviour is acknowledged and praised in the book so that the child receives positive feedback when appropriate.

When parents express concern about their child's behaviour at home, the school can support in a variety of ways:

- Staff, including the SENDCo are available to listen to parents' concerns.
- Inform parents about local 'Fun with Families' courses.
- Refer the parents to the School Nurse.
- If necessary, the school can initiate involvement with 'Early Help'.

### **Pupils:**

Pupils will work with us to:

- Work to the best of their abilities
- Treat other pupils and staff members with respect
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour
- Adhere to the school rules

## **8. Behaviour System**

At Badgerbrook we recognise the importance of promoting positive mental health and emotional wellbeing for our pupils.

We use a 'Good to be Green' system; each classroom has the system displayed on the wall. This system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, it is used to modify behaviours that disrupt the learning of other pupils.

The 'Good to be Green' system is to be used during learning time (lessons, assemblies and transition times) and during break-time.



## 9. Rewards

At Badgerbrook Primary School if a child successfully follows our expectations this should be acknowledged and rewarded. In our school we believe that good behaviour is promoted by:

- positive relationships
- a stimulating curriculum and environment
- positive role models
- the application of the Good to be Green – rewards and sanctions system
- our ‘No Outsiders’ work, which ensures that everyone feels included, regardless of their individual differences.

### Verbal Praise

We believe that verbal praise is an important factor in creating positive atmospheres which will promote good behaviour.

### Gold Stickers

These are given to reward children for excellent behaviour and/or going above and beyond. The aim is to remain green and receive the praise and rewards for being green. Children who have received a gold card on a day will receive a gold sticker at the end of the day.

### The Badgerbrook Award

Each week children throughout the school are nominated by their class teacher for a Badgerbrook award. This is to celebrate their own personal achievements that week linked to the Badgerbrook core values. Two children from each class will be invited to have a treat with the senior leadership team at the end of the week.

## 10. Consequences

The main aim of the ‘Good to be Green’ is to stay green.

Consequences	
Step 1	The child is given a verbal warning. The ownership is given to the child to make the correct choice on how to behave.
Step 2	The child is given a yellow ‘Warning card’ if they persist in the same behaviour.
Step 3	<p>If a pupil continues to display unacceptable behaviour despite being given opportunities to improve, they will be given a red ‘Consequence’ card.</p> <p>For pupils in Year 1 – 6 they will spend time in their partner class (Appendix B) to reflect. For Key Stage 1 this is for 5 minutes and for Key Stage 2 this is for 10 minutes, during this time pupils will complete a reflection sheet (Appendix E). After their reflection time, the pupil will return to their class and engage in a restorative conversation in line with school rules.</p> <p>EYFS pupils will be asked to sit on the stop and think cushion for 5 minutes. During this time a member of staff will show visuals to the child as to why they might be having stop and think time. A restorative conversation will be had, and the child will be reminded of positive school behaviours.</p>



	They will then miss 10 minutes of social time and think about what choice they should make next time. If the incident is in the afternoon the child will miss 10 minutes of social time the following day.
<b>Step 4</b> <i>Persistent or severe behaviour</i> <b>(see Appendix C)</b>	The child receives a red 'Consequence' card and will be sent to see a member of SLT and if necessary, their parents will be informed.
Even if the child has received a yellow Warning or red Consequence card they still go back to green after lunchtime. Every child has a new positive start. If a behaviour is sanctioned in the afternoon, the child will have the consequence at social time the following day, but they will still start a new day on green.	

## 11. Discriminatory behaviours

One of our school aims is have 'No Outsiders'. We believe that it is essential for our pupils to feel safe at school and therefore we teach pupils to value and respect all individuals.

Pupils who have experienced any discriminatory behaviour towards them will be listened to and fully supported in order to ensure the issues are fully dealt with. We have clear consequences when pupils do not follow our school expectations, therefore if a pupil uses abusive or discriminatory language and violence we will follow our Staged Discriminatory Behaviour system:

**Stage 1** – Staged system explained, 15-minute reflection during social time, parents informed. 'Accept, Respect and Value differences' intervention with the Behaviour Mentor.

**Stage 2** – Internal seclusion, parents called in for a meeting. A 6 week 'Accept, Respect and Value differences' intervention with the Behaviour Mentor.

**Stage 3** – Fixed term suspension. Pupil receives targets and is monitored by the Behaviour Mentor.

## 12. Lunchtimes

	Behaviour	Rewards/Consequences
	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Stickers</li> </ul>
<b>Warning/Reminders</b>	<ul style="list-style-type: none"> <li>• Noisy and inappropriate moving around the school</li> <li>• Playing in the toilets</li> <li>• Interference with people's property in the cloakroom/lockers</li> <li>• Dropping litter</li> <li>• Running around school</li> <li>• Screaming and shouting inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning/reminder</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>

<b>5 minutes in reflection in quiet room</b>	<ul style="list-style-type: none"> <li>• Inappropriate behaviour in the toilets</li> <li>• Disrespect to adults around school</li> <li>• Deliberately misusing equipment</li> <li>• Deliberately seeking confrontation</li> <li>• Minor aggression</li> <li>• Intentionally hitting other children (unless persistent)</li> <li>• Rough / deliberate hurting of another's person or property</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes of lunchtime spent reflecting on the consequences of the incident in question.</li> <li>• Completing a reflection sheet</li> <li>• Recorded on CPOMS with a reason.</li> <li>• Class teacher informed.</li> </ul>
<b>10 minutes in quiet room</b>	<ul style="list-style-type: none"> <li>• Biting</li> <li>• Fighting</li> <li>• Persistent physical behaviours</li> <li>• Hurting another pupil/staff member</li> <li>• Swearing at an adult</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• 10 minutes of lunchtime spent reflecting on the consequences of the incident in question.</li> <li>• Class teacher called to speak with the child.</li> <li>• Recorded on CPOMS with a reason.</li> <li>• Parents informed.</li> <li>• Completing a reflection sheet.</li> </ul>
<b>15 minutes in quiet room</b>	<ul style="list-style-type: none"> <li>• Verbal abuse including sexism and racism</li> <li>• Persistent bullying</li> <li>• Physical abuse to adults</li> <li>• Sexual gestures or behaviour</li> <li>• Using equipment as a weapon</li> <li>• Any extremely dangerous or threatening behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• 15 of lunchtime spent reflecting on the consequences of the incident in question.</li> <li>• Behaviour Mentor/SLT called to speak with the child.</li> <li>• Recorded on CPOMS with a reason.</li> <li>• Parents contacted.</li> <li>• Potential structured lunchtimes</li> <li>• Potential lunchtime suspensions.</li> <li>• SLT determine follow-up as appropriate.</li> </ul>

### 13. Personalised Approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator and/or behaviour mentor.

Behaviour Plans are created for children who struggle to make the right choices at school. These plans are used as a guide for adults in the school to identify triggers for negative behaviour choices; descriptions of the escalation of children's behaviours to avoid crisis; and the key adults to be called should crisis behaviours be displayed at school. These plans also identify key information, motivators that can be utilised for rewards and intervention strategies that the school are utilising to support the child in their time at school. These documents are created through a collaboration of key adults at the school including SLT, the parents, class teacher and support staff involved with the children on a day-to-day basis, and the Behaviour Mentor. Appendix E shows an example of a behaviour plan. These plans are reviewed and updated regularly and stored centrally and uploaded to CPOMS. They are also available in class files for reference of all teaching staff including supply teachers when used to cover lessons.

## **14. Exclusions and Suspensions**

The Head teacher and governing body are also able to consider the following measures: suspension (fixed term) or permanent exclusion from school.

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

- long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- an incident of extreme seriousness has occurred.

At Badgerbrook we follow the Department for Education's procedures on suspensions. This guidance is available at

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

## **15. Off Site Behaviour**

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the above conditions apply, that:

- 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
- Causing distress to another child at Badgerbrook Primary School

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

## **16. Malicious Allegations**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the Governors will ensure suitable pastoral care is provided.

## **17. Physical Restraint**

Staff will view physical intervention of students as a last resort every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention. A number of staff members have Team Teach Training. Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them. Therefore, restrictive physical intervention is only used where the risks involved in using force are outweighed by the risks involved in not using force.

The decision to use physical intervention will be based on a variety of criteria including:

- Following the guidance issued by the Department of Education
- Following school policy on physical intervention
- Implementation of a Positive Handling Plan
- Staff training
- Professional Judgement

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate to control the following behaviours

- self-harming;
- injury to other children, service-users, staff or teachers;
- damage to property;
- an offence being committed;
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it is necessary and be able to show that it was in the pupil's best interest and that it was reasonable and proportionate. For those pupils assessed as being at risk of restrictive physical intervention Positive Handling Plans will be developed. These plans outline what techniques should be used and not used along with de-escalation strategies. School is aware that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

The judgement on whether to use physical intervention and what physical intervention should be used should always depend on the circumstances of each case and in the case of pupils with Special Educational Needs information about the individual concerned.

## **18. Pupil Transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

## **19. Staff Development and Support**

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Team Teach. However, behaviour management forms part of whole staff continuing professional development.

## **20. Review**

- The policy will be monitored to check effectiveness.
- Records will be kept in order to monitor and evaluate any changes brought about by the policy.
- All concerned parties will be kept informed of any review and action that will be taken.
- This policy will be reviewed annually with all staff.
- All children will be reminded of the content of the Behaviour policy once a year when the school rules are revisited and the rules for their new class are devised and posted.
- Updated policies will be uploaded to the school's website for parents to access.

This policy was developed in consultation with staff and will be reviewed annually.

## **Application**

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

## Appendix A

### Badgerbrook Primary School's Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
  - The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**This written statement of behaviour principles is reviewed and approved by the full governing body annually.**

## Appendix B

Partner classes for reflection	
1	2
1	2
3	4
3	4
5	6
5	6

### Appendix C: Example of how the 'Good to be Green' is used for rewards/consequences

	Behaviour	Rewards/Consequences
<b>Step 1</b>	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Good to be Green cards</li> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Stickers</li> <li>• Certificates</li> <li>• Showing work to SLT or other adults in the school</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Talking to others whilst others are sharing ideas</li> <li>• Calling out</li> <li>• Bringing inappropriate equipment into school</li> <li>• Lack of respect/attention to others and school property</li> <li>• Wandering around unnecessarily during the lesson</li> <li>• Interfering with others and/or work</li> <li>• Telling tales about others</li> <li>• Delaying being on task</li> <li>• Coming into class inappropriately</li> <li>• Taking things without permission</li> <li>• Throwing/flicking items</li> <li>• Shouting/singing inappropriately</li> <li>• Deliberately annoying others</li> <li>• Not finishing work, despite support and encouragement</li> <li>• Disrespect to adults</li> <li>• Answering back</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Confiscating offending items</li> <li>• Reminded of expectations</li> <li>• Change of seats if needed</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• Persistent display of step 2 behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Given a red 'Consequence' card.</li> <li>• Spend time in partner class.</li> <li>• Miss 10 minutes of social time and think about what choice they should make next time.</li> <li>• Call for Behaviour Mentor if required.</li> <li>• Member of staff dealing with incident completes behaviour log and puts incident on CPOMS.</li> </ul>
<b>Step 4</b>	<p>Persistent yellow behaviour and children will receive a red card for:</p> <ul style="list-style-type: none"> <li>• Verbal abuse including racism &amp; sexism</li> <li>• Homophobic language</li> <li>• Biting</li> <li>• Fighting</li> <li>• Persistent physical behaviours</li> <li>• Hurting another pupil/staff member</li> <li>• Swearing at an adult or pupil</li> </ul>	<ul style="list-style-type: none"> <li>• Receives a red 'Consequence' card</li> <li>• Miss 10 minutes of lunchtime (if AM) or 10 minutes of break the following day (if PM)</li> <li>• Member of staff dealing with incident completes behaviour log and puts incident on CPOMS.</li> <li>• Escalate to Phase Leader.</li> <li>• Involvement of SLT.</li> <li>• Parents will be informed and the class teacher / phase leader may suggest a meeting to discuss and</li> </ul>

	<ul style="list-style-type: none"> <li>• Physical abuse to adults</li> <li>• Sexual gestures or behaviour</li> <li>• Using equipment as a weapon</li> <li>• Leaving the classroom without permission</li> <li>• Any extremely dangerous or threatening behaviour</li> <li>• Climbing on school furniture</li> <li>• Damage to school property</li> <li>• Refusing to follow instructions and non-compliance</li> </ul>	<p>put together next steps and strategies to support positive outcomes.</p> <ul style="list-style-type: none"> <li>• Possible short, fixed term suspension</li> </ul>
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*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

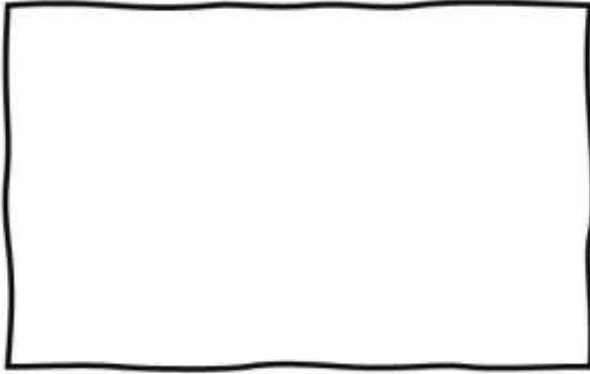
## Appendix D: Example Behaviour Plan



Summarised Behaviour Plan			
<b>Name:</b> *****	<b>Class:</b>	<b>Date of Plan:</b>	<b>Review Date:</b>
<b>Background:</b> ***** is keen to please adults but he is finding it difficult to respond appropriately to the expectations in the classroom and this is now impacting on his own learning and that of others. His behaviours are reaching crisis point on a more regular basis resulting in him hurting staff. High levels of supervision are needed to support ***** in making good choices.			
<b>Identified triggers include:</b> <ul style="list-style-type: none"> <li>• Feeling hungry</li> <li>• Unstructured activities – both social times and during transition in class and around school</li> <li>• Assembly</li> <li>• Sitting in a carpet space for periods longer than 5 minutes</li> <li>• Constructive criticism or any form of challenge.</li> <li>• Something happening at home</li> <li>• Incident during break/lunchtime</li> </ul>	<b>Escalating behaviours can look like:</b> <ul style="list-style-type: none"> <li>• Shouting out at inappropriate times</li> <li>• Talking whilst adults are talking</li> </ul>	<b>Crisis Behaviours can look like:</b> <ul style="list-style-type: none"> <li>• Tearful</li> <li>• Anger</li> <li>• Pushing chairs and tables</li> <li>•</li> </ul>	
<b>Identified Motivators:</b> <ul style="list-style-type: none"> <li>• iPad/Computers</li> <li>• Moving up the behaviour ladder</li> <li>• Basketball/football</li> </ul>	<b>Interventions:</b> <ul style="list-style-type: none"> <li>• Meet and greet everyday with *****</li> <li>• Social and Emotional group</li> <li>• Time with Mr *****</li> </ul> (All times/staffing to be confirmed when timetables are complete)		
<b>Key information:</b> <ul style="list-style-type: none"> <li>• During Meet and Greet ** completes the same morning activity as the class however this is completed on the blue table outside the classroom so problems can be discussed and breakfast can be given if needed.</li> <li>• ***** has milk (if wanted) and a snack in the reflection area before he goes out for break.</li> <li>• For extended pieces for writing ** can use the computer but make sure auto correct is taken off so teachers can monitor his ability (this is very mood dependant).</li> <li>• If ***** walks out of class without an adult's instruction or he hasn't told an adult where he is going then this will be an instant red.</li> <li>• On a Wednesday and Thursday afternoon ** will spend time with Mr H helping with EYFS and Year 1 PE.</li> </ul>			
<b>If ***** is escalating his <u>behaviour</u> please fetch one of his key adults:</b> ***** , ***** , and ***** = <b>Ways to speak to ***** when he is escalating his behaviour:</b> <ol style="list-style-type: none"> <li>1) Clear instructions</li> <li>2) Repeat</li> <li>3) I am going to count up to 5, if you haven't made the right choice you will move down</li> </ol>			

## Appendix E: Reflection Sheet

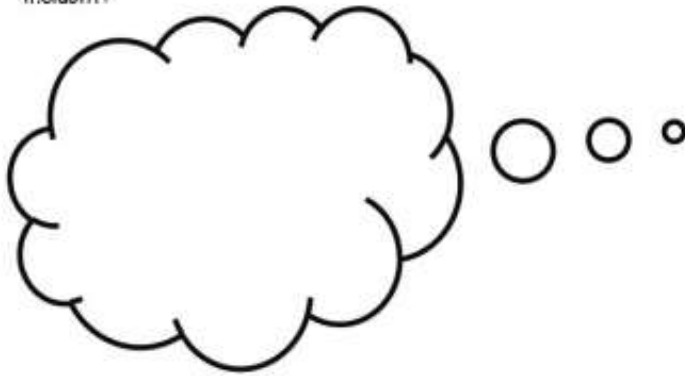
1. What happened?



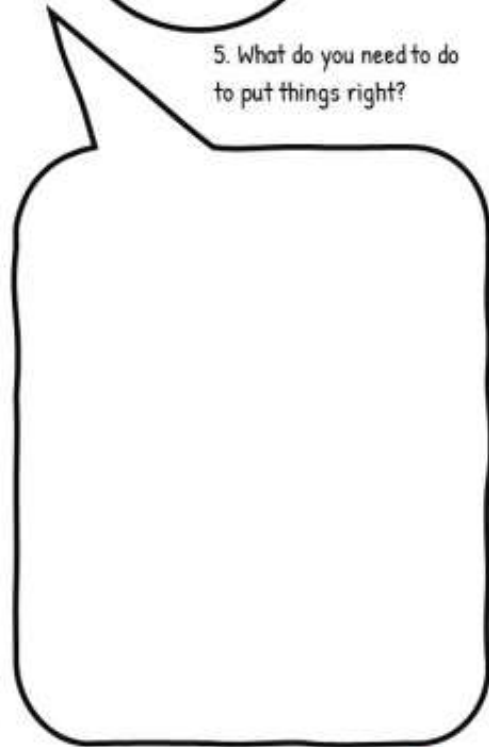
2. What were you thinking about at the time?  
How did it make you feel?



3. What have your thoughts been since the incident?



5. What do you need to do to put things right?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

