



# HRB Behaviour

The aim of this policy is to maintain high standards of behaviour in order to enable good learning and to keep all pupils and staff safe. An important part of this is the support we receive from the families who share our values. It will be one way to enable our focus on 'building loving hearts and strong minds' in every member of our community to be realised.

**Head Teacher:** Marie Dyche

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## Behaviour

At Holy Rosary, our strong Catholic ethos based on the Gospel values and teaching of the Catholic Church is central to our work.

To this end, we have the highest expectations of our pupils and aim to maintain a high standard of behaviour at all times. An important part of this is the support we receive from the families who share our values and ethos.

This policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of and for all, including staff and all members of our school community.

This policy has taken on-board the recommendations set out from the [Education Endowment Foundation's study on Improving Behaviour in schools](#).

### **Aims, expectations and principles**

This policy reflects and supports the aims of our vision, to:

‘Build loving hearts and strong minds with God and each other.’

And our school mission, to:

‘Grow Ambitious and Empowered individuals through an Exceptional Curriculum, Compassionate Support and Catholic Community.’

As a Catholic School, our religious education, based on the teachings of the Gospel and the Catholic Church, permeates every aspect of school life. Relationships and behaviour are integral to our happy, healthy and safe learning community as we seek develop character and positive attitudes in all members of our school community, showing mutual respect regardless of ability, gender, race or culture.

The main aim of this policy is to promote good choices, which lead to effective relationships so that everyone can learn effectively, support each other and work together. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the Holy Rosary community. We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation, recognising positive role models. This policy is designed to enable outstanding behaviour and outstanding characters, not merely deter unacceptable or anti-social behaviour.

Central within the policy is choice. We refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of ‘choice’:

- It promotes self-awareness and self-management of behaviour, enabling reflection of behavioural choices i.e. there are always different behavioural options (we don’t accept or expect that some children will always behave in such a way)
- It avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices. Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.

Throughout the school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to ‘catch’ good behaviour, pointing it out and celebrating it wherever possible. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become ‘invisible’ and as a result disengaged.

This policy cross-references with:

- Child Protection and Safeguarding Policy
- Attendance Policy
- Acceptable Use Policy
- Anti-bullying Policy
- Parent Code of Conduct
- Staff Code of Conduct
- Complaints Policy

- The Academy's vision and mission

## **Roles, Rights and Responsibilities**

### **Pupils**

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should:

- follow instructions
- keep hands, feet and objects to themselves
- use positive language (including body language)
- ensure everyone feels included, respected and safe in our school.

We will not tolerate verbal abuse, which includes name-calling, swearing, racist, gender and sexist comments.

Children from Year six are chosen for the role of prefect because of their exemplary behaviour and all children in Year six model great character through their role as prayer partners to children in reception. They have a very important role within the school and will liaise with Mrs Dyche on a regular basis to discuss their roles and their importance within the school.

Within the curriculum, especially through RE, PSHE/RSHE (Listening Hour), child led liturgies, guided by and themes within the liturgical year, character behaviours are taught alongside the management of behaviour. Ideas surrounding democracy, individual liberty, rule of law and mutual respect are highlighted, discussed and actively promoted. This teaching is often related to particular incidents in school, to make them more meaningful and provide a context for learning. During these lessons, time can also be given to issues such as consideration of people's different ethnicity, cultural beliefs, gender, sexuality and the needs of particular groups, such as the elderly, the disadvantaged and those people with disabilities and special needs.

### **Class teacher**

All staff in our school have high expectations of the children in terms of their relationships, character and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviours (including following school rules) and positive relationships – 'catching' pupils behaving well and celebrating their good behaviour is vital. The class teacher work closely with support staff so that together, they take responsibility for the behaviour of individuals and groups within the class and are acutely aware of any positive and negative behaviours, seeking to understand why the behaviour is happening.

With these principles in mind, specific responsibilities of the class teacher and support staff are to:

- praise children on an individual / group basis, making explicit why, what behaviour they have followed, or what choice they have made referencing the school's Character Behaviours wherever possible.
- use the '3 (stop what you are doing) 2 (put everything down) 1 (look and listen)' technique to get the attention of pupils.
- getting the attention of large groups by putting two hands in their air and waiting for pupils to copy.
- follow our system of reminders to address any behaviour that does not support learning both in class and outside of the classroom.
- report sexist comments and incidents of sexism, which includes behaviour or attitudes that create stereotypes of social roles based on sex.
- be consistent with all consequences, (being open to use examples of inconsistency as case studies).
- treat each child fairly with respect, dignity and understanding.
- be a positive role model by demonstrating positive relationships with everyone in the school.
- keep a record and any relevant notes if a child misbehaves and / or receives a warning.

- having followed regular procedures and consequences, seek help and advice from a member of the inclusion team and/or SLT if there are continued instances of low level disruption in the classroom that need to be addressed in priority pupil meetings.
- understand a pupil's context to inform an effective response.
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the SENCO and Behaviour Support or Educational Psychologist.

Class teachers apply these principles, roles and responsibilities with their own class and around the school.

### **Support Staff**

It is the responsibility of teaching assistants, office staff, lunchtime supervisors and all other adults in school to support the Headteacher and teachers in meeting the above objectives. All support staff need to work closely with the class teacher and school leaders, communicating and rewarding any positive or negative behaviour. All staff should be proactive in 'catching' pupils behaving well and highlighting how well a pupil has behaved.

### **Headteacher**

In addition to the above, it is the responsibility of the Headteacher to:

- support the staff by implementing and monitoring the policy, including the above objectives, and by setting the highest standards of behaviour
- implement this policy consistently and report to governors and St Ralph Sherwin Trust Board, when requested, on its effectiveness.
- ensure the health, safety and welfare of all children in the school.
- maintain a record of all reported serious incidents including bullying, SEND, racism, homophobia, gender and alleged sexual harassment, and monitor behaviour forms and reflection sheets.
- issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour - the Headteacher may permanently exclude a child after consultation with the governors.

### **Parents**

The school works collaboratively with parents so children receive consistent messages about how to behave. There is a culture of regular, supportive dialogue between the home and the school. The Parent and Staff Codes of Conduct endorses this. Teachers and school leaders inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- understand that both teachers and parents need to work together for the benefit of their children.
- demonstrate that all members of the school community should be treated with dignity and respect, and therefore set a good example in their own speech and behaviour.
- support the school's decision when applying policy to deal with any specific incidents and/or issues.
- seek to clarify a child's version of events with the school's view in order to bring about a peaceful resolution to any issue.
- maintain support by upholding their commitment to the Parent Code of Conduct.

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 Inclusion Team. If the concern still remains, they should contact the Deputy or Headteacher, and if still unresolved, the governors (see the Complaints Procedure available on the school website or directly from the Complaints Manager, Mrs Faircliff).

Working together for good behaviour in schools is a helpful document for parents, available from the following website: <http://dera.ioe.ac.uk/9678/1/dcsf-00960-2009.pdf>

## **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 Headteacher has the day-to-day authority to implement the Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues and work together with the Headteacher on matters of behaviour.

## **Consequences**

### **Positive consequences**

Staff issue Class Dojo points as a system for reward and praise, based on the Holy Rosary Character Behaviours derived from the Gospel Values.

The Holy Rosary Character Behaviours are:

Resilience – *Integrity*

- Determined, self-control, persistent, courageous, diligent, perseverance, independence, conscientious

Empathy – *Forgiveness // Justice // Compassion*

- Just/fair, compassionate, forgiving, kind, courteous, selfless, caring

Self-awareness – *Humility*

- Self-confident, self-disciplined, humorous, humble, adaptable

Positivity – *Hope*

- Gratitude, motivated, positive attitude, inspires, willpower, passionate about learning, optimism

Excellence – *Simplicity*

- Creative, curious, inquires, pride, critical thinking

Communication – *Non-Violence // Truth // Patience*

- Listens, influences, feedback, reflective, evaluative, presence, confidence

Teamwork – *Love // Support*

- Cooperates, responsible, cares, decision maker, helpful, unity, patient

These Character Behaviours link directly to the school's vision, to 'Build loving hearts and strong minds with God and each other' and through the Gospel Values.

The School Parliament created the Holy Rosary Rules that link directly to what makes a loving heart and strong mind. These rules are:

- Treat every member of the community like you want to be treated yourself.
- Use positive words to build people up.
- Be brave enough to stand up for yourself and for others.
- Use hands, feet and objects in love, not anger.
- Try new things again... and again... and again.
- Be the best version of yourself -be like Jesus.

Positive consequences for the good choices and good behaviour include:

- regular verbal feedback to reinforce positive behaviour, including being congratulated.
- reference to good role models and going to another member of staff (of the pupil's choice) for recognition.
- dojos/stickers and additional play.
- certificates and nominations for the Headteacher's Award given in public during Friday Celebration Liturgy.

Each week, a child from Rec-Y6 is elected by their peers for having shown that they have gone 'over and above' in the Holy Rosary community. They are told why they have been chosen and receive a 'Heart that Sees' certificate.

Each half term pupils are chosen to receive the Gospel Values Award based on the way they have shown how to 'live out' specific Gospel Values.

The Friday Celebration Liturgy is an opportunity to publicly celebrate and affirm good choices and pupil achievement during the week.

We recognise the importance of celebrating achievements out of school in order to promote a wider range of interests and a broad outlook - when images are sent through Class Dojo from parents, this is shared with the class.

### **Negative consequences**

Staff at Holy Rosary employ a consistently clear negative consequences behaviour system. This is to ensure a safe and effective learning environment in which positive, supportive and healthy relationships flourish.

Our expectations in class are that everyone is actively demonstrating the Holy Rosary Character Behaviours. Children will be given a reminder (can be non-verbal), if they are not showing a specific behaviour. If this behaviour continues and a second reminder is given. A neutral dojo against the Character Behaviour they need to improve is given to a child after a third reminder in the same session. This features on their daily behaviour report to parents so that the communication with parents is instant.

Pupils are never sent to another classroom or made to wait outside. If teachers need to speak quietly with a child about their behaviour, they should choose an appropriate time in the lesson to discretely challenge the child to improve their behaviour.

If a child's conduct is deemed poor enough to give a sanction that is outside of these guidelines or includes any of the behaviours from the restorative behaviour sheet, staff should send for the senior leader on duty who will manage the situation.

During break times, pupils are expected to follow the Holy Rosary Rules, designed by the school council. If pupils break the rules, they will be given a warning to improve their behaviour. If rules continue to be broken or they act in a way that negatively affects the safety or wellbeing of another member of the school community, they will be sent immediately to speak with the senior leader on duty. After investigation, pupils will then complete a restorative behaviour sheet and the incident is logged centrally. In most cases, leaders will communicate the incident with parents and where appropriate, follow up with further support by discussing issues at the priority pupil meeting.

Negative consequences could include:

- speaking with a member of the senior leadership team.
- communication between a senior leader and parents.
- removal from class (internal exclusion).
- fixed-term exclusion.

### **Restorative Justice**

We want children to learn from and take responsibility for their mistakes. Consequences link meaningfully with the behaviour, and help children to take positive action to amend the situation. During a period of reflection, children will be asked to respond to a number of key questions (see reflection sheet).

Further action will be taken if children are brought to members of SLT on a regular basis or dojo records demonstrate consistently negative reports for particular behaviours. This further action, after being discussed at the priority pupil meeting will be:

1. A meeting between the parents and class teacher.
2. A meeting between the parents and Deputy Headteacher.
3. A meeting between the parents and Headteacher.

The decision for further action will be made by the priority pupil team after considering all the available evidence.

We do recognise that there are occasionally overriding factors or circumstances that affect behaviour. However, these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature. We aim to remove and personal judgement so children understand and accept the school rules.

We expect children to try their best in all activities. If this has not happened, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the class teacher may stop the activity and prevent the child from taking part for the rest of that session.

The school's vision statement and character behaviours are displayed on the wall of each classroom and at various points around the school. In this way, every child in the school knows the standard of behaviour that is expected.

We do not tolerate bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy).

## **Inclusion**

We believe that we are all responsible for our actions. We will help all children learn to make the right choices and to understand the effect of their actions on others.

Where it is the case that a child is finding it difficult to respect the rights of others or where a child's behaviour has been identified as a barrier to their own learning, then school and parents will work swiftly together to develop a targeted plan to meet the needs of the individual. This will come as an action from the priority pupil meeting.

The Academy uses a range of interventions and strategies to improve behaviour for individuals, which can be found in this table. These interventions are chosen specifically to meet the specific needs of the individual.

Behaviour/SEMH Interventions at Holy Rosary

Internal	SEND	Pupil and Family Link	Behaviour Management/ Character	Chaplaincy	LAC/Post-LAC	External
Priority Pupil Meeting	Diagnostic Assessments	Outcomes Star	Commando Joe's	Chaplain Time 1:1	Music Tuition/Therapy	SEND & Inclusion Hub 'B'
Counselling L2	Reasonable Adjustments	Graded 2 Care Profile	-Resilience	Chaplain Time small group	Breakfast/After School Club	School Nurse
Counselling L3		School led EHA	-Empathy	Internal Retreat		Paeds
1:1 Support	Access Arrangements (Tests)	Attendance Strategies and Support	-Self Awareness	Set Up Support	1:1 Tuition	ESFSS EHA (DSG)
Part timetable			-Positivity		1:1 Mentor	Behaviour Support
Managed Move	One-page Profiles/learning plans	Family Mediation (Parent-Child)	-Excellence			EWO
Lego Therapy	Individual Pathway	Family Liaison	-Communication			Ed Psych
Extra-Curricular Clubs	Sensory diet	Drop Ins	-Teamwork			CAHMS
		Local Support	PASS Test			Action for Children
			PASS Intervention			Alternative Provision
			Personal Behaviour Plan			-BACT
			Lego Therapy			-Cornerpost
			Behaviour Mentor (Peer-to-Peer)			Youth For Christ
						NSPCC
						CiN
						CP

Behaviour trackers may be implemented to support positive improvements and to 'catch' good behaviour. If the tracker is not successful, teachers will develop an individual behaviour plan. This will identify short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and home in some cases) to support these positive changes.

Progress towards these targets will be closely monitored.

Class teachers will liaise with the SENCO and leadership team for advice on strategies and to discuss progress.

The school will work with other professionals such as Behaviour Support, Educational Psychologist and Family Support to gain the best advice and support for children, school staff and families.

## **Managing Children with Behaviour Difficulties**

In more serious cases when children find it very difficult to behave appropriately, and habitually disrupt their own education and/or that of their peers, a more structured approach is necessary in order to manage and improve behaviour through the use of an Individual Behaviour Programme, including slight variations from the rewards/sanctions system in place. The class teacher may find assistance in setting targets, rewards and sanctions from the Senior Leadership Team and the SENCO. These variations are to support the child, the class and the class teacher to maintain a positive and orderly environment. Support material can be obtained from the SENCO. The strategies outlined will be communicated to other members of staff to ensure consistency in approach.

A summary of the DFE Circular 9/94 on the Education of Children with Emotional and Behavioural Difficulties follows which includes the stages in the SEN Code of Practice for the identification and assessment of children with Special Educational Needs. At each stage, the class teacher will keep a record of challenging behaviours using an ABCF - Antecedent, Behaviour, Consequence, Function - chart.

## **Exclusion**

We expect that through this policy, an agreed Code of Conduct, strategies to support pupils and close consultation with parents over any learning and behaviour issues that no child at Holy Rosary Catholic Voluntary Academy would be excluded. We see exclusion as a final sanction, where warranted, which will only be used after careful consideration, when all other possible sanctions and strategies have been tried and have been unsuccessful.

Permanent exclusion will only be used as a last resort in response to serious or persistent breaches of the Behaviour and/or Safeguarding Policy. The handling of exclusions of pupils is governed by Education Acts and guidelines.

For fixed term exclusions, we will follow the set procedures set out in the Staffordshire booklet. The Local Authority would like to be informed about any exclusion of 5 days or more.

- For children having a fixed term exclusion of four days or less, the school will make efforts to provide school work for the exclusion.
- Before the exclusion, the child will be given targets that will need to be met when the child restarts the school day.

In extreme circumstances, other alternatives may be looked at to support a child with their behaviour before exclusion from school, including a reduction in their timetable and alternative provision in another setting off site. Off-site alternative provision may be used as a support programme for children who are at risk of exclusion from school, which can be enforced by the headteacher if they see this as the best solution to support the child and their needs. This would usually be agreed at the Burton District Inclusion Panel (see appendix 1 – reduced timetables and appendix 2 - alternative provision).

## **Grounds for Exclusion**

The principles which underline a decision to exclude a pupil from Holy Rosary Catholic Voluntary Academy are:

- a need to avoid risk and danger to pupils and/or staff.
- persistent and severe bullying.
- a single serious, major incident. In the case of a serious assault on another person occasioning injury, the Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action.
- constant disruption.
- verbal and physical abuse.

Permanent exclusion will only be used when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body and SRS CMAT Trust Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of all children and incidents of misbehaviour that result in attendance in the Reflection Room. All slips sent home and returned are filed, stored and monitored.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. This information is also shared with the Local Authority and the SRS CMAT.

Racial or bullying incidents of any kind are reported and records of such instances are reported to Local governing body and the SRS CMAT Trust Board on a termly basis.

### **Equal Opportunities**

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 policy without prejudice in a consistent, non-judgemental way, in accordance with the Catholic Ethos of our school and our vision for our community.

## Appendix 1

### Reduced timetables

#### **Education Provider's roles and responsibilities.**

Education provider includes; maintained schools (special and mainstream), academies, pupil referral units, independent schools and alternative education providers. A reduced timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision on a full time basis (equivalent to weekly hours the child would normally attend school)

In agreeing to a reduced timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

Schools should inform the local authority of any instances of a child been placed on a reduced timetable, so that the local authority is aware of the arrangements and can collate and monitor the data as required by Ofsted.

Information should also be provided to the governors/trustees about any children placed on a reduced timetable, so that the governors/trustees can fulfil their responsibilities to monitor the schools provision.

#### **Points to consider when planning a reduced / alternative timetable:**

- Is an Early Help Assessment in place – Before entering into a reduced timetable the school must understand the young person needs and those of the wider family. The EHA is a good tool for gathering and understanding these.
- Safeguarding – is the young person / family known to safeguarding services, what impact will a reduced timetable have on any existing safeguarding issues, any reduced timetable should only be implemented following a review of the child protection or children in need plan, which may involve requesting a core group meeting?
- Impact on child – How could the reduced time/table effect the young person in terms of mental health, educational progress, peer relationships, relationship within family etc?
- Impact on wider family – Would the child spending more time at home put greater pressure on a family already experiencing difficulties. How could this be managed, could another agency provide family support?
- Clear plan to co-ordinate work with child and family – In every instance of a reduced / alternative timetable a clear plan, agreed by all parties, should be in place, which sets out each person's / agencies task, and records each person's / agencies agreement to co-operate.
- Set review dates and re-integration – Make sure you establish the review date prior to implementing the plan. This will ensure the young person does not become hidden, forgotten or allowed to drift. A recommended review period would be every 6 weeks, but should be sooner if there are any concern's around attendance / achievement or safeguarding.
- Appoint a lead person to be accountable for the plan – Every plan should have a lead person to ensure it is implemented and reviewed. This person will also be the single point of contact for the young person, family and other agencies.
- Parental involvement, responsibility and role – As above the parents must be clear about their role and responsibilities. In order for any change to be achieved and maintained the parents must be fully involved and in agreement with the plan.
- Other agencies involved with child and family, their role and responsibilities – Ensure you know which other agencies are involved with the young person, involve them in the planning.
- Regular contact - It is crucial that a child on a reduced timetable is contacted or seen daily by the school to ensure that the child is safe. This information must be recorded in the school. If the school has any concerns about the safety of a child on a reduced timetable they must follow their safeguarding policy and procedures.
- Safeguarding, radicalisation, child exploitation - Ensure that if you are making these changes that you have considered any consequential risks you may be exposing the young person to, or allowing them greater opportunity to become involved in unsafe activities.
- Know what registration codes you will use – Be clear how you will record the period of reduced / alternative provision, and how you will monitor attendance and safeguarding. What will happen if the young person does not attend or a safeguarding concern arises?

It is best practice for every education provider to keep a list of all its students on reduced / alternative timetables, alongside their individual plans.

## Appendix 2

### Off-site educational activity/Alternative Provision

Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school on the day of any absences by individual pupils. This notification enables the school to record the pupil's absence using the relevant absence code. *(DfE Guidance – school attendance NOV 2016)*.

Statutory guidance for alternative provision states:

Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

When considering 'measures have been taken to safeguard pupils' education providers must ensure that the staff at the provision are checked and cleared to work with vulnerable children, appropriate risk assessments and insurances are in place, the provider has a safeguarding policy and a designated safeguarding lead in their organisation. The provider is aware of the needs of and any potential risks to the young person.

## Holy Rosary Behaviour Record Sheet



Name		Year/Class	
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Following a <b>WARNING</b> I have been sent to a member of SLT for...	play fighting	
	being unkind, impolite or disrespectful	
	misusing equipment	
	chasing (not tig) or hounding other children	
	disrupting others work, play or calm time	

<b>IMMEDIATELY</b> I have been sent to a member of the SLT for...	kicking	
	hitting	
	pushing	
	swearing	
	not listening to an adult or following instructions	
	not treating people equally	

I have missed...	5 minutes of my break (EYFS)	
	10 minutes of my break (KS1)	
	15 minutes of my break (KS2)	
	EYFS – 10 minutes KS1 – 20 minutes KS2 - all of my break	

Adult comment	
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Child Comment	
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Parent Comment	
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Signed (Adult)		Signed (Child)	
Signed (Parent)		Date	



## Restorative Reflection Sheet

Where did the incident happen?		
Name everyone involved (including teachers).		
In as much detail as possible, explain what happened.		
Which school rule was broken?		
Which have you not shown? (□)	Loving Heart	
	Strong Mind	
	Both	
Explain why.		
Do you need to ask for forgiveness/say sorry?	Yes	
	No	
Who from/to?		
Explain why.		