



## Horsell C of E Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

### POSITIVE BEHAVIOUR POLICY 2025-26

<b>Date adopted:</b>	October 2022
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<b>Approved by:</b>	Mrs A Smith, Chair of Governors
<b>Date approved:</b>	September 2025
<b>Due for review:</b>	September 2026

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

*God's spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle and self-controlled. There is no law against behaving in any of these ways.' Galatians 5:22*

At Horsell CofE Junior School we believe that everyone is made 'in the image of God'. This means that every member of our school community – from the youngest child in Year 3 to our oldest child in Year 6 – is respected, valued and cherished.

The Horsell CofE Junior School community is a family. Like all families, we have to work together to make sure that we get along and, like all families, there are expectations around how we behave when we are working and playing together. This behaviour policy sets out these expectations and explains how our policy reflects our ethos and values.

We have six key values at Horsell C of E Junior School – dignity, love, hope, justice, service and forgiveness. The values of dignity, love, justice and forgiveness are particularly pertinent with regards to this policy.

**Dignity:** Everyone has the right to be respected. Our children are taught that everyone is of equal value and worth because we are all loved and created by God. When children make mistakes, they are always given the opportunity to reflect on the other person's point of view. We encourage our children to empathise with others. We also aim to correct mistakes in private.

**Love:** Jesus taught us to 'love thy neighbour'. Our behaviour policy reflects this. This policy emphasises teaching children to make positive choices and praising their efforts. We do not humiliate children when they make mistakes, or impose whole class punishments. Instead, we teach children to make the right choices through building strong and secure relationships with their peers and adults in the school.

**Justice:** We recognise that children, like adults, make mistakes and they require teaching and guidance to support them to make the correct choices in the future. Our role as educators is to teach our children to do the right thing – even when no-one is watching. Sometimes, however, children do require a consequence for their actions. This policy sets out how we expect our children to reflect on their mistakes and learn from them. We use restorative questioning techniques and reflection activities. Children are often asked to do something to help to 'put things right'. Our guiding principle is to focus on the immediacy of a consequence rather than the weight of the punishment, as we know that this is the most effective way to teach children about making good behaviour choices in the future.

**Forgiveness:** It is important that all of our children know that, when they have reflected on their actions and put things right, they will be forgiven and that every day is a new start.

## Consistency

We aim to be consistent in our approach to behaviour across the school. Consistency ensures that children are confident in what is expected. All adults use the language – Ready, Respectful, Safe.

These terms are explained below and are on display throughout the school:

**Ready**- At Horsell CofE Junior School, we are **ready** to learn.

**Respectful**- We are **respectful** to each other and school property.

**Safe**- We keep ourselves **safe** in and out of school including online.

## Rewarding and recognising positive attitudes to learning

We recognise the importance of children growing into good citizens and aspire for them to feel proud of the work they do and to celebrate this. Some of the ways we do this are listed below:

- Verbal praise: this may be done by any member of staff to highlight excellent behaviours, attitudes or achievements.
- ‘Wow work’ celebrated on display, shared with members of staff, or shared with parents of the child.
- Stickers, smiley faces or similar.
- A message to parents.
- A visit to a member of the leadership team.
- Recognition board: symbols are written on the recognition board when children are observed to be making an excellent contribution to their learning or the learning of others. This can be a shared class target, changed on regular occasions, depending on the needs and successes of the class.
- House Points: Our four school houses promote pride and collective responsibility through teamwork. Children may be awarded house points by any member of staff or volunteer for demonstrating positive behaviour towards learning or by being an upstanding member of the school community. The house with the most house points receives a celebration award cup every half term.
- Merits: These are used for academic achievement and effort. Children receiving Merits are congratulated in whole school half termly ‘Celebration Assemblies’ with a round of applause.
- Outstanding Achievement Awards: These are awarded at the end of the school year and are given to children who have shown outstanding and consistent positive learning behaviour throughout the school year. These prestigious awards are presented for effort and achievement in the following areas: Academic (progress and attainment) Sport and Values.
- Values Award: Every half term a child from each class is nominated to a values afternoon tea with the headteacher.
- A feature in ‘Horsell Heroes’ which is circulated to the school community at the end of each half term.

## Additional Responsibilities

Giving children additional responsibility is another way that we maintain positive attitudes to school. Responsibilities in the school include: House Captains, Sports Captains, Librarians, Eco-school reps, Assembly Ambassadors, Prefects, Art Ambassadors and School Councillors.

## Responding to poor attitudes to learning

For the vast majority of children for the vast majority of the time, our system for rewarding positive attitudes to learning will be enough to support them in making excellent choices. On occasions where wrong choices are made, they will be addressed as they arise, by any member of staff.

In many cases, simple behaviour management strategies will be effective in reminding children of the choices they should be making, for example: clear instruction, a hand gesture, a look, “Are you making the right choice?” and use of recognition when they comply, such as a thank you or thumbs-up gesture.

## De-escalation Strategies

Where children are presenting escalating behaviour, de-escalation techniques will be used. These aim to take the ‘heat’ out of a situation and enable the child to calm down and correct their behaviour. Examples of de-escalation strategies are included in the appendices of this policy.

## Support for vulnerable Pupils

We recognise that some pupils, including those in care, in kinship care, or with a social worker, have SEN or trauma, may require additional support to meet behaviour expectations. Staff will work with the Virtual School Head and other professionals to provide tailored strategies.

## Restorative Justice techniques

All staff members of staff have been trained in restorative justice techniques. Staff have a series of questions that they ask children when they have made mistakes. These can be found in the appendix. Restorative questioning aims to develop empathy, recognition and understanding of the reasons for conflict to prevent future occurrences.

## Consequences

All children whose behaviour does not meet expectations may receive a consequence proportionate to the circumstance. **As much as possible we aim to focus on the immediacy of the consequence rather than the weight of the punishment.** This is because consequences issued long after the event lose their impact – especially for children. We will not issue ‘blanket consequences’ e.g. a whole class sanction due to the poor choices of one or two pupils. The only exception to this is the management of OPAL play, where equipment may not be put out on days following children not clearing away the

equipment in a timely manner. This is to develop collective responsibility at playtimes. (For more information, please see the school's Play Policy.)

As much as possible, poor behaviour will be corrected in private. Most poor choices will be managed as follows:

1. A warning using behaviour management strategies such as those listed above
2. A private reminder and explanation of the warning
3. Minutes of play time lost standing with an assigned adult on the playground, or having 'reflection time' in a classroom.
4. Speaking with the Head of Year
5. Opportunity for reflection, using the school's 'Reflection Sheet' (see Appendix)
6. Follow up action. This may include a telephone call home, e-mail or face to face conversation at the end of the school day

***Depending on the nature of the incident or the needs of the individual child, other consequences may be given in addition to or above those set out above. These include:***

- A verbal or written apology
- Removal from class for a set period of time with work to complete independently
- 'Pay back' of missed learning time
- Suspension of a privilege, for example: representing the school at a sporting event, attending a school club
- Being placed on a behaviour plan, such as a lunchtime assigned timetable
- 'Community pay back' such as tidying a messy area
- Referral to third parties, such as an Educational Psychologist or STIPS
- Use of Surrey agreed alternative provision
- Managed move to another setting
- A fixed term internal exclusion or suspension
- Permanent exclusion

Children whose behaviour is repetitive but not significant will receive a telephone call home after two incidents occurring in a week-long period. For example, if a child loses minutes from their playtime on two separate occasions in a week, a telephone call will be made to their parent to discuss. There are 3 levels of behaviour, Level 1 (low), Level 2 (medium) and Level 3 (high). (See Appendix). All 2 and 3 level behaviours are logged on CPOMS (our electronic tracking system for safeguarding pupils) so we are able to track and support particular children. Three Level 1 behaviours in a week will automatically result in a Level 2 which is logged on CPOMS.

All children whose behaviour leads to a medium/high consequence will complete a reflection activity at an appropriate time after the event (See Appendix 2). This will allow them to consider why their choice was a problem and how they could make a better choice in future. Class teachers will discuss the reflection with the child and save reflection sheets as a hard copy in a class folder. This will allow for staff to identify patterns in behaviour and to identify areas for concern around the well-being of a child, allowing for early intervention to support. This might include support from outside agencies.

Significant behavioural incidents will be recorded promptly by staff on CPOMS.

## Behaviour at break and lunchtime

Break and lunchtimes are an opportunity for children to explore their interests and social interactions in a less structured environment. Naturally, conflict can occur, and we aim to teach children positive ways to manage their emotional responses to this.

Horsell C of E Junior School is an OPAL school. All members of the lunchtime play team wear high visibility tabards. Children are taught, through play assemblies, that it is *their* responsibility to raise any concerns with an adult. Children who experience difficulties during break times can talk to adults on duty at the time where they are best able to mediate and resolve a situation. This should be encouraged by staff and parents. This may then lead to mediation, a telephone call home, reward, consequence or advice, as required. Teachers regularly remind children that they will receive the opportunity to discuss and manage the situation and will also reinforce that these issues will be dealt with by the appropriate members of staff and not be brought into class and affect learning. Celebration of positive play behaviour during OPAL is also shared in whole school assemblies.

## Moving around our school

As a large school, we work hard to ensure that our rules and routines are mirrored so that transition from the local infant school to the juniors is as easy as possible. We also strive to ensure that our children are ready for secondary school. Therefore, we will teach all children at Horsell CofE Junior School to walk when inside, keeping hands and feet to themselves and using a volume which is respectful to others who may be working as we move around school. Unless in a school club or group, children are expected to play outside during break and lunchtime, except during wet play. A member of staff leads children out of the school building at break time, lunch time and at the end of the day. Children are not left unattended in classrooms.

## Off-site visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff and volunteers are involved in any offsite visits. All trips are risk assessed and if a child's behaviour is identified as high risk, we will consider what the key risks are of the child attending the trip. For example, unsafe behaviour in school may place the safety of them and others at considerable risk.

## Travel to and from school

The expectations set out in this Behaviour Policy apply whilst pupils are travelling to and from school and whilst wearing the school uniform. In doing so, their behaviour will maintain a positive reputation of the school.

## Conduct out of school

The school has a duty and obligation to safeguard all pupils. Part of this safeguarding duty includes a responsibility regarding behaviour outside of school which is detrimental to the health and well-being of pupils. This includes use of social media, communication devices such as gaming, tablets and phones

and meetings in person. Should any concerning issue arise, the school will work with parents and/or additional services to support a plan of action to support children feel safe and happy.

Non-criminal or bullying that occurs outside of the school gates, which is witnessed by a member of staff or is reported to the school, will also be dealt with in line with the school's Behaviour and Anti-Bullying policies as well as our Safeguarding and Child Protection and Exclusion policies. Other linked policies can be found at the end of this policy.

## **Alternative Provision**

Where pupils attend alternative provision or off-site directed activities, our behaviour expectations and safeguarding responsibilities remain in place. We will work closely with providers to ensure consistent standards and safe environments.

## **Bullying**

Bullying is usually defined as repeated, intended to hurt and is often aimed certain groups. It takes many forms and can include physical assault, harassment, discrimination, any form of child-on-child abuse including sexual violence, sexual harassment and harmful sexual behaviour, name calling and cyberbullying. Horsell CofE Junior School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We encourage all children to speak out against any behaviour by others that bothers them and make time to listen to pupils and families who are concerned. The Anti- Bullying policy can be found on the school website and contains measures to prevent bullying.

## **Racist Comments**

We have a zero tolerance to racism. If a child uses a racist comment, they will automatically receive consequences for their actions, and their parents will be contacted so that we may discuss our findings and ways forward. We do not label children 'racist'; however, all children need to understand that any type of racist comment is unacceptable in our community. Repeated racist incidents may lead to consideration under child protection procedures.

## **Child on Child Abuse**

Child-on-child abuse can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

There are a variety of steps the school will take if child-on-child abuse is identified. A member of the safeguarding team will discuss the concerns with the member of staff who has reported them and will, where necessary, take immediate steps to ensure the safety of the child/ren affected. The DSL/DDSL will use their professional judgement to determine whether the alleged behaviour will be

dealt with internally and, if so, whether any external specialist support is required. Further information about the school's approach to child-on-child abuse can be found in the school's Child Protection and Safeguarding Policy.

## **Filtering, Monitoring, and Device Use**

The school uses appropriate filtering and monitoring systems to protect pupils from harmful content. Pupils are expected to use school devices and networks responsibly and understand that misuse will be addressed in line with this policy. This is supported through assemblies, PSHE and Online Safety lessons.

## **Online Safety and Digital Conduct**

Pupils must follow our Online Safety and Acceptable Use Policies when using technology in school. Behaviour expectations extend to online activity, including the responsible use of digital platforms, critical evaluation of online content, and avoidance of harmful material such as misinformation, disinformation, and conspiracy theories. Pupils must not use generative Ai tools in ways that are unsafe, inappropriate or contrary to our school values.

## **Attendance and Safeguarding**

Persistent absence or lateness may be an indicator of safeguarding concerns including neglect, exploitation, or abuse. Staff will follow our Attendance Policy and escalate concerns promptly to the Designated Safeguarding Lead (DSL).

## **Use of Reasonable Force / Physical Restraint**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force, and it will be used rarely. Every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. Reasonable force may be necessary to prevent a child from doing, or continuing to do, any of the following:

- Committing a criminal offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil); the Police will be contacted where necessary.
- Causing personal injury to, or damage or vandalism to school property, or of any person (including the pupil him/herself). For example, staff may physically separate pupils who are fighting.
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school at any time.

- All incidents involving the use of force will be recorded via our in-school recording system, CPOMS. Parents of children at Horsell C of E Junior School will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

- Consideration of a pupils' individual needs, including disability and special educational needs, is considered if reasonable force is required to allow for reasonable adjustments.

## Physical Contact with Pupils

We recognise that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- Holding the hand of a pupil
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use equipment
- To demonstrate techniques
- To administer first aid

## Pastoral Care for staff accused of misconduct

Horsell Junior C of E Junior School will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The head teacher will draw on the advice in the 'Dealing with Allegations of abuse against Teachers and other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

If a staff member is accused of misconduct, the matter will be referred to the Local Authority Designated Officer (LADO) to ensure that there is a transparent, supportive and fair process for all concerned.

## Staff responsibilities

All staff are responsible for modelling positive behaviour, challenging inappropriate conduct, and reporting concerns to the safeguarding team.

Staff will receive regular training on safeguarding, behaviour management, and emerging risks, including online harms and Ai use. Staff are expected to communicate and report incidents promptly and without prejudice. All members of staff are expected to apply the school's Behaviour Policy.

## Confiscation, Retention and Disposal of Items

The school can confiscate pupils' property, as a disciplinary sanction in certain circumstances e.g.) to maintain an environment conducive to learning and safeguard the rights of other pupils to be

educated. In most cases the item confiscated to reinforce the school rule will be returned at the end of the lesson, school session, or school day.

The school has the power to search without consent if we believe there are prohibited items. Prohibited items are:

- Knives and weapons (weapons and knives must be handed over to the police)
- Stolen items, tobacco, cigarettes or fireworks
- Controlled drugs
- Pornographic images
- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property
- Any other item banned by school rules.
- Mobile phones and smart watches should be handed into the phone boxes upon arrival at school via the gates. A mobile phone becomes a 'prohibited item' if it remains in a school bag or on a child's person during the school day. Smart watches, including Fitbits, are not permitted, and will be confiscated until the end of the school day.

## Exclusion

Wherever possible, the parents/carers of children at risk of exclusion because of the seriousness and/or persistence of their behaviour will be invited to attend a Risk of Exclusion meeting with the Headteacher and Assistant Headteacher for Inclusion and any other staff as necessary before exclusion occurs. Children whose behaviour poses a risk to the safety and/or learning of themselves or others in the school can be excluded as follows:

- Internal Exclusion – children attend the school but are separate from other children for a period of time.
  - Suspension
  - Permanent Exclusion

An exclusion can be sanctioned without the steps above if the child's behaviour is deemed detrimental to the education or welfare of themselves or others in the school. Other behaviour support routes could include a managed move or use of alternative provision to support positive curriculum access.

### Linked Policies:

Online Safety policy  
Child Protection and Safeguarding Policy  
Attendance Policy  
Anti-Bullying Policy  
Staff Code of Conduct  
Positive touch policy  
Exclusions Policy  
SEN Policy

## Equality Policy

# APPENDIX 1

## Discussion and reflection: Restorative Justice Techniques

*Discussion and reflection around wrong behaviour choices, at all levels, is key in developing an understanding for the child and staff member. In discussion, staff should guide children through the restorative key points appropriate to their age/stage of development. For example:*

- What was the wrong choice you made?
- What is the right choice?
- Why is it the right choice? Is there any important reason? (e.g. safety) - What choice should you make? Why?
- Why are you making the wrong choice? (if the child understands what the right choice is and why – often this will come down to an emotional or social reason) - What is the consequence of your choice?
- How can you fix the problem?
- How can you make the right choice in the future?

Children may need time to calm and become able to reflect/discuss. This may be achieved by requesting that they move to a different space within the classroom/playground/school or using the Zones of Regulation area within the classroom. During this calming down time, children will always be supervised, and staff will use de-escalation techniques as appropriate.

## De-escalation techniques

A variety of approaches may be employed to support children in managing their emotions and the behaviours arising. There is no 'one size fits all' approach to de-escalation and several different techniques may be required. Examples of some techniques we use are listed below:

- Calm stance
- Calm voice
- Consequence reminder
- Contingent touch (touch which involves little, if any, active resistance such as reassuring touch, physical prompts and guides or unobtrusive personal safety responses to low level risks)
- Distraction
- Diversion
- Firm, clear directions
- Humour
- Inform of desired behaviour
- Instruction
- Limited choices

- Negotiation
- Non-threatening body language
- Options offered
- Patience
- Planned to ignore
- Reassurance
- Step away
- Leave the space (maintaining a level of supervision)
- Swap adult
- Success reminders
- “Talk and I will listen”
- “When you are calm, I will be ready to listen”
- Time to think
- Verbal advice and support
- Withdrawal directed “Step away”
- Withdrawal offered “Come with me, we will leave this situation”

### **Patterns of behaviour and de-escalation of support**

*When patterns of behaviour are emerging, in the first instance, the class teacher should support the child to enable improvement. This may involve parents and carers. For example:*

- Alternative arrangements for playtimes/lunchtimes
- Additional reward/recognition structures
- Setting clear targets for improvement
- Additional coaching support to develop social and emotional skills and awareness
- Additional in-class support

If the behaviour does not improve, are regularly at a medium or high level, or if an underlying need/personal circumstance may be contributing to these behaviours, a referral to the Inclusion AHT should be made. The Inclusion AHT will then assess and review. They may seek additional support for the child (including outside agencies). A Behaviour Review Meeting may be called at this stage. This will involve the class teacher, Inclusion AHT and any other staff as appropriate. Parents/carers may be called to this meeting. The aim of the meeting is to bring together views, build a picture of the child’s difficulties and to review and improve the strategies/support in place for the child. Outcomes of the meeting may include referrals to outside agencies, multi-agency assessment or an Individual Education Plan being put into place.

## APPENDIX 2: Levels of Behaviour Reporting Form

Time:		Reported by:	Child(ren) Name and Class:	Description of Incident:
Date:		Location:	Target (if any) Name and Class:	
Behaviour (highlight or tick)		<b>Low (repeated and after warnings)</b>	<b>Medium</b>	<b>High</b>
	-	<ul style="list-style-type: none"> <li>- Calling out</li> <li>- Out of seat</li> <li>- Near-by distraction</li> <li>- Running in school</li> <li>- Work avoidance</li> <li>- Not following instructions</li> <li>- Name calling/teasing</li> <li>- Snatch/throw to disrupt</li> <li>- Misuse equipment (no damage)</li> <li>- Not lining up</li> <li>- Pushing</li> <li>- Littering</li> <li>- Risky play</li> </ul>	<ul style="list-style-type: none"> <li>- Not accepting responsibility</li> <li>- Vandalism/graffiti (low cost)</li> <li>- Refusal to follow instructions</li> <li>- Using objects with intent to hurt</li> <li>- Targeted/repeated name calling/teasing</li> <li>- Refusal to complete work</li> <li>- Disrupting class</li> <li>- Rude to adults</li> <li>- Deliberate use of feet to hurt (i.e. kicking)</li> <li>- Deliberate use of hands to hurt (i.e. hitting)</li> <li>- Deliberate use of mouth to hurt (i.e. Biting)</li> <li>- Deliberate actions to upset</li> <li>- Swearing (reaction/to shock)</li> <li>- Stealing (minor)</li> <li>- Leaving classroom</li> <li>- Showing or touching private parts (as a game)</li> </ul>	<ul style="list-style-type: none"> <li>- Threatening/intimidating (pupils)</li> <li>- Threatening/intimidating (staff)</li> <li>- Show/touch private parts (not game)</li> <li>- Discriminatory Language (gender, sexuality, race, religion, heritage)</li> <li>- Vandalism/graffiti (repair/replace)</li> <li>- Disruption stops learning</li> <li>- Running away/around school</li> <li>- Risk to safety</li> <li>- Swearing (intimidate/threaten)</li> <li>- Bullying</li> <li>- Stealing (major)</li> <li>- False accusations against staff</li> <li>- Fighting</li> <li>- Refusal to leave/blocking room</li> <li>- Open defiance/derogatory to staff</li> <li>- Assault on staff</li> <li>- Bringing/sharing prohibited items</li> <li>- Attempting to leave premises</li> <li>- Risk of/actual injury to others</li> </ul>
Follow Up Action(s)		Discussed with adult	Discussed with adult	Discussed with adult
			Parent informed	Parent informed
			Added to CPOMS	Added to CPOMS
	-	<ul style="list-style-type: none"> <li>- Discussed with adult</li> <li>- Time-out in class</li> <li>- Time-out of play with adult</li> <li>- Time in year lead's class</li> <li>- Discuss at break/lunch</li> <li>- Restorative action/reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed with adult</li> <li>- Time-out in class</li> <li>- Time-out of play with adult</li> <li>- Time in year lead's class</li> <li>- Discuss at break/lunch</li> <li>- Restorative action/reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed with adult</li> <li>- Time-out in class</li> <li>- Time-out of play with adult</li> <li>- Time in year lead's class</li> <li>- Discuss at break/lunch</li> <li>- Restorative action/reflection</li> </ul>
			<ul style="list-style-type: none"> <li>- Discussed with Inclusion/SLT</li> <li>- Referral to Inclusion AHT</li> <li>- Individual Behaviour Plan</li> <li>- Behaviour review meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed with Inclusion/SLT</li> <li>- Referral to Inclusion AHT</li> <li>- Individual Behaviour Plan</li> <li>- Behaviour review meeting</li> </ul>
				<ul style="list-style-type: none"> <li>- Discussed with Headteacher</li> <li>- Risk of exclusion meeting</li> <li>- Internal exclusion</li> <li>- Suspension</li> <li>- Permanent exclusion</li> <li>- Contact police</li> </ul>






APPENDIX 3

# My Reflection

Name .....

Date .....

What were you feeling?

<b>Sad</b> 	<b>Frustrated</b> 	<b>Confused</b> 	<b>Worried</b> 	<b>Angry</b> 	<b>Other</b> - choose a word to describe your feelings.
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What happened? (You can ask an adult to help write this). I chose to...

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How did my choices affect my learning?

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How did my choices affect others?

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How will I change my behaviour now?

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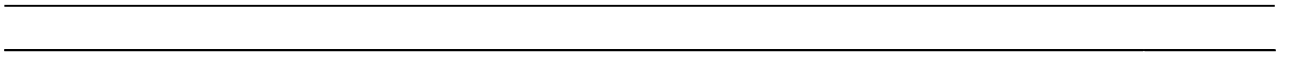
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Staff signature

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Actions taken



## APPENDIX 4



The 'blob tree' can be used to help children identify their emotional state.