

**‘Every Child, Every Chance, Every Day’**

<b>Reviewed By</b>	Annette Hixon	Policy Owner	April 2018
<b>Ratified by</b>	Carl Brooks	Governor	May 2018
<b>NEXT REVIEW</b>			September 2020

‘Our schools create memories. Our curriculum captivates challenges and is constantly adapting. We nurture every child to believe in themselves and give them opportunities to discover their endless potential. Each member of our community celebrates individuality and respects diversity. We prepare our learners with the skills to be creative future thinkers who will be responsible and ready to make a positive contribution to our ever changing world’.

We aim to provide a safe, secure and caring environment in which every child is able to learn confidently and happily in order to fulfil their potential. We recognise that children learn best in a calm, orderly and nurturing atmosphere. As a school we are aiming towards achieving Rights Respecting status with UNICEF and we adopt the language and behaviours that encompass a Rights Respecting School.

**At Shirley Junior School we believe that:**

- All individuals will show care and respect for each other:
  - Adult to child
  - Adult to adult
  - Child to adult
  - *Child to child*
- All individuals have the right to be listened to and heard.
- All individuals will have a clear understanding of the shared expectations of their own and others’ behaviour.
- All individuals will take responsibility for positively encouraging each other to behave in a way that fits the caring ethos of the school.
- All individuals will try to emphasise the positive and seek positive solutions to problems.
- All individuals will be consistent in supporting this ethos.
- This policy will apply to ALL individuals who are involved in the life of the school

Shirley Junior School LEARNING VALUES:-

**Curiosity & Imagination, Reflection, Citizenship,  
Problem solving, Co-operation, Independence & Aspiration**

<p>We believe the children have a right to:</p> <ul style="list-style-type: none"> <li>• Talk to each other and discuss issues</li> <li>• Be listened to appropriately</li> <li>• Work without any disturbance</li> <li>• Children to be kept safe in the environment</li> <li>• Have their strengths and efforts recognised</li> <li>• Learn to interact as part of a social group</li> <li>• Be given clear guidelines of behaviour expectations</li> <li>• To confidently approach adults to discuss issues</li> <li>• Have access to appropriate &amp; well cared for resources</li> </ul>	<p>We believe the children have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Try and see others point of view</li> <li>• To listen to peers and adults around the school</li> <li>• To take a safe approach to learning and play</li> <li>• Understand and talk about their own feelings</li> <li>• Consider consequences of actions and take responsibility for their behaviour</li> <li>• Want to put things right and decide the right solution</li> <li>• Be polite when speaking and show respect to all</li> </ul>
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<p>We believe adults have a right to :</p> <ul style="list-style-type: none"> <li>• Expect appropriate behaviour</li> <li>• Be listened to</li> <li>• Teach without disruption</li> <li>• Have updated and sufficient training</li> <li>• Have access to well cared for resources</li> </ul>	<p>We believe the adults have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Be approachable, speak kindly and listen to all sides of the story</li> <li>• Have time to listen and not pre judge</li> <li>• Be consistent whatever their role or time of day</li> <li>• Communicate with each other effectively</li> <li>• Use Repair and Rebuild (Restorative) language to facilitate problem solving.</li> <li>• Model positive language and behaviour for children to understand expectations.</li> <li>• Look after all school resources</li> </ul>
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**Shirley Junior School's Golden Rules**

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| <ol style="list-style-type: none"> <li><b>1. Show respect for people<br/>(Speak politely to one another)</b></li> <li><b>2. Be gentle<br/>(Do not hurt anybody)</b></li> <li><b>3. Be kind and helpful<br/>(Do not hurt others' feelings)</b></li> <li><b>4. Always try your hardest</b></li> <li><b>5. Always show respect for property.</b></li> </ol> |
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Our Behaviour Policy centres on this set of agreed Golden Rules made by SLT, teachers and the school's learning ambassadors. They have been shared with everyone and are displayed around the school so adults and children are aware of expectations. It is vital to the success of our policy that all children and adults understand the rules and that they are applied and followed through consistently.

## Good Practice in Encouraging Good Behaviour

- All adults act as role models for the children.
- All adults use a calm, consistent, firm and fair approach.
- All adult focus on positive praise to highlight good behaviour and to encourage those who are struggling to follow what good behaviour looks like.

Children need to be absolutely clear what is expected of them so the rules need to be made explicit and appropriate behaviours will need to be taught.

Teachers need to establish clear routines in their classrooms to set the children up for success as often as possible.

At the beginning of each academic year, each class teacher alongside their class will write a class charter linked with expected Right's and Responsibilities through the school. This should be reviewed by the class throughout the year.

When an adult gives instructions, they need to be given positively and firmly using simple language.

## Positive Rewards and Consequences

We aim to encourage good behaviour through praise and the use of our Visual Behaviour Charts (VBC).

### Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see pupils behaving well.

Verbal: Be specific so the children know what they have done well, linking with Golden Rules/Jetts/Class Charters

Non Verbal: Smiles and thumbs up signs are examples of non-verbal praise.

### Positive rewards

All children will start the day with their names on the middle of the Good Choices Ladder, regardless of where they were the day before. As long as the same numbers of steps are present, and it is visual within the classroom, individual year teams may link the design of the VBC to current learning in the year group.

When positive behaviour or the learning values are demonstrated by the child, they will move their names up the VBC.

#### **1<sup>st</sup> time**

- Acknowledge the specific positive behaviour e.g. 'Well done for persevering in this lesson even though you found it tricky'
- 'Well done for making a good choice to ....'
- Child moves name up once

#### **2<sup>nd</sup> time**

- Acknowledge the specific positive behaviour
- 'Well done for making a good choice to.....'
- Link to class charter and school ethos 'On our class charter it says....'
- Child moves name up again

#### **3<sup>rd</sup> time**

- Acknowledge the positive behaviour
- 'Well done for making a good choice to.....'
- Share with class why the child has made it to the top
- Child moves name up again

When a child reaches the top they are rewarded with a sticker and tick off their name on the class tally chart. A positive behaviour slip is given to the child to take home at the end of the day to be shared with their family. At the end of each week, the children will be recognised for their positive behaviour during Friday Reflection time. Children will record in their Behaviour Record if they have achieved AM – Amazing choices or C consequence.

### **Weekly Jett certificates**

Every week each class teacher will choose one child in their class who has shown exceptional behaviour linked to one of our six Jetts; Curiosity and Imagination, Reflection, Co-operation, Citizenship, Problem solving and Independence and Aspiration. This particular child will have their certificate presented by the teacher in celebration assembly on Friday.

### **House points Credits**

Alongside and working with the VBC, children are rewarded credits when following the Golden Rules, the Jetts or are seen to be using Rights and Respecting language and behaviour.

e.g. holding doors open, sitting quietly, being kind and helpful to other children and adults. When a child reaches the top of the VBC, credits are encouraged to continue to highlight the good behaviour of the child. Children can collect 5 credits for every effort star, 1 or 2 credits for good manners around the school or moving up the VBL.

### **Other certificates**

To promote a positive environment, we think it is vitally important to ensure all adults within the school are highlighting positive behaviour with the children. Alongside this other children will be encouraged to reward each other. Each week in Friday's celebration assembly, the office staff, resources staff and lunch staff will award a Citizenship certificate for demonstrating positive behaviour and good manners around the school.

### **Class rewards- (marbles)**

All classes will work towards a 'class reward' by collecting marbles (or similar), these can be awarded when the WHOLE class is following the Golden Rules. The class will agree on a reward that they collectively work towards. Other class rewards may be agreed and used by individual classes/year teams to recognise and reinforce class rules/routines e.g. table points for tidying up. These are negotiable with the individual class and their teacher but, in principle, will support and promote the values and behaviours underpinning our Golden Rules and working as team. Any reward time given, will be worked towards achieving every half term. The children and the class teacher will work together to choose the reward.

### **Bands of Trust**

Pupils who continually follow the Golden Rules, have high levels of attendance and set an excellent example to others are nominated by teachers to receive a Band of Trust. After a discussion between the Head of School and child, a band and a certificate will be awarded in a Friday celebration assembly by the learning ambassadors. These children will have special privileges within the school which have been agreed by the learning ambassadors and the Head of School.

### **Effort Stars – demonstrating our Learning Values**

All children will earn an effort star for demonstrating our Learning values. For example when a child has persevered, collaborated with others, shown resilience when solving problems, reflected and learnt from mistakes. Effort stars are collected on a record chart.

Every 10 stars – children have the opportunity to show their learning to a senior leader and receive a head teacher sticker.

40 stars – pupils are awarded a certificate in Year group assembly

80 stars – certificate is awarded in whole school assembly

120 stars – parents are invited in to whole school assembly when the certificate is awarded

All stars are colour coded and linked to each of our JETTS – Children will collect their stars in a folder.

To be completed during 2016/17

## **Citizenship points & Governors Award**

Pupils will have the opportunity to collect points towards their Governors award. 20 points can be collected each year for taking part in a variety of school activities. Pupils will be required to collect a certain number of points before starting the final Governors Award section in Year 6.

To be completed during 2016/17

### **If a child chooses to break the Golden Rules**

We aim to encourage good behaviour through praise.

However, if a rule is broken the emphasis must be put on the child taking responsibility for their actions and the following will apply:

Initially, adult to use non-verbal clues to encourage the child to realise that their behaviour may be slipping. Otherwise the adult will use the Visual Behaviour Chart (VBC) as a guide to direct the children away from the disruptive behaviour to positive behaviour.

1<sup>st</sup> time a rule is broken: VERBAL WARNING (not yet moved down the VBC)

- Child's inappropriate behaviour quietly and firmly pointed out
- Adult states rule: "In our school, we ....." [Positively phrased], "you are choosing not to..."
- Praise 2/3 other children who are doing it right.
- Praise child & thank them if they choose appropriate action in response.

2<sup>nd</sup> time a rule is broken: MOVE TO STOP AND THINK ON VBC

- Your name is being moved to stop and think
- State the rule "In our school/class charter we....you have chosen not to do so"
- Give consequence "If you choose to do that again you will lose 5 minutes of your break"
- Praise 2/3 other children who are doing it right.
- If they begin to demonstrate positive behaviour, praise & thank them and move them back up

3<sup>rd</sup> time a rule is broken: MOVE TO REFLECTION ON VBC

- State rule "In our school we...."
- "You have chosen to ....so now you will have 5 minutes now or at break (whichever is appropriate at that moment) to think about your choice of behaviour.
- This is an opportunity to speak to the child and ask the child the key restorative questions e.g. 'What happened/what's happening /How their behaviour has affected their learning/peers? How would they like to change it?'
- The responsibility is again put with the child and s/he is reminded of the consequence in deciding to break the rule again "if you choose to do that again you are choosing to receive a consequence and will lose next playtime.
- The child's name will remain on Reflection until they demonstrate appropriate learning behaviours. Praise and thank the child when they do.

4<sup>th</sup> time a rule is broken: CONSEQUENCE ON VBC & NOTE HOME

- A child's name is put on the consequence box.
- State rule "In our school we...."
- "You have chosen to ....so now you will lose your next break time and I will speak to a Head of Standard about your choices"
- With the teacher (and/or Year Leader, if appropriate), child to write a reflection sheet to explain their actions and what they think they need to do to make it right which will be sent home. \*See Appendix C
- If a child ends up at consequence, they will have a note recorded on CPOMs and miss break or lunchtime play to discuss with the teacher or HOS, who will use the R&R key questions with the child during the playtime to unpick the issue and ensure the behaviour is not repeated.
- If a child receives 3 Consequences in one week / the child's behaviour does not improve, the child will then be referred to a senior leader (or Year Leader according to availability) who will contact the child's

parents to set up a more formal meeting. At this point possible lunchtime exclusions may be considered or suitable arrangements made in consultation with the parents/carers. Records must be kept of meetings with parents outlining what has been agreed.

Each year group will have a file to keep the behaviour reflection forms and lunchtime blue forms which will be monitor behaviour across the year.

### **Refusal of work/ Expected quantity and quality of learning**

When a child refuses to complete their work within the lesson the teacher should follow these guidelines.

- Take the time to quietly and calmly question the child as to why they have chosen to refuse and remind them again of the instruction.
- If disruptive to others, the child may be moved to sit by self or with another adult within the class.
- If the child continues to refuse, the VBC should be used and followed.
- For refusal of work, the work must be placed in a 'lost work tray' in which it must be either completed during their break or at home after a discussion with their parents/carer. It is important for the children to realise that the missed work must be completed.

If a teacher feels a pupils has not met the expected quality and quantity of learning in a less, pupils maybe asked to 'catch up' for 5 minutes at a break time or 15 minutes at lunchtime.

### **Individual challenging behaviour**

Our behaviour policy, whilst providing guidelines for a consistent approach, is written to be sufficiently flexible to take into account accommodation of a variety of individual pupil and class needs. Occasionally some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable.

However, it needs to be recognised that when a child behaves in an unacceptable way there is an underlying reason and we need to look for the causes or triggers. This will involve tracking behaviour patterns and identifying the behaviour that needs to be targeted. In consultation with Year leader or SLT you may consider to use an individual behaviour plan to target the challenging behaviours displayed. We recognise that extreme behaviours and significant changes could trigger safeguarding concerns.

It is important to recognise that pupils should not be sent out of the classroom unless they are seriously disturbing the learning of others and at this point they will be removed by a member of the SLT. This is because we believe in promoting pupils' sense of belonging within the classroom.

It is imperative for the success of individual behaviour plans that everyone working with the pupil is made aware of the specific plan' including lunchtime staff these plans will be reviewed half termly and shared with all staff. Any staff member working closely for pupils who display challenging behaviour there will be a child and adult risk assessment written to ensure the safety of pupils and staff, these will verbally be reviewed weekly by a member of SLT and formally reviewed half termly and up dated on the risk assessment.

See Appendix B for the systems and progression for individual challenging behaviour.

### **SERIOUS BEHAVIOUR CONCERNS**

If a child breaks a rule by behaving in any of the following ways, the child will receive an instant Consequence and will be referred to SLT and Year leader:

- Leaving the school premises without permission
- Showing extreme and threatening aggression
- Physically hurting another child or an adult
- Bringing in weapons or paraphernalia that may hurt others or intend to threaten others

Depending on the severity of the behaviour and the child's response, the senior leader in charge may decide on an immediate short-term exclusion or an internal exclusion on the following day. Length of short-term

exclusions will depend on several factors at the Head of School's or Executive Head's discretion. All exclusions must be agreed by the Executive Headteacher and in line with our Exclusions Policy.

If exclusion is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour and to ask them to arrange to meet a senior leader and the class teacher. If, after this meeting, the child continues to make poor behaviour choices, the child's parents/carers may be called in agreement with a senior leader to collect him/her and there may then be a short-term exclusion.

The adult who was with the pupil at the time of any misdemeanour must complete a CPOMs record as soon as possible following the incident. If the child has brought on to the school premises a weapon, drugs or other paraphernalia that may cause harm to others, the school will follow the guidelines in place. Please read Procedure for Dealing with Knives and Offensive Weapons.

Following a short-term exclusion, the provision and needs of the pupil will be assessed. The school will liaise with suitable outside agencies in order to ensure the environment and systems are in place so that the pupil has a successful return to school. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the pupil. There may also be a Behaviour Contract agreed.

Modifications that may be made to support the child are: independent work station, one to one support, counselling, ELSA sessions, changes to the environment within and beyond the classroom and/or a reduced timetable. The arrangements that are put into place will be reviewed on a weekly basis to ensure that the needs of the pupil are continuously being met.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Trust Board.

This Behaviour Policy should be supported through class circle time, PSHE, Emotional Literacy, assemblies, ELSA time/group work, pair or group work in lessons, celebrating good news/behaviour, compliments ..... in fact, in every possible positive way which promotes good behaviour and reflects the caring, supportive ethos of our school.

### **PLAYTIME AND LUNCHTIME BEHAVIOUR POLICY**

There are high expectations of appropriate behaviour at morning and lunchtime playtimes.

- There will be adequate adult supervision, so that any problems being experienced by the children will be immediately addressed.
- Adults will observe and engage with children at play and will deal with incidents in line with the school behaviour management system.
- Children will be encouraged to tell the nearest adult whenever they observe an accident or are being exposed to any undesirable behaviour from other children.
- Rough play, play fighting, fighting, or pulling of clothing will be immediately stopped and procedures will be followed (see appendix A).
- Children are actively discouraged from retaliation in any form since this has a tendency to escalate roughness. Parents are asked not to encourage their children to retaliate but to encourage the children to go immediately to the nearest adult who will be committed to listening and to dealing with the situation as listed above.
- Children continually not meeting behaviour expectations will be met by a Senior Leader. They will be reminded of appropriate behaviour and their parents will be informed. These pupils may miss one or a series of playtimes to enable them to reflect on behaviour expectations.
- A programme of behaviour management or Emotional Literacy sessions may be put in place for these pupils in discussion with their parents.
- Exemplary playground behaviour will be rewarded with stickers or having their name moved on the behaviour chart.
- Adults on duty will liaise with the class teacher in cases of either unacceptable or exemplary behaviour.
- Provision of play equipment and playground games will help to ensure that there are plenty of suitable play activities, to provide children with alternatives to undesirable games.



## **BEHAVIOUR – school trips**

The school behaviour policy should be followed during all times, although these additional points need to be considered.

On school outings and in public places the children will be expected to behave in a calm and sensible manner.

- When walking along the road they will be expected to walk in twos in a tight group and be polite to any other people in the vicinity.
- They will be reasonably quiet in order that they may hear instructions quickly.
- They will be expected to respond to instructions and be aware of safety issues.
- On coaches they will be expected to be made aware of the role of the coach driver and to keep noise to a level conducive with the safety of the journey.
- They will be expected to be polite to the driver and to any other member of the public.
- Any unacceptable behaviour or behaviour endangering themselves or others will be dealt with at the time by the nearest member of staff with warnings and closer observation.
- As always a positive approach will reward acceptable behaviour with praise.
- In certain cases where the pupils are on an individual behaviour management plan the teacher should prepare an individual risk assessment with additional plans and procedures which should be discussed, agreed and signed by the HT and Parent ahead of the outing.

Every effort will be made to enable inclusion in all the activities

## **APPENDIX A**

### **BREAKTIME and LUNCHTIME PROCEDURES**

#### **Positive rewards and consequences**

It is vitally important to recognise that positive behaviour will be recognised and rewarded at play and lunchtimes as well as in the classroom. For this reason, supervisory and play assistants are encouraged to give out stickers when children are demonstrating positive behaviour. At the end of lunchtime, each lunch time supervisor will reward a superstar certificate to any child if their designated year group who is demonstrating positive behaviour. This will be rewarded at the end of lunch time when each class is lining up to go back into the classroom.

**Sticker = 1 credit**

**Mini certificate = 5 credits**

#### **When a rule is broken:**

##### **1<sup>st</sup> time: VERBAL WARNING**

- Quiet verbal warning using the language of choices
- State rule “In our school we .....” linking it to the school values and golden rules.
- Praise if child responds well
- 

##### **2<sup>nd</sup> time: VERBAL WARNING**

- State rule “In our school we .....” linking it to the school values and golden rules.
- Give consequence “If you choose to do that again .....”
- 

##### **3<sup>rd</sup> time: REFLECTION TIME**

- State rule “In our school we.....” linking it to the school values and golden rules.

- “You have chosen to ....so now you must sit on the bench for 3 minutes and think about ...”
- Follow the restorative questions to talk through the choices and fill in ABCC form (Appendix 2)
  - ❖ What happened?
  - ❖ What were you thinking?
  - ❖ How were/are you feeling?
  - ❖ Who do you think has been affected?
  - ❖ What needs to happen/do you need to do now?
  - ❖

4<sup>th</sup> time: **CONSEQUENCE**

- State rule “In our school we.....”
- “You have chosen to continue with the same behaviour....so now you must speak to a Senior Leader about your choices”
- Senior Leader to decide upon appropriate next action.
- Blue Lunchtime record form to be completed and passed to the Senior Leader on duty or class teacher and the child will move down the VBC and complete a Reflection Sheet.

Lunchtime Consequence			
<b>Child's Name:</b>		<b>Class:</b>	
<b>Date, time, place</b>	<b>What was happening before? (Antecedents)</b>	<b>What happened? (Behaviour)</b>	<b>What happened after? (Consequences)</b>
<b>Adult's name:</b>			

If a child is verbally or physically aggressive at any point they should be passed straight to a senior leader on duty. If the child is sent to a Senior Leader for these reasons CPOMs should be completed and the parent/carer should be informed by the senior leader or teacher.

If for any reason, a child finds lunchtimes consistently difficult, they may, with prior arrangement, spend their lunch and break times either with the class teacher or in the ELSA room.

This Behaviour Policy and Guidelines will be reviewed at least once a year and any changes will be agreed and communicated to all individuals in the school.

## Appendix B Systems and progression to be used for pupils displaying challenging behaviour

At each stage through the process, parents and carers need to be involved and informed of concerns regarding behaviour. At all stages of the process the class teacher is responsible for the outcomes of the pupil, ensure plans are reviewed regularly and curriculum provision is adapted to meet their needs.

### Stage 1

#### **For any pupil who:**

- Needs some modifications to be supported in learning / behaviour e.g. behaviour chart / rewards / specific SEN intervention

Individual learning plan (ILP) or ELSA target form to be completed by class teacher to support the learning in consultation with the child, teacher, teaching assistant, SENDCo and parent/carer.

- Child's needs have been identified and targets set to develop personal, social and emotional and behavioural needs.
- As inclusive classroom practice, this is the initial step a teacher needs to complete to support a child to access their learning.

### Stage 2:

#### **For any pupil who:**

- Is consistently working outside the boundaries of classroom behaviour management strategies and the school behaviour policy.
- Has regular senior leader intervention and involvement due to displays of challenging behaviour.
- Is at risk of a fixed term exclusion.

#### **The following forms and processes must be completed:**

1. A team review meeting with senior leader and all staff who work with the pupil
2. Assessment and observation of need to be carried by Inclusions team, this is to include behaviour patterns and audit of weekly behaviours in order to guide and inform the risk assessment and writing of challenging behaviour plan.
3. **Challenging Behaviour Management Plan<sup>i</sup>**, with smaller steps/targets & more frequent/specific rewards, needs to be completed by class teacher in liaison with the Head teacher and shared with the child, the parent/carer and all the adults working with the child. This is to be formally reviewed and shared half termly.
4. When a child has made positive changes to their behaviour and it is deemed by the school to no longer have a Challenging Behaviour plan, the plan will be formally closed and signed by the Head Teacher and parents. If a child transfers to a new year group whilst a Challenging Behaviour Management Plan is in place, all current best practice identified for the individual child will continue and the new class teacher will take responsibility for its review.

### Stage 3:

#### **Any pupil who:**

- Is not responding to the above processes
- Has been restrained for their own or others' safety

#### **The following forms and processes need to be completed:**

1. A team review meeting with senior leader and all staff who work with the pupil
2. Referrals to outside agencies to be agreed as appropriate
3. **Risk Assessment for adult and child, and Behaviour Ladder** to be completed by Head Teacher and shared with all staff. This is to be verbally reviewed weekly and formally reviewed half termly.

4. When a child has made positive changes to their behaviour and it is deemed by the school to no longer have a Risk Assessment or Challenging Behaviour plan, both the plan and risk assessments will be formally closed and signed by the Head Teacher and parents or staff members. If a child transfers to a new year group whilst a Challenging Behaviour Management Plan is in place, all current best practice identified for the individual child will continue and the new class teacher will take responsibility for its review, new risk assessments will be completed for the child and staff in the new environment.

Stage 4:

**Any pupil who:**

- Has demonstrated extreme behaviours
- Has not responded positively to provision

**The SLT may:**

1. Review the timetable and current learning provision.
2. Provide an alternative work space within the school.
3. Review and adjust current interventions and adult support.
4. Reduce the current timetable.
5. Fixed term exclusion

*<sup>i</sup> See Teachershare ->Behaviour -> RP folder*

**Appendix 2**

**My Behaviour Reflection**

**My name.....**

**Date..... Class.....**

Reasons for my behaviour

Consequences of my behaviour

1.

2.

3.

Description of my behaviour

How has my behaviour made others feel?

How do I feel now?

What might have happened?

My plan for improvement

.....  
.....  
.....  
.....  
.....  
.....  
.....

How can your teacher help?

Signed (pupil)

Signed (teacher)

