

CROSSHALL JUNIOR SCHOOL

BEHAVIOUR POLICY



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CONTENTS

Purpose	page 3
Overview	page 4
Entitlements and Responsibilities	page 4
Curriculum and Routines	page 5
Pupil Support	page 7
Leadership and Management	page 8
Staff Induction	page 8
Records	page 9
Bullying	page 9
Prejudicial Language and Discrimination	page 9
Child-on-Child Abuse	page 10
Considerable Damage to Property	page 10
Behaviour Outside of School Premises	page 10
Behaviour of Staff, Governors, and Parents	page 11
Wider Application	page 13
Other Related Policies/ Statements	page 13
Appendix A	page 15
Appendix B	page 16
Appendix C	page 18

Purpose

At Crosshall Junior School, we aim to create an environment which enables each child to participate purposefully and transfer peacefully through each stage of school by developing:

- a moral code;
- self-discipline, self-reflection and self-control;
- independence;
- accountability;
- conflict resolution;
- self-esteem;

and encouraging:

- co-operation;
- honesty;
- courtesy;
- fairness;
- a readiness to learn;
- respect for all members of our school, buildings and resources;
- reflection on personal choices;
- recognition of rights and responsibilities.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Overview

There is a whole school approach to behaviour management which utilises a common language and shared processes whilst also allowing for staff autonomy to support individual children. All staff deal with behaviour issues in a calm and consistent manner, treating all children fairly and following school policy. The school follows a system based on the 'Raise Responsibility' method for behaviour management and incorporates strategies from a number of different sources.

A positive, praise-based culture is engendered through verbal praise, stickers, certificates, communication with home and House Points which allows the school to encourage positive attitudes, good manners, high quality outcomes and a team spirit.

Achievement, effort and being a good citizen by representing the school's values of 'Ambition, Resilience and Kindness' are acknowledged during weekly assemblies.

Children are not rewarded for behaving in the way that is expected (level C/D behaviour), but acknowledgement of children behaving in a positive manner is seen as important for maintaining a positive culture.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

For all children, external support and advice will be accessed where necessary.

Entitlements and Responsibilities

We recognise that everyone has the right to feel valued and respected whilst at school and, in return, that everyone has a responsibility to respect and value others.

Children:

Have a right

1. to learn in a friendly, encouraging, secure and supportive school environment;
2. to have appropriate access to the teacher's time;
3. to be heard and be able to express opinions.

Have a responsibility

1. to show respect to people and the property of others;
2. to be co-operative and considerate;
3. to act in a safe and responsible manner for themselves and others;
4. to reflect on their behaviour;
5. to speak out but also to listen.

Staff:

Have a right

1. to work in a pleasant and safe environment and to be able to achieve job satisfaction;
2. to be treated with courtesy and respect;
3. to create 'time-out' situations for children when they are disrupting other people's rights to learn/teach;
4. to support from colleagues, governors and parents.

Have a responsibility

1. to ensure that they are encouraging, positive and consistent, and that they manage poor behaviour fairly;
2. to recognise and respond positively to good behaviour;
3. to consult with and support colleagues and parents;
4. to work within the framework of agreed whole school policies.

Parents:

Have a right

1. to expect consistent approaches to codes of behaviour used by staff throughout the school;
2. to receive and offer information about their child's education and behaviour.

Have a responsibility

1. to let the school know of any concerns;
2. to support the school in promoting good behaviour;
3. to be willing to listen and work with the school, in developing workable solutions to problems.

Curriculum and Routines

Crosshall Junior School identifies all children's behaviour as being either:

A (anarchy)- serious unacceptable behaviour

B (bothering) – behaviour which disrupts learning for themselves or others

C (co-operative) – supported behaviour which contributes to a well-ordered school

D (democratic) - independent behaviour which contributes to a well-ordered school

From the start of the year, children are explicitly taught these definitions through clear examples and class discussion. In addition, they are displayed in learning spaces across the school and during lessons. As part of this curriculum, children are taught how teachers will remind them of their choices, what may happen if they do not make a change and how we will support them to follow appropriate behaviour. This curriculum will be repeated at regular intervals and, if necessary, with individual children who may benefit.

Children who are behaving at Level B are first given a non-verbal reminder to adapt their behaviour. If this does not work, staff will use verbal reminders to change their behaviour. This reminder will often ask for an acknowledgement of the level of behaviour they are at and an expectation of change (e.g. "What level of behaviour is talking over the teacher?"; "B"; "Please change your behaviour so you are working at level C or D"). If they do not improve their behaviour, the school has in place three stages of intervention. All three stages include the opportunity for reflection as the school believe that it is through reflection on experiences that long-term change is implemented. The three stages are:

Stage One – Children will complete a reflection process which supports them in acknowledging the level of the behaviour and to reflect on how they can prevent this happening in future. This may be written down, but may also include a conversation with an adult that follows scripted questions.

Stage Two – In addition to reflecting on their behaviour in a similar way to Stage One, children will, in discussion with an adult:

- identify a way of remedying any harm that has come to others;
- explore ways of preventing this behaviour in future;
- agree a sanction to deter from engaging in that behaviour in future.

In order for the sanction to be an effective deterrent, it will vary dependent on the child, previous incidents and other factors. Nonetheless, any sanction will be proportionate to the incident, delivered promptly and be consistently applied.

Although not an exhaustive list, sanctions which the school may use include:

- loss of privilege;
- a restorative act such as an apology letter;
- restricted time at break or lunch;
- supervised play;
- behaviour card;
- children work away from the class - internal exclusion;
- suspension from school.

Stage Three – For serious unacceptable behaviour or multiple repetitions of Level B behaviour where a range of strategies have been put in place to change behaviour, children may be moved to Stage Three. Once again, children will take part in a reflective process. However, this process is likely to take place with a senior member of staff such as the Head Teacher or Assistant Head Teacher. Similarly to Stage Two, children are likely to be expected to agree a sanction.

In some cases, and in discussion with parents, the school may adopt sanctions that are applied over a longer term in order to support the child in modifying their behaviour. For example, through the use of Challenge Cards with personalised targets.

Removal from the classroom is considered a serious sanction for children and may be an option chosen for children who are persistently behaving at Level B or behave at Level A. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents will generally be informed if their child has been removed from the classroom.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment and;

c) to allow the pupil to regain calm in a safe space.

The school will ensure that the amount of time that a child is outside of the classroom is proportionate to the incident and will generally be for a specific period e.g. one morning. School leaders will monitor who is receiving this sanction in order to identify children who may need additional support.

In rare cases, the school may use detention as a sanction. It is lawful for schools to detain students without parental consent after school, lunchtimes, weekends and on training days. This is only used in exceptional circumstances and would only be applied after discussion with parents with at least 24-hours' notice.

The loss of break or lunch time will still allow children sufficient time to eat, drink and use the toilet.

'Self-Reflection Logs' are not themselves a sanction. For example, there are incidents where the 'Self-Reflection Log' system is used to ascertain what has happened. Therefore, it is important to note that the logs themselves are not evidence that a child is being blamed. They are a tool to support children in reflecting on experiences.

In general, parents are informed of poor behaviour at 'Self-Reflection – S2' or 'Self-Reflection - S3'. However, at the discretion of staff, this may not be done. For example, where teachers are already having ongoing communication with a parent.

The school provides many additional opportunities beyond the normal curriculum such as sporting teams, discos and residential trips. It is an expectation that these opportunities are for children whose behaviour is in line with the high expectations of the school so may not be offered to some children until their behaviour improves.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school may use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The school will follow the guidance set out in the [Exclusion Guidance](#).

Pupil Support

A fundamental principle of the school's behaviour management is the use of reflection and the identification of pro-active, preventative measures. When instances of Level A or B behaviour occurs, children will, with the support of an adult, reflect on what happened, the reasons for the incident happening and how it can be prevented in future. School staff will work with the child to identify how they can support improved behaviour in future and consider how they might make reasonable changes to support the child with modifying their behaviour. For example, a child may find it easier to focus if they are located in a different part of the classroom. Not only is this an important part of minimising future issues, but it also supports the maintenance of positive staff/pupil relationships.

In addition, the school may offer the support of a Learning and Wellbeing Mentor. These adults, who have had additional training, can offer support with emotional social or behavioural needs.

Removal from the classroom for issues other than reflection or discussion with an adult is considered a serious sanction and the school will ensure a pupil has an opportunity to speak to a member of staff to support effective reintegration. This conversation will check understanding of why the sanction was used, the child's feelings and any concerns about returning to the classroom, and what preventative measures can be put in place to reduce the possibility of reoccurrence. Ideally, the class teacher will be the person who leads this process.

Where a suspension has taken place, senior leaders will hold a reintegration conversation with pupils and, if relevant, the pupil's parent/carer.

If necessary, staff will communicate with the SENDCO about additional support or the Safeguarding Team if deemed relevant. There will be ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams.

See:

- Appendix A - the four levels and a brief description (for display)
- Appendix B - explanation of process
- Appendix C - Self-Reflection S1/S2/S3 Logs

Leadership and Management

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School Leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School Leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School Leaders will offer appropriate training which is required for staff to meet their duties and functions within the behaviour policy. The school will align this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.

The school will also ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

School Leaders will monitor reflection logs, so that they are aware of persistent poor behaviour.

Staff Induction

When new members of staff join the school, they will be offered training on the behaviour culture of Crosshall Junior School. This will include training on the principles

behind the behaviour management culture, the routines linked to its application and ongoing support for maintaining high expectations.

Records

Files containing the 'Self-Reflection Log' forms and an overview are held by the class teacher. These records are not evidence of blame, merely a log of what happened during the incident; however, they are an important tool for enabling students to reflect on the events and their response. Learning, regarding more appropriate actions, is promoted and advocacy of 'putting things right' are highlighted. This is also in line with the 'Restorative Approach' to resolving problems.

For some children, such as a child with additional needs based on their SEND, the recording system may be adjusted in order to better cater for their needs. For example, their behaviour may be recorded more frequently in a more detailed daily log. Nonetheless, we will maintain the high level of expectation in regard to their behaviour.

A log of more serious sanctions, including removal from class, is kept and analysed to ensure that they are not being used disproportionately, and are effective.

Bullying

Bullying is repeated behaviour over time, which makes other people feel uncomfortable or threatened.

Bullying is never tolerated.

There are different sorts of bullying, but the main types are:

1. *Physical*
2. *Verbal*
3. *Emotional*
4. *Exclusion*
5. *Sexual*
6. *Damage to property or theft*
7. *Online (cyber)*

All incidents (founded or not) are dealt with by the class teacher and then Head of Year. Assistant Head Teacher/Head Teacher will deal with situations that are not adequately resolved. Records of these will be evident within the 'Self- Reflection' Logs file.

The school follows the local anti-bullying charter for St Neots.

Prejudicial Language and Discrimination

We teach our children to recognise the similarities and respect the differences between themselves and others. All incidents of the use of prejudicial language (founded or not) are dealt with by the Head Teacher/Assistant Head Teachers, who are required to report confirmed incidents to the local authority. Records of these are kept on the 'Prejudice Related Incident' form, copies of which are kept in the office.

Discrimination in any form, including but not exclusive to race, culture, religion, homophobia and sexism is unacceptable.

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the safeguarding and child protection policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Child-on-Child Abuse

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation

Considerable Damage to Property

All incidents (founded or not) are dealt with by the Head Teacher/Assistant Head Teachers.

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This will be a consideration if non-criminal poor behaviour or bullying which occurs off the school premises or online is witnessed by a staff member or reported to the school.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Malicious accusations against school staff will be dealt with in a similar way.

In line with the school's Restrictive Physical Intervention Policy, members of staff also have a legal power to use reasonable force to prevent students committing an

offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the [Restrictive Physical Intervention Policy](#)

The Head Teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Any item that is banned by the school can also be searched for without consent, but force will not be used to carry this out. These may include items such as:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Behaviour of Staff, Governors and Parents

Behaviour of Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Clear guidance about school expectations of staff conduct is provided through the [Staff, Governors and Volunteers Code of Conduct](#).

Staff should be mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites. When using social networking sites, staff must never accept as 'friends' students at the school and should be very mindful of being 'friends' with parents or ex-students

where it may lead to a breach of confidentiality or bringing the school into disrepute.

Behaviour of Governors

Governors must always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school and must pass-on parental concerns about the day-to-day running of the school to the Head Teacher. Any policy concerns must be reported to the Chair of the appropriate committee or full board of governors.

Governors can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as 'friends' students at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of staff members or act against the agreed policies of the school.

Behaviour of Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and school encourage parents to reinforce the policy at home as appropriate.

The school aims to maintain positive relationships with parents at all times, so that children perceive a strong and supportive approach by both home and school. If a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Head of Year, Assistant Head Teacher or Head Teacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- bad language
- bullying
- threatening behaviour
- verbal abuse
- physical abuse
- malicious gossip
- using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their licence to enter the

school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

Wider Application

This policy will apply to students, staff, governors and parents during social events at the school or held in the name of the school, school/class visits and sporting events. Health and Safety rules, such as not going on the Adventure Playground at restricted times, must be adhered to.

Appropriate relationships and the good name of the school must be maintained.

Other Related Policies/Statements

Equality and Community Cohesion; Complaints Policy; Grievance Policy; Staff, Governors and Volunteers Code of Conduct; Acceptable Use Policy; Restrictive Physical Intervention Policy; Safeguarding and Child Protection Policy



Anarchy
Does not care about others.

A cartoon girl with orange pigtails, wearing a green shirt and a black skirt, stands on a blue 3D cube with a white border and a white letter 'A' on its front face. She has a neutral expression.



Bothering
Makes things unsafe / unfair.
Must be bossed to behave.

A cartoon boy with blonde hair, wearing a blue shirt and a black skirt, stands on a teal 3D cube with a white border and a white letter 'B' on its front face. He has a neutral expression.



Co-operation
Behaves to look good, please
the teacher or to avoid trouble.

A cartoon girl with brown curly hair, wearing a green shirt and a black skirt, stands on a blue 3D cube with a white border and a white letter 'C' on its front face. She has a neutral expression.

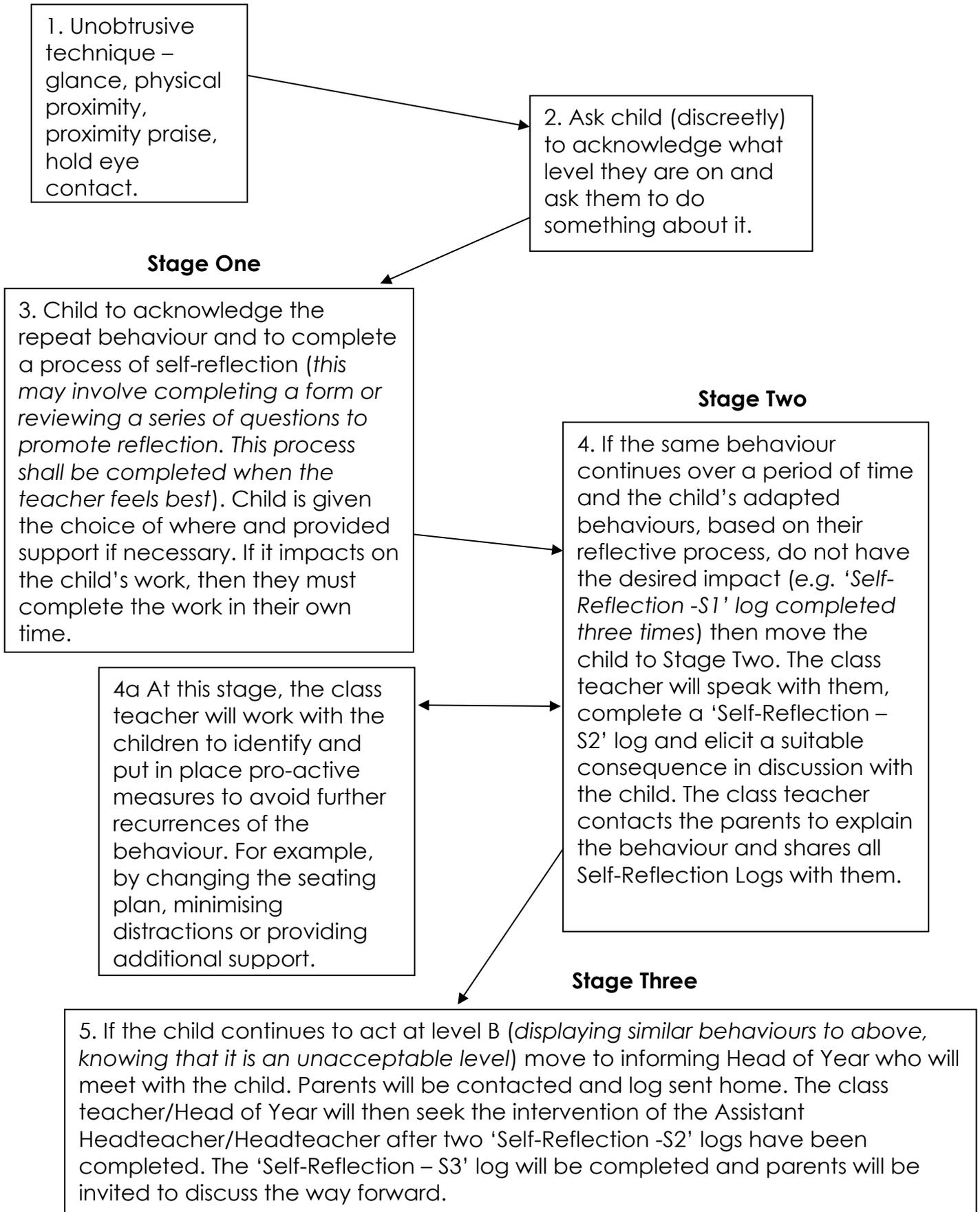


Democracy
Does the right thing even
when no one is watching.

A cartoon boy with blonde hair, wearing a blue shirt and a black skirt, stands on a teal 3D cube with a white border and a white letter 'D' on its front face. He has a happy expression with his arms raised.

Raise Responsibility System

When a child is acting at level B (Bothering)



When a child acts at Level A (Anarchy)

Stage Two

1. Move straight to Stage Two. Class teacher talks with them, completes a 'Self-Reflection -S2' and elicits a suitable sanction from the child. The class teacher must use professional judgement to decide whether to involve the Head of Year. Class teacher contacts the parents to explain the behaviour and hands a copy of the 'Self-Reflection -S2' log to them.

Stage Three

2. If there are three similar incidents over a half term the Assistant Head Teacher or Head Teacher is informed and it moves to Stage Three.

Assistant Head Teacher / Head Teacher completes the 'Self-Reflection -S3' log and meets with class teacher and parents to discuss ways to move forward.

2. If a similar incident happens in the same day or week then Assistant Head Teacher or Head Teacher is informed and it moves to Stage Three.

The 'Self-Reflection -S3' log is completed and the parents are met to discuss ways to move forward.

When a child acts at Level A towards an adult/child or acts in an unusually aggressive and dangerous manner.

Stage Three

Straight to Stage Three, Assistant Head Teacher or Head Teacher deals with the incident. Could lead to an internal or external exclusion. Parents are met and given a copy of 'Self-Reflection -S3' log.

Damage to school property - Zero tolerance approach.

Assistant Head Teacher or Head Teacher to deal with the situation.
'Self-Reflection -S3' log completed.
Suitable consequence elicited from the child (fixing, replacing, paying for).
Parents informed.

Appendix C

Self-Reflection Log – S1					
At what level did I act?					
	D	Democracy Do the right thing even when no one is watching		B	Bothering Make unfair / unsafe, bother others Must be bossed to behave
	C	Co-operation Co-operate to look good, to please the teacher, avoid trouble		A	Anarchy Absence of order Do not care about others

What did I do?

(What choice/s did we make which led to level B or level A behaviour?)

Do I know why I acted this way?

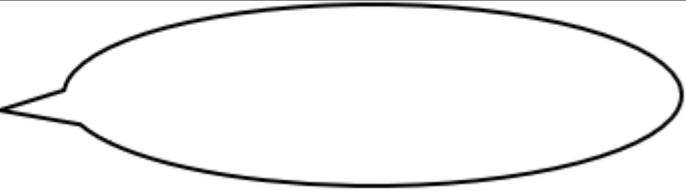
(How did your feelings impact on your choice?)

How do I think my actions made the other people involved feel? (What was the impact on other people?)

What can I do to prevent it from happening again?

(How will you make sure that this does not happen again?)

Child's Name: _____ Date: _____ Class: _____

Self-Reflection Log – S1					
At what level did I act? (circle)					
	D	Democracy Do the right thing even when no one is watching		B	Bothering Make unfair / unsafe, bother others Must be bossed to behave
	C	Co-operation Co-operate to look good, to please the teacher, avoid trouble		A	Anarchy Absence of order Do not care about others
What did I do?					
What was I thinking/feeling?					
					
					
What were the other people thinking/feeling?					
					
					
What happened to the other people?					
What will I do to prevent it happening again?					

Child's Name: _____ Date: _____ Class: _____

Self-Reflection Log – S1

At what level did I act? (circle)

	D	Democracy Do the right thing even when no one is watching		B	Bothering Make unfair / unsafe, bother others Must be bossed to behave
	C	Co-operation Co-operate to look good, to please the teacher, avoid trouble		A	Anarchy Absence of order Do not care about others

What did I do? (What choice/s did were made which led to level B or level A behaviour?)

What was I thinking when I acted this way? (How did your feelings impact on your choice?)

What was the impact of my choice on others? (How did your choice/s affect other people?)

How do I think my actions made the other people involved feel?

What can I do to prevent it from happening again? (How will you make sure that this does not happen again?)

Self-Reflection Log - S2

Describe what happened.	At what level did I act? (circle)	
		Democracy Do the right thing even when no one is watching
		Co-operation Co-operate to look good, to please the teacher, avoid trouble
		Bothering Make unfair / unsafe, bother others Must be bossed to behave
		Anarchy Absence of order Do not care about others
	Why was my behaviour level ____?	
What was I thinking or feeling when I acted this way? (e.g. how did your feelings impact on your choice?)	What was the impact of my choice on others? (Understanding – How did your choice/s affect other people?)	

If I had acted at Level D, I could have made these choices...

What am I going to do to prevent this from happening again and to make everyone involved feel better (focus on what positive change you are going to make. Avoid 'I will not...')?

The sanction that we have agreed to help me to remember to make choices at Level D is...

Shared with parent: _____ By: _____

Child's Name: _____ Date: _____ Class: _____

Self-Reflection Log – S3	
The choices I made which meant I had to see Mr Murphy / Mr Ainscow / Ms Eardley are...	 <p>Democracy Do the right thing even when no one is watching</p> <p>D</p>
	 <p>Co-operation Co-operate to look good, please the teacher, avoid trouble</p> <p>C</p>
	 <p>Bothering Make unfair / unsafe, bother others Must be bossed to behave</p> <p>B</p>
	 <p>Anarchy Absence of order Do not care about others</p> <p>A</p>
	Why was my behaviour level ____ ?
What was I thinking or feeling when I acted this way? (e.g. how did your feelings impact on your choice?)	What was the impact of my choice on others? (Understanding – How did your choice/s affect other people?)
If I had acted at Level D, I could have made these choices...	The sanction that we have agreed to help me to remember to make choices at Level D is...
What am I going to do to prevent this from happening again and to make everyone involved feel better (focus on what positive change you are going to make. Avoid 'I will not...')?	

Shared with parent: _____ By: _____

Signed: _____