



Francis Askew Primary School
'Working together to make a positive difference for every child.'
Behaviour Policy 2022-23



Behaviour Policy

September 2022
(updated Dec 2022)

Resilience

Expression

Aspiration

Citizenship

Health



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FRANCIS ASKEW PRIMARY SCHOOL

Behaviour Policy
September 2022

At Francis Askew we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Aims and expectations

At Francis Askew, our behaviour mantra is (see Appendix A,) **"We are kind, safe and have a positive attitude to our learning."**

Our aim at Francis Askew is to inspire every child to be happy, confident, self-motivated and resilient so they achieve personal success and make a positive contribution to society. Our REACH curriculum builds on key values:

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(Appendix B)

Our ethos is:

Working together to make a positive difference for every child.

Our principles for positive behaviour are:

- all children should be regarded with positive, respectful relationships which are built on trust;
- effective behaviour management is built from a consistent, fair and respectful system enabling children to follow clear boundaries whilst taking responsibility for the consequences where needed;
- reinforcement of positive behaviour is constantly threaded through all aspects of school life;

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- our Behaviour Policy enables children, staff and parents to follow a consistent approach that ensures all children can be successful;
- all members of our school community are responsible for modelling our ethos and values at all times;
- everyone understands that we are equally valued, fully inclusive and have zero tolerance towards prejudice behaviour
- all children wear the correct uniform and appear smart, on time and prepared for school on a daily basis.

We aim to help children become positive, responsible and increasingly independent, so they join in and play a productive part in their community, the city's community and increasingly, the global community; enjoying and making good progress in learning, leisure and personal development.

Purpose of the Positive Behaviour Policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no "bad" children, just "bad choices."
- Encourage children to recognise that they can and should make "good choices."
- Recognise individual behavioural norms and respond appropriately.
- Promote self discipline, self-esteem and a growth mindset.
- Teach appropriate behaviour through positive intervention.

All staff must:

Follow the protocol and procedures around the building and outside of the building (**see Appendix C**)

- Take time to welcome children at the start of each day and each session.
- Always pick up on children who are failing to meet expectations.
- Always direct children be referring to **"We are kind, safe and have a positive attitude to learning."**

The Headteacher must:

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.



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- Be responsible when giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage the use of positive praise (which promotes a growth mindset,) face to face messages to parents, phone calls, certificates and stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Are consistent each and every time and with each and every pupil.
- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all the children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by the children.
- Demonstrate unconditional care and compassion.

Children want adults who:

- Give them a “fresh start” every lesson.
- Help them to learn and feel confident.
- Are fair.
- Have a sense of humour.
- Are calm and consistent.



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Parents must:

- Collaboratively work with the school, so children receive consistent messages about how to behave at home and at school.
- Promote and encourage their children to meet the “Francis Askew Green Standards” (see **Appendix D**).
- Have access to the school policy on rewards and sanctions which may be discussed at the annual parents’ meeting and support these.
- Initially contact the child’s class teacher if they have any concern regarding their child. If parents are not satisfied with the outcome, they may then contact the Phase Leader, and then the Head. If the concern remains, they should contact the school governors through the correct channels. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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Governors must:

- Have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- Support the Head Teacher in carrying out these guidelines.
- Give advice to the Head Teacher about disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Policy into Practise

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines, and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book, “When the adults change, everything changes.” Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules “**Be safe, be kind and have a positive attitude**” which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



Rewards

There is a whole school standard of high expectations in place across the school. This is referred to as the 'Green Standard'. Children can earn 'points' for good behaviour, a good attitude to learning, wearing the correct school uniform, completing home reading and any other aspects members of staff feel should be rewarded. The Class Dojo website is to be used to award positive behaviour points. A point is awarded for the successful demonstration of the expected standards in the key areas. Weekly Merit assemblies, where parents are invited into school, are conducted every Friday during which positive attitudes and performance are celebrated and recognised via the award of a certificate. Classes may also set up Dojo Reward categories to meet an area of development for the class.

Verbal praise	Positive praise will be used to promote a growth mindset (See Appendix E.)
Green Points	Green points are given to children who are showing our expectations of behaviour. If the children are following our behaviour mantra or showing our school's REACH curriculum values, they will be awarded house points. At the end of each term, the child with the most green points will be rewarded with a treat.
Verbal positive messages/Phone calls home	Teachers aim to pass on at least one message at the end of the day or phone one parent at the end of the day to inform them of positive behaviour their child has shown.
"Gold Standard" board	Each classroom to have a "Gold Standard" board to recognise children who have gone over and above our green expectations. This could be pieces of work; post-it notes with quotes on etc. The children will get given a gold sticker to take home to show they have been recognised. Behaviour lead will aim to tweet the 'Gold Standard' boards every Friday. Once a child has been put on the golden board, they cannot be taken off until the end of day on a Friday. The board will be refreshed again every Monday.
Merit	Weekly merit to be given linked to a curriculum driver. Some drivers are linked to our REACH curriculum.



Class attendance	Prize to be given at the end of the year for the best attendance.
Persistent absentees	Chosen persistent absentees will have their own chart to track their attendance each day. Certificates for "Improved attendance" are given by attendance buddies if persistent absentees have come to school for 5 days a week.
100% Attendance	Certificates to be given our termly and annually. Children are awarded £5 for attending school every day for a full year and consecutive years. If the child has two years 100% attendance they also receive a bronze "100%" badge to wear on their uniform, 3 years- a silver badge and 4 years or more they receive a gold badge.
Ad Hoc	Presentation of sports events and other competitions.

Sanctions and consequences

Sanctions are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied appropriate to the particular situation or circumstance of the behaviour. Any behaviour that is not of an acceptable standard must be challenged by all adults.

- We expect all children to listen carefully to instructions and to always try their best. If they do not do so this must be challenged by all adults.

- If a child misbehaves in class, they will be advised that they are not showing a green standard of behaviour – classroom management strategies will be used to address the behaviour.

- If a child threatens, hurts, bullies or acts inappropriately towards another child staff will record the

incident on CPOMs. Such an incident will be treated as a severe incident. See Behaviour Pathway

(Appendix F)

- Where there is persistent poor behaviour parents will be contacted to discuss next steps. See Behaviour Pathway (Appendix F)

Instances of behaviour that are not appropriate and contravene the school expectations could result in a child being placed on a Behaviour Report (Appendix G)



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Examples of stage 1 behaviour would include:

- Calling out
- Talking when someone else is talking
- Interrupting a conversation
- Distracting others
- Sulking
- Running in the corridor
- Moving about the classroom without good reason and/or permission

Examples of typical amber behaviours would include:

- Inappropriate language e.g., non-threatening expression of displeasure
- Name calling
- Lack of respect for people or property
- Rudeness
- The very first instance of foul and abusive language
- Refusal to follow instructions
- Non-verbal gestures
- Lying
- Rough play
- Any persistent action exemplified at stage 1

Examples of typical red behaviours would include:

- Any behaviour that puts themselves or any other person at risk of harm
- Any violent act towards any other person
- Foul and abusive language towards any adult in school
- Threatening behaviour towards adults or children (with menace and/or intent)
- Racial abuse/homophobic abuse (intended as such)
- Persistent refusal to follow instructions
- Theft
- Spitting
- Running away from an adult
- Deliberate damage to any property in school
- Bullying (see anti-bullying policy)

In all cases, language relating to our school values will be used.

NB – THE ABOVE ARE ONLY EXAMPLES OF BEHAVIOURS FOR EACH STAGE. IT IS NOT EXHAUSTIVE AND THERE IS FLEXIBILITY IN THAT STAFF MAY USE THEIR PROFESSIONAL JUDGEMENT

(Appendix H)



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Bullying

The school does not tolerate bullying of any kind and implements 'no blame approach' to bullying. The lead behaviour and Head Teacher monitor and deal with all complaints of bullying. (See Anti-bullying policy)

Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences, family circumstances or Special Educational Needs. As a school we recognise that their behaviour is a way of communicating their emotions. We also understand that for our children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke "Positive Handling Plans" which will be shared with all relevant staff, Staff who do not work directly with the child will be made aware of this.

Physical restraints

Very rarely a child may need to be restrained if they are at risk of harming themselves or others seriously. All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself (See positive handling policy). Designated members of staff have been Team Teach trained on how to provide a physical intervention.

Physical attacks on adults

At Francis Askew we take incidents of violence towards staff very seriously. We also understand that staff are the adult in the situation and can use a "common sense" approach to keep themselves and the child safe. Staff can use "reasonable measures" to protect themselves in accordance with reasonable force (See positive handling policy.)

All staff should report incidents directly to the Headteacher, Deputy or Assistant Headteachers. We appreciate that these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take time away from the classroom to recover their composure.

Whilst incidents of behaviour towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us, as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we will need to show compassion and care for the child. Suspensions or exclusion may happen once we have explored several options and created a plan around a child (please see Suspensions and Exclusion Policy).

Child on Child Abuse

At Francis Askew primary School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.



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We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between children including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently, and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHASH.

Incidents relating to all forms of bullying will be reported, recording, and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.

Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

Sanctions relating to Sexual Harassment and Sexual Violence

If a pupil reports an incident of abuse, we will let the pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

The response to each incident should be proportionate. Lower-level incidences such as a sexist comment will be addressed through the curriculum in the classroom i.e., circle times and during PSHE lessons. This will also involve teaching the children the concept of giving consent from school start age, healthy relationships, body confidence and self-esteem and what respectful behaviour looks like.

Francis Askew considers a balance between the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Francis Askew will review each incident on an individual basis and will consider the following:

- The age and developmental stage of the alleged perpetrator(s)



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- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Any suspensions will be used only in the most severe cases, for example if the police recommend suspending a pupil after an incident of sexual assault. In all cases, parent of the victim and the perpetrator will be informed.

The wishes of the victim will be used to inform the final decision of the outcome. victims will be kept at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). A class move may be considered.

Behaviour Beyond the School Gates

In line with section 89 of the Education & Inspection Act 2006, this policy also applies to poor behaviour not on the school premises.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member 'to such an extent as is reasonable'.

Screening, Searching and Confiscation

The Education Act 2011 allows staff to lawfully search pupils, without consent or parental permission, if there is a suspicion that the pupil has has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images



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- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Headteacher or Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

School visits and out of school activities

Our main concern is for the safety of all the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken by the phase leader, deputy, or Head Teacher. Parents will be informed (usually in writing).

If a child does not pass the risk assessment for an out of school activity, alternative provision will take place in on school site.

No child will be excluded from any activity due to any physical or learning disability, economic or religious reasons

Monitoring

Staff monitor the effectiveness of this policy on a regular basis and report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on CPOMS. All members of the Senior Leadership team record those incidents where a child is sent on account of inappropriate behaviour on CPOMS. A record is kept of any incidents that occur at break or lunchtimes: lunchtime supervisors record any incident on CPOMS and this alerts the Head Teacher/Deputy Head and Senior Leaders.

The Assistant Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Reports are generated termly for Governors. The information is also sent to the LA where necessary.



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It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body and staff review this policy every year. The governors may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

This policy should be read in conjunction with behaviour, SEN, attendance, PSHCE, Child Protection, e-safety, whistleblowing and complaints policy

Signed:

Date:

To be reviewed; September 2023



APPENDIX Ai- KS1 Behaviour Mantra





APPENDIX Aii- KS2 Behaviour Mantra





Appendix B

REACH curriculum drivers

Resilience	<ul style="list-style-type: none">• Positive attitudes• Making mistakes• Carrying on when things are difficult• Understanding and regulating emotions• Encouraging and supporting others
Expression	<ul style="list-style-type: none">• Communicating through speaking• Writing clearly for different purposes• Using correct grammar and spelling• Contributing to discussions and presentations• Communicating confidently
Aspiration	<ul style="list-style-type: none">• Readiness for work• Ambition to do well• Embracing different experiences• Working well with others• Broadening knowledge
Citizenship	<ul style="list-style-type: none">• Taking care of the school and community• Showing respect for others• Rights and responsibilities• Helping others• Making a positive contribution
Health	<ul style="list-style-type: none">• Being active and physically healthy• Eating well• Mental health and wellbeing• Personal hygiene• Positive and healthy relationships



Appendix C

FAPS Fundamentals

Meet and Greet	Class lined up outside the door, teacher stands in doorway greeting children as they come into the classroom and monitoring children sitting at their tables.
Uniform Check	Check children are in full uniform, are they tidy? Check they have their book bags with reading books in/pe kits. Children receive a green point for being ready and prepared.
Transition Time	During registration have a task prepared for children to come in and complete. When children are leaving the classroom for break time/lunchtime/end of the school day, teacher stands in doorway. Children will get their things in groups and line up at the door ready. Expectations of a green line to be clear. In between lessons, have resources ready and table monitors assigned to hand anything out. Have a numbered line correlating to pegs that children use all of the time.
Active Learning	Magnet eyes 6 feet/legs crossed Hands free Appropriate pencil grip 3, 2, 1, Silent Signal
Active Teaching	Walk the path tasks- at the start of every lesson & to maximise AfL opportunities. Facilitating; live marking & feedback, teacher involvement, highlevel, effective questioning, student focused/led learning. No hands up.



Appendix D: Green Standards

Francis Askew Green Standards



Always follow our behaviour mantra.



Aim to come to school every day and be on time.



Read at home at least three times, aiming for five times.



Wear our school uniform and P.E kit with pride.



Strive to be our best selves.



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Appendix E: Growth Mindset

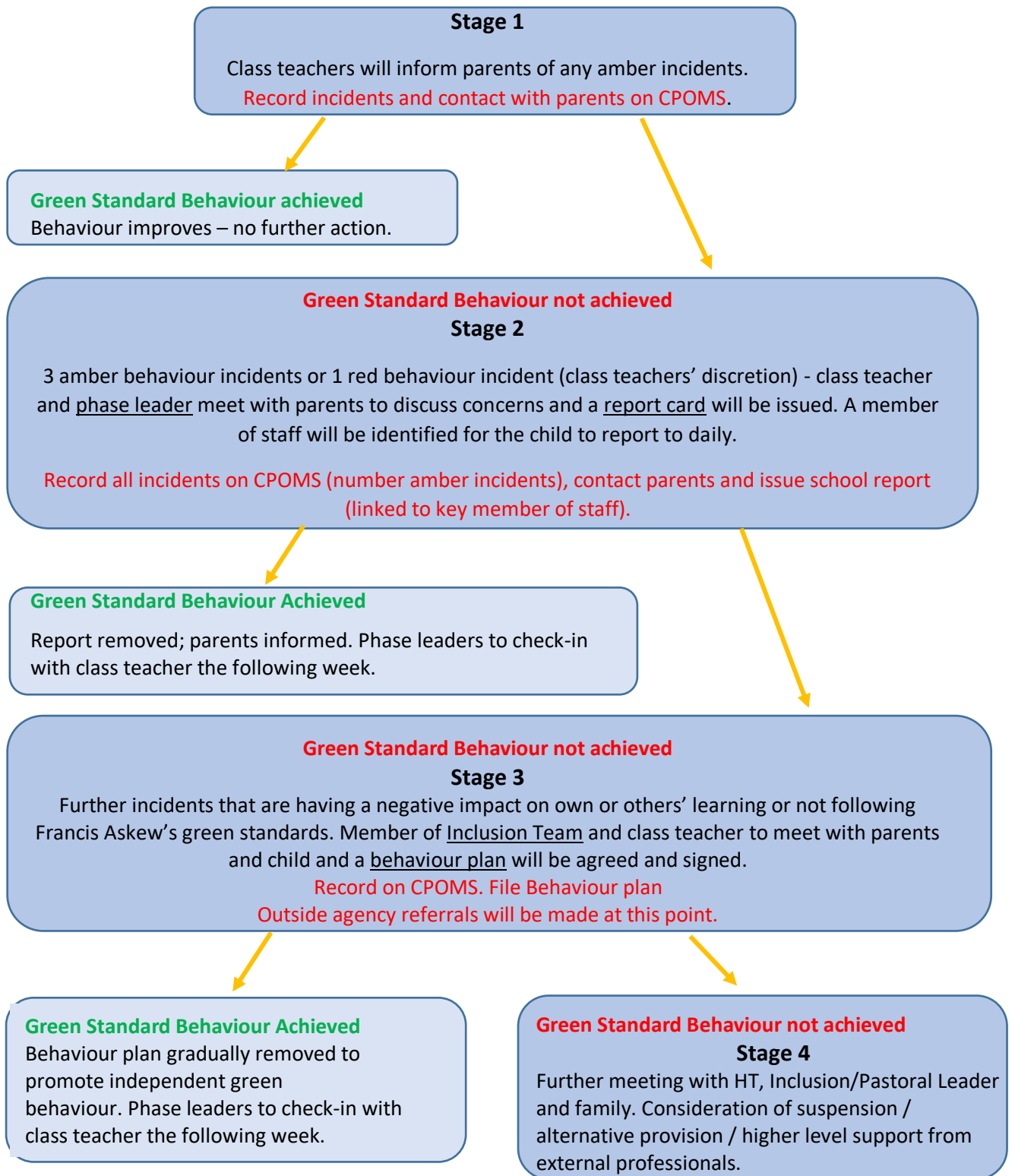
A growth mindset is the belief that intelligence improves through study and practice. In other words, people with a growth mindset think intelligence is like a muscle that grows stronger with training.

Examples of positive reinforcement strategies include:

- **Compliments and recognition**
- **Public praise, positive notes to parents and teachers**
- **Pats on the back, smiles, handshakes, and high-fives**
- **Being the teacher's helper or choice of classroom chores**
- **Reading, making crafts, playing sports, or other preferred activity with someone special**
- **Extra credit or bonus points on schoolwork**
- **Posting work in a place of honour**
- **Choice of activities**
- **Time or lunch with someone special**



Appendix F – Behaviour Pathway



Inclusion and Pastoral Team:
 M Dale, J Clegg, J Donnelly, F Rihane, L Longden, M Heeley, D McMillan



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Appendix G Behaviour Report

Behaviour Report

FRANCIS ASKEW PRIMARY SCHOOL

The graphic features five circular icons with a space-themed character: **RESILIENCE** (heart and mountain), **EXPRESSION** (speech bubble and arrow), **ASPIRATION** (target and arrow), **CITIZENSHIP** (thumbs up), and **HEALTH** (heart and person). The school's crest is also present.



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To be a good citizen I need to:

- 1.
- 2.
- 3.

	Period 1	Break	Period 2	Lunch	Period 3	Period 4
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						





Appendix H – Rewards and Sanctions

Examples	Behaviour	Rewards and Consequences
<p>Completing an outstanding piece of work.</p> <p>A great act of kindness</p>	<p>Golden Behaviour (outstanding behaviour)</p> <p>I am being a positive role model for my school, I am going above and beyond expectations.</p>	<p>I will get recognition on the 'Go for Gold' board</p> <p>I will earn gold stickers and extra green points</p> <p>The senior leaders will acknowledge my achievement</p> <p>I will possibly receive the merit certificate</p> <p>I may receive a positive message home</p> <p>I will make myself, teachers and family proud</p>
<p>Trying your best in lessons</p> <p>Walking around school safely</p> <p>Having good manners and being polite</p> <p>Wearing the correct uniform</p>	<p>Green Behaviour (good behaviour)</p> <p>I am following the school's green standards of behaviour.</p> <p>I am being kind</p> <p>I am being safe</p> <p>I have a positive attitude towards my work.</p>	<p>I will collect green points</p> <p>I will get verbal praise</p> <p>I may be given a job or responsibility</p> <p>I will learn and progress</p> <p>I will make myself, teachers and family happy</p>
<p>Disrupting the learning of others</p> <p>Being rude</p> <p>Refusing to work</p> <p>Leaving your chair without permission</p> <p>Being unkind</p>	<p>Amber Behaviour (poor behaviour)</p> <p>I am not following the school rules, so I need to focus on showing green behaviours.</p>	<p>I will move into the amber or red zone on our traffic light system</p> <p>Behaviour pathway will be followed and the appropriate sanction will be put in place</p> <p>Hopefully, I will move back onto green for showing green behaviours</p>
<p>Hurting somebody else on purpose</p> <p>Throwing items</p> <p>Persistently disrupting the learning of others</p> <p>Absconding from the classroom</p> <p>Swearing</p> <p>Putting yourself in danger</p>	<p>Red Behaviour (unacceptable behaviour)</p> <p>I am consistently showing that I am not following the school rules.</p> <p>I am putting myself or others in danger.</p>	<p>Moved into the red zone on our traffic light system</p> <p>Parents will be informed</p> <p>Behaviour pathway will be followed and an appropriate sanction will be put in place</p>



Appendix I: Behaviour Plans

STRUCTURE OF THE DAY

Meet and Greet:

Structure of meet and greet routines

Information of playtime and lunchtime support

TARGETS FOR BEHAVIOUR AND LEARNING

Target	Current score (out of 10)	Target score (out of 10)	How will we achieve this?	Timescale/review date



AGREED RESPONSES TO UNACCEPTABLE BEHAVIOURS

Script/actions

1. I can see that you feel_____. I would feel_____if it happened to me. It is okay to feel_____ it is not okay to_____. You need to go to your space or the calm corner to calm down.
2. **CHILD**, you have two choices _____ or _____ e.g. go back to class or you will have to stay in at break to do the work you are missing.
3. Follow my instructions or we will have to phone parent/carer to come in and work with us to help you (go back to class, follow our instructions)
4. Phone parent/carer to come into school to support.
5. Suspend if above fails and **CHILD** is putting himself or others in immediate risk.

NB. If **CHILD comes out of class without permission, he will have to stay in for 5 mins at break (using a timer) to complete any tasks he has missed. See structure below if he refuses this.**

AGREED RESPONSES TO NOT COMPLETING WORK

Script/actions

1. **CHILD**, first ____ then_____. E.g. First Maths, then playdough.
2. **CHILD** will stay in for 5 mins at break to complete his work (with a timer)
3. **CHILD** will stay in at lunch for 5 mins to complete his work (with a timer)
4. **CHILD** will stay after school and parent/carer will join **CHILD** to ensure he completes his work.

IF **CHILD** ACHIEVES HIS TARGETS...

For a whole morning - He will receive a Good Morning Note.

For a whole day – He will receive a Good Day Note.

Signed (pupil):_____

Signed (parent/carer):_____

Signed (school):_____



Appendix J Reflection Sheet

Name: _____

Class: _____

Can you explain what happened? _____

What were you thinking at the time? _____

How were you feeling at the time?

Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other
							

Who do you think has been affected by your actions?

What could you do to put things right? (e.g. Letter of apology, verbal apology, listen to how you've made the other person feel)

Has parent/carer been informed?

Yes/No

Signature (pupil) _____

Date: _____

Signature (adult) _____

Date: _____