



Behaviour Policy

Contents

Section	Title	Page
1	Policy overview	4
2	Aim	5
3	Objectives	5
4	The classroom environment	5
5	The role of the Teacher	6
6	The role of the Principal	6
7	The role of Parents and Carers	7
8	Positive discipline	7
9	Support pupils	8
10	Curricular links with behaviour management	8
11	Bullying and racism	8
12	Child on child sexual harmful behaviour	9
13	Monitoring behaviour	9
14	Use of reasonable force	10
15	Prohibited items on the school site	10
16	Expected behaviour / code of conduct	11
17	Exclusion and suspension	12
18	Guidance and legislation	12
19	Appendix 1 – Confiscation advice	13

Version History

Approved by:	SLT		
Last reviewed:	Autumn 2025		
Next review due by:	Autumn 2026		

Date	Author	Version	Comment
April 2020	JH		
October 2022	RC		Review and update with DfE charges
September 2023	RC / JH		Reviewed – Added guidance (from DfE) re searches of pupils (if applicable) – see page 10
September 2024	RC / JH		Reviewed – no changes
May 2025	RC		Review – updated link to KCSIE 2025
Sept 2025	CR/SLT		Personalisation to academy

1. Policy Overview

Within our academies, high standards of behaviour are expected from all pupils. A positive working environment is essential for positive relationships and members of staff should lead by example.

This policy applies to pupil behaviour whether the pupil is on the Academy site, outside of the Academy site or outside of the school day. The Academy will take appropriate action where a pupil's behaviour falls below the expected standards.

Policies and practice promote an environment conducive to learning and ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment.
- Wear the Academy uniform correctly.
- All pupils are expected to be polite, courteous and respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- All pupils complete any task reasonably assigned to them in connection with their education.
- Children are expected to have regard for their own safety and that of others.

This policy is to be read in conjunction with the following guidance:

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/behaviour-in-schools-guidance.pdf)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/searching-screening-and-confiscation.pdf)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)
- [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/dfe-advice-template.pdf)
- [technical-guidance-schools-england.docx](#)
- [Keeping Children Safe in Education 2025](#)

Links with other policies:

- Safeguarding and Child Protection Policy
- Anti bullying policy
- SEN Policy
- Positive Handling Policy
- Exclusion Policy
- 'The Endeavour Way' behaviour curriculum

2. Aim

At Endeavour Academy, we aim to offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours.

This behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure

We aim for the children to develop the following:

- Respect for oneself, others and property.
- Positive self-esteem.
- Co-operation and collaboration.
- Care for others.
- Self-discipline.

- Self-motivation and resilience.
- Independence.

In addition, we promote our school values by encouraging:

- **Commitment** – taking responsibility for learning and behaviour and persevering to achieve personal goals.
- **Opportunity** – embracing chances to learn, grow, and contribute positively to the school community.
- **Resilience** – responding to challenges with determination and a positive attitude, learning from setbacks.
- **Excellence** – striving to do one's best in all areas, showing pride in achievements and aiming for high standards.

3. Objectives

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm the importance of PSHE/citizenship and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the expectations throughout each Academy.
- To develop strategies to support pupils showing challenging behaviour.
- To challenge and address any form of bullying (including cyberbullying, prejudiced-based and discriminatory bullying). (Please see our Anti-Bullying Policy for further details of our approach.)
- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties.

4. The Classroom Environment

Disruptive behaviour affects both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015), poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the Academy, implement strategies to provide the necessary support to the pupil. Reasonable adjustments will also be made to support pupils with SEND.

Adjustments to behavioural expectations may be made for any pupil, who needs additional support with their behaviour choices. These may be temporary or permanent depending on the individual circumstances of the pupil. Where possible, these adjustments are made proactively and by design to ensure all pupils can meet behavioural expectations. For example, a pupil new to the school may need time to settle into new routines and expectations, or a pupil who is experiencing a bereavement etc.

Low-level disruptive behaviour can be influenced positively by effective classroom management techniques.

Positive Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and pitched at an appropriate level.
- Courteous and respectful interactions with pupils making use of pleasant humour.
- Clear messages of enjoyment about being with the group.
- Creating space and “play” opportunities for individual children where appropriate.
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively.
- Considering furniture layout, groupings, pace of lessons and challenging tasks.
- Avoiding stereotyping, especially stereotyping children as troublemakers.
- Being aware of home circumstances and values.

Negative Influences

- Loud use of public reprimands and threats.
- Constant use of criticism and sarcasm.
- Aggressive reaction to minor incidents which increases the likelihood of major confrontation.
- Being unjust or inconsistent.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

5 The Role of the Class Teacher Roles and Responsibilities

The class teachers have high expectations of our children with regard to behaviour and strive to ensure that all children achieve to the best of their ability. They create a culture of positive behaviour by teaching the habits and routines identified in our behaviour curriculum. These habits and routines are explicitly taught at the start of the school year and revisited at the start of each term to ensure consistency and reinforce expectations.

Teachers treat each child fairly, enforce the classroom code consistently, and show respect and understanding to all children in their care. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with their Social Worker.

6. The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently and to report to the Academy Improvement Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Principal has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

7. The Role of Parents and Carers

At Endeavour, we collaborate actively with parents and carers, so that children receive consistent messages about how to behave both at home and at school.

We try to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to address any behaviour concerns with a child, we expect parents and carers to support these actions. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Principal to discuss the issues involved. If parents or carers wish to complain further about actions taken by us, the Enquire Learning Trust's Complaints Policy is available on our website.

8. Positive Discipline

Supporting behaviour at Endeavour Academy is a whole school approach. Everyone is responsible and building relationships is everybody's business. Endeavour Academy has only three school rules:

- Be respectful
- Be responsible
- Be safe

Children in each class discuss what it means to be respectful, responsible and safe and how they can achieve this

System of affirmation/strategies for praise and reward

Any praise given to pupils should be genuine, personal and specific.

Children behave positively if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low. Affirming a child will sometimes avoid problematic situations.

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

Positive staff-pupil relationships are key to combatting challenging behaviour. All staff will use a number of strategies to establish positive relationships with their pupils – these include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Rewards

At all times we encourage and reward positive behaviour, effort, perseverance and good learning behaviours in line with school CORE values. We value the importance of our children seeing themselves as part of a community whether that is their group, class, key stage or whole school. Some of our rewards accumulate to a group, class, key stage or whole school reward. Our rewards include:

- Verbal praise
- Non-verbal praise (thumbs up, smile etc.)
- Individual class specific rewards chosen by the class or teacher (VIP table, special seat, table points, choose the end of the day story, first in the lunch queue, standing ovation, praise jar etc.)
- Sharing work with another member of staff (Principal, TA, teacher, office staff etc)
- Stickers
- Class team points
- 'Proud' assembly certificates and Pupil of the Term linked to our values

Assertiveness/Warnings/Consequences

Faced with inappropriate behaviour it is tempting for any teacher to threaten punishment. However, punishments and rewards keep children dependent upon external motivators. The development of self-awareness and self-discipline is sacrificed for the sake of immediate compliance.

Behaviours have consequences. However, negative consequences imposed too quickly take away the need for the pupil to face the issues, make choices and take responsibility.

We always aim to encourage positive learning behaviours, however if a child's behaviour is not conducive to good learning, is not in line with a class or academy rules or disrupts the general running of the academy then a structured approach to consequences is followed:

Gold Behaviour <ul style="list-style-type: none">• I go above and beyond.	High value praise and rewards given.
Green Behaviour <ul style="list-style-type: none">• I follow the schools' expectations for behaviour.• I try my best all the time.• I am a positive member of the school.	Praise and rewards given
Amber Behaviour 1 <ul style="list-style-type: none">• I am not following school rules or behaviour curriculum• I am not listening in class.• I am not following instructions.• I am disrupting the learning of others.	Verbal 1st warning given and an opportunity and encouragement to change their behaviours as quickly as possible
Amber Behaviour 2 <ul style="list-style-type: none">• Continuation of disappointing behaviour or a new disappointing behaviour.	Verbal 2nd warning given. Child moved away from peers to a designated reflection table in class for 10 mins with explanation of next step if behaviours continue. Class teacher to hold restorative conversation and record on behaviour reflection sheet.
Red Behaviours 1 <ul style="list-style-type: none">• I am continuing to make poor behaviour choices or escalate negative behaviours.• My behaviour is disrupting my learning and that of others in my class.	Child moved away from peers to another named class with accessible work provided for 15 minutes or until work is completed (whichever is the longer). Class teacher to hold restorative conversation and record on behaviour reflection sheet.. Parents will be informed
Red Behaviours 2 <ul style="list-style-type: none">• I have returned to class and continue to make bad choices.• I have deliberately hurt someone,• I have been disrespectful to others,• I am purposely not following our school behaviour expectations	Child needs to go to SLT to reflect on their behaviour. The restorative conversation will happen/be shared at the end of the day with parents.

At each stage of the consequences system, staff should make every endeavour to apply strategies of behaviour management that will enable a child to modify their behaviour and return to making positive choices.

Restorative Approach

We use a restorative questioning approach to support children to understand, regulate and reflect on their behaviour. This can only be done when the child is in a calm state (resources in appendix 1).

1. What Happened?

It is important to listen carefully without interrupting, then give your account without judgement.

2. How were you feeling at the time?

It is important to help children learn to recognise and name their emotions. Understanding emotions behind actions allows you and the child to work together on strategies to manage similar situations in the future.

3. Who else has been affected and how?

Teach children to reflect on how their actions impact others—both positively and negatively—by encouraging them to use their conscience. Help them identify the people affected by their behavior and consider the consequences. This process nurtures empathy, reduces selfishness over time and strengthens their sense of responsibility toward others.

4. What do you need to do now?

This approach helps the child pause, reflect, and plan—key skills for managing emotions and behaviour independently—while guiding them toward repairing harm and restoring relationships rather than simply serving a consequence. By giving them a voice in deciding what happens next, it builds confidence and fosters a constructive sense of control

5. How can we help you not repeat this behaviour?

Asking this question helps the child reflect on what led to the behavior and identify strategies to prevent it, while fostering collaboration and giving them a voice in finding solutions. This approach uncovers underlying needs, promotes ownership, and supports long-term positive change.

In instances of severe behaviour, a child may be escalated through the steps above.

Additional Sanctions

Sometimes an additional sanction linked to the negative behaviour may need to be issued e.g. if a child misbehaves during football at playtime, then they may be banned from playing football only at playtimes rather than just missing their entire break time.

Suspension and Permanent Exclusion: Serious or persistent breaches of the behaviour policy may result in fixed term suspension or permanent exclusion. Please see the Trust's Exclusions Policy.

9. Support Pupils

A behaviour modification programme for individuals may be applied if appropriate.

The class teacher and child will identify targets. If there are a number of incidents of negative behaviour, outside agencies may be consulted (e.g. Speech and Language Therapist, School Nurse, Educational Psychologist, CAMHs etc)

It is important to consider a differentiated approach to learning if a child is displaying challenging behaviour. It is also important to try and establish the reasons why the child is displaying challenging behaviour and provide the appropriate support to mitigate the behaviours; this may include focussed interventions in-school and/or liaison with a range of external professionals/agencies to access additional support (e.g. SEMH Collaborative referral for support)

Differentiation should be an inherent part of planning for individual needs. Specific systems for differentiating support include:

- **Graduated Approach Plan (Assess–Plan–Do–Review)** – ensures support is tailored and reviewed regularly.
- **Behaviour Support Plans** – personalised strategies for positively managing behaviour.
- **Pastoral Support Programmes (PSPs)** – structured support for pupils at risk of exclusion e.g. Zones or Regulation, personalized sessions with learning mentor.

Staff: It is important for staff to feel that they can rely on each other when dealing with challenging behaviour. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT, before a situation becomes out of hand.

10. Curricular Links with Behaviour Management

Endeavour Academy believes in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal Social and Health Education (PSHE) when many of these issues can be considered.

The school uses the My Happy Mind programme to promote positive behaviour and wellbeing. This programme teaches pupils how their brains work and provides strategies for emotional regulation, resilience, and developing a growth mindset. Through modules on gratitude, empathy, and character strengths, pupils learn self-awareness and build positive relationships, reducing conflict and fostering respect. By embedding consistent language and habits across the school, staff create a culture of self-management and wellbeing that underpins improved behaviour and learning outcomes.

11. Bullying and Racism

Anti-Bullying and Anti-Racism are actively explored within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying. We define it as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's Anti-Bullying Policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMs.

The Academy and Enquire Learning Trust sees racism as a form of bullying and does not condone it in any form.

12. Child on child Sexual harmful behaviour

Sexually harmful behaviour from young children is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be

just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse

Staff are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', just having a laugh' etc.
- Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting will never be tolerated. This behaviour typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

13. Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The Academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMs.

Please refer to the academy's positive handling policy.

15. Prohibited Items on the School-Site

No pupil should bring any prohibited items on to the school-site. The following are prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes and/or vapes
- any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including pupils)
- an article specified in regulations:
 - Tobacco and cigarette papers,
 - Fireworks; and
 - Pornographic images.

The Principal and staff authorised by the Principal have a statutory power to search a pupil or their possessions without consent where there are reasonable grounds to suspect the pupil has a prohibited item (DfE Searching, Screening & Confiscation Advice for Schools, July 2022). Any search must be proportionate, justified, and recorded on CPOMS, including the reason, staff present, and the outcome.

Two members of staff will be present whenever a search is conducted to ensure safeguarding and accountability. Parents will be informed as soon as reasonably possible and may be invited to observe, but they will not conduct the search. The staff member conducting the search will be the same sex as the pupil, and the second staff member will act as a witness. Staff will explain the reason for the search calmly and clearly and encourage cooperation. Pupils will not be asked to remove clothing other than outer garments (e.g., coats, hats). Strip searches will never be carried out by school staff and, if required, will only be conducted by the police in line with statutory guidance.

In exceptional circumstances, where there is a risk of serious harm and waiting for a same-sex member of staff is not possible, a search may be carried out by a staff member of the opposite sex. Any such decision will be justified and authorised by the Principal.

If a pupil refuses to cooperate, staff will not use force unless necessary to prevent harm and only by trained staff. The refusal will be recorded, parents informed, and the pupil may be supervised separately until the situation is resolved. If the suspected item poses a serious risk, the police may be contacted.

All searches will take place in a private location away from other pupils and staff, maintaining dignity and safeguarding. If a pupil is found in possession of a prohibited item, sanctions may include suspension or permanent exclusion depending on the circumstances. Staff will liaise with parents/carers and relevant professionals, which may include the police and social care. If a child is found to be under the influence of alcohol or substances, arrangements will be made for the child to go home safely, and a referral to social care will be completed.

16. Exclusion and Suspension

Endeavour Academy recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty five academy days in any one academic year, or, in some circumstances, permanently.

Such exclusions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken and/ or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a suspension is appropriate because of unacceptable behaviour.

Good discipline at Endeavour is essential to ensure that all pupils can benefit from the opportunities provided by education. The Enquire Learning Trust supports its academies in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the Academy's Behaviour Policy; and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

We follow the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, published by the DfE in September 2022 which has regard to the standard national list of reasons for exclusion. Currently, schools and local authorities must make full-time educational provision for suspended pupils from day 6 of their exclusion.

Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion.

Reintegration Meeting

Parents or carers will be offered a reintegration interview in respect of certain time-limited suspensions. The reintegration meeting aims to set out a strategy in which the risk of further suspension or permanent exclusion is reduced. The meeting will be a collaboration between academy staff, parents/carers and the pupil. The meeting will also be an opportunity for exploration of working with other professionals to identify any additional individual needs or multi agency approach that may be required. It will look at risk

assessment and have an effective timescale for reviewing any intervention identified.

The Role of the AIC

The AIC will consider academy statistics on suspension and exclusion and professionally challenge school leaders on any suspension and exclusion in their academy during their termly meetings as a regular item on the agenda. The support for children at risk of permanent exclusion will be explored.

The Principal will inform the AIC of any suspensions that are more than 5 academy days in one term. The AIC are not required to meet for suspensions of 5 days or less but parents may make a representation. The AIC do not have the power to consider to reinstate pupils with suspensions of 5 days or less.

If the suspension is between 6 and 15 days and parents request a hearing from the AIC, the AIC must meet within 50 school days of receiving the Principals notice to consider reinstatement or uphold the Principal's decision based on the evidence presented.

The Principal will inform the AIC of suspensions that are more than 15 days in one term. The AIC must then meet within 15 school days to explore the suspension/s and have the power to either uphold the Principal's decision or reinstate the pupil based on the evidence presented.

The AIC must meet within 15 school days if the exclusion is permanent or if the suspension means the pupil will miss a public examination or national curriculum test. The AIC has the power to then uphold the Principal's decision or reinstate the pupil based on the evidence presented.

Any pupils that are at risk of exclusion or have been identified as requiring additional support should be referred to the Enquire Learning Trust SEMH Collaborative for support with strategies and interventions. For more information on the SEMH Collaborative please speak to your academy Principal or SENDCO.

Please refer to the Enquire Learning Trust Exclusion Policy for further information regarding the exclusion of pupils.

Guidance and legislation

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2023)

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/searching-screening-and-confiscation)

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/behaviour-in-schools-guidance)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement)

Behaviour Reflection

Name: _____ Date: _____

What happened?

How were you feeling at the time? (Tick all that apply)



Angry

☐


Confused

☐

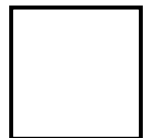

Scared

☐


Frustrated

☐

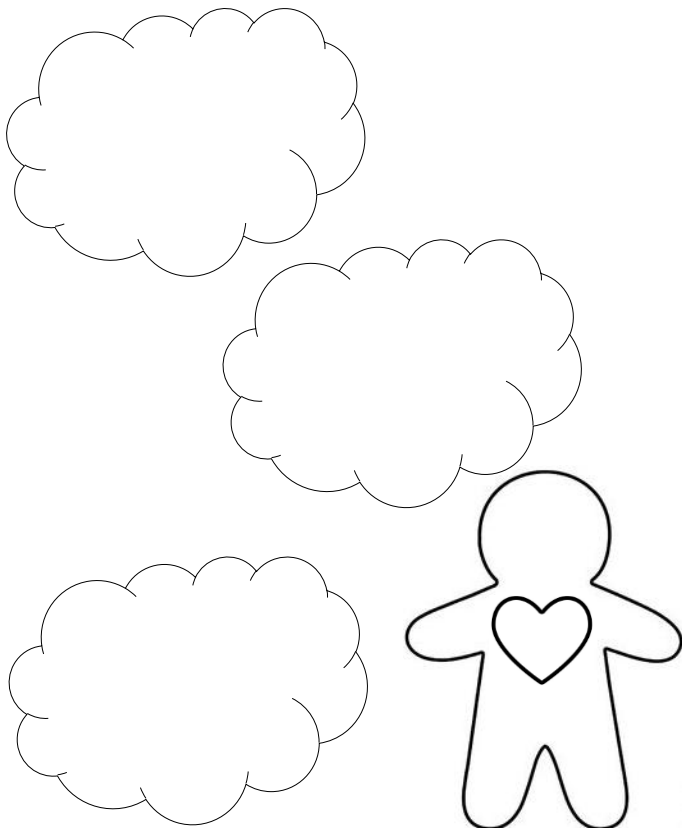

Sad

☐


Other

☐

Who else has been affected and how?



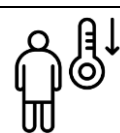
What do you need to do now? (Tick all that apply)



Shake
hands and
make friends



Apologise
and explain
why



Cool
down for 10
minutes



Play
together at
break/ lunch



Repair the
damage



Time away
to reflect



Ask an adult
to help



I have
another idea

How can we help you not repeat this behaviour?
