

Samlesbury CE Primary School

'Let your light shine!'

Live as a light to others

Live to do good

Live to love God

Based on Matthew 5:14-16



Behaviour Policy

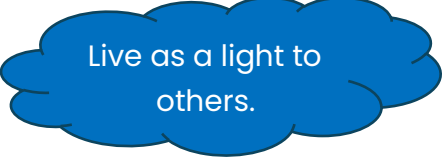
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Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. – Ephesians 4:32

Vision

Let your light shine!



Live as a light to others.



Live to do good.



Live to love God.

Based on Matthew 5:14-16

At Samlesbury Church of England Primary School, our Christian Vision inspires everything we do, guiding us to nurture each member of our school family to grow and shine in God's love and grace. We cherish every individual as a child of God, embracing His diverse and amazing creation. Following the example of Jesus Christ, we aim to instil resilience and confidence in our pupils, preparing them for tomorrow, creating a safe, supportive, and nurturing environment where all pupils can thrive academically, socially, spiritually and emotionally.

Aims

At Samlesbury CE Primary School, we aim to:

- encourage a calm, purposeful and happy atmosphere within school, which enables learning to take place without disruption.
- provide a shared, clear and consistent understanding of acceptable behaviour, achieved through living out our Christian Values (see Appendix 1).
- support pupils in knowing that they are loved by God.
- provide an environment where children feel safe, secure and respected, promoting positive behaviour at all times.
- foster respect and consideration to all (children and children / children and adults / adults and adults).
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- recognise there may be times when children need support with their behaviour and to do this in a caring, compassionate and consistent manner.
- ensure that children with individual behavioural needs have the best support.
- give children, staff and parents a shared sense of direction and a feeling of common purpose.

Our Approach

As a very small school we know each of our children incredibly well and encourage our children to take responsibility for their own behaviour from the outset. Children are expected to be independent learners and classrooms are organised to facilitate this. From beginning their time at Samlesbury, children are taught to identify what they need to become independent learners and we actively encourage positive behaviour for learning. Children are provided with an interesting and engaging curriculum, with tasks that are well-matched to their abilities. Staff have excellent relationships with the children which are based on mutual respect. We have an open-door policy and work closely with our parents/carers. We believe in developing strong partnerships with our families so that we can work together effectively to ensure any problems are dealt with sensitively and quickly and as such, outline our expectations for staff, parents and pupils below:

Expectations for Staff

- To be a good role model in terms of promoting respectful and positive relationships, good manners and social behaviours.
- To create a calm, purposeful and happy classroom, with a challenging, interesting and relevant curriculum.
- To use Christian Values, the school ethos and the teachings of Jesus Christ when discussing behaviour choices.
- To have a clear understanding of the behaviour policy and its different stages.
- To use rewards, rules and sanctions clearly and consistently.
- To involve the children in creating a set of class rules each year.
- To apply positive behaviour management strategies and support children to make 'good' choices.
- To recognise that each child is an individual and to be aware of their needs.
- To uphold the statements in the Home-School Agreement (Appendix 2).

Expectations for Parents

- To be a good role model in terms of promoting respectful and positive relationships, good manners and social behaviours.
- To encourage children to understand what the correct behaviour is in different situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships within the school and support the implementation of this policy.
- To ensure the punctuality and regular attendance of their child.

- To keep us informed of behaviour problems at home that may be relevant to the child's behaviour and learning in school.
- To inform us of any trauma or illness that may affect their child's behaviour in school.
- To uphold the statements in the Home-School Agreement (Appendix 2).

Expectations for Pupils

- To display Christian Values towards one another and to consider what Jesus taught us about love and kindness when making behaviour choices.
- To work to the best of their ability and allow others to do the same.
- To always try to tackle their work with a positive mindset and to ask for help when they need it.
- To show respect to all adults in school and to follow their instructions.
- To take care of property and the environment, both in and out of school.
- To move around school quietly, politely and with manners (eg, saying please and thank you / excuse me please / holding a door open for someone).
- To take part each year in creating a set of class rules.
- To uphold the statements in the Home-School Agreement (Appendix 2).

In addition to the above, we have key expectations for different activities or times of the day (see Appendix 3).

What we do to encourage positive behaviour choices

- We frequently discuss/teach how we can be guided by following the school's Christian Values.
- We make clear our expectations of expected behaviour throughout the school day, for example through collective worship, assemblies, PSHE, circle time, role play, drama, setting of class rules and examples from adults in school.
- Children have the opportunity to set their own rules through a democratic process both in class and through the school's council.
- We encourage encouraging mutual respect and a tolerance of each other's views.
- We encourage children to take responsibility for their own actions and behaviour and to learn to anticipate the consequences of poor behaviour choices.
- We praise positive behaviour choices and effort.

Rewards

We have high behaviour expectations for our school community, which is reinforced through positive reinforcement and celebration. Below are some examples as to how children receive positive reinforcement for making good behaviour choices:

- Verbal praise from school staff.
- Class Dojo points (which are totalled on both an individual level each week to determine a class winner and as a house team each half-term).
- Being awarded with the class weekly 'Leading Light Award'.
- Receiving a values ticket in Celebration Worship for being spotted by other adults or children demonstrating the value of the half-term.
- Being sent to share excellent work with the Co-Headteachers.
- Receiving the 'Headteacher's Award'.
- Being invited to select a prize from the prize box.
- Choosing a sticker.
- Staff sharing an area of celebration with an adult from home at the end of the day or through a dojo message home.
- Being awarded with a termly prize for progress.
- Being awarded with an annual prize recognising those who have really shone their lights during the academic year, such as our 'Shining Light Award' or our Sports or Music trophy.

Sanctions

There may be times in school when a child displays negative behaviours and so sanctions are issued to help the child to understand that there are consequences for their behaviour. We aim to mirror the calm, impactful teachings of Jesus as we discuss behaviour choices with our pupils, helping them to see the importance using our Christian Values to help us to make better choices in the future, as well as saying sorry if we have done something wrong.

Restorative Discussions

Following any kind of disagreement or breach of school rules, all parties involved take part in a restorative discussion, using the following guidelines:

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. However, it will usually be an adult who leads the discussion.

- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions will be held in a calm, quiet, private place.

Both the victim (if there is one) and perpetrator attend the restorative discussion and the following structure is used:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm/upset. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this behaviour affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel at the time? How did it make them feel? How has it made you and them feel since the incident?
5. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support, discuss with the pupils so that they form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
6. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could you do differently next time? Does the child need a reminder eg social story, visual/written plan of action etc?

Staged Approach

The process we follow for sanctions is a staged approach:

- 1) If a pupil is not behaving as they should, then they will be given a **verbal reminder**.
- 2) If the behaviour continues, they will be given a **verbal warning**.
- 3) If the behaviour continues, the child will be moved to a **different area or table** for a set period of time. For our older children, this may mean working on a table outside the classroom in a communal working area. The teacher will have a discussion with the child about their behaviour.
- 4) If the behaviour continues, the child will be moved to a **different classroom** for a set period of time.
- 5) If the behaviour continues at this point, the child will be **sent to one of the Co-Headteachers**. If a child reaches this stage, they will need to complete a **reflection sheet** (Appendix 4) after discussing their behaviour choices with the Co-Headteacher (or designated member of

staff). If a child reaches this stage, parents will be informed and the child's name will be recorded in the behaviour log.

If a child reaches stage 3 or above regularly (more than once in a fortnight), then the class teacher will complete a behaviour information sheet over an agreed period of time (see Appendix 5) to create a record and see if there are any patterns. This sheet will be shared with a Co-Headteacher/SENDCo who will support, as necessary.

Breakfast / After School Clubs and Lunchtimes

The same sanctions apply:

1. Verbal reminder.
2. Verbal warning.
3. Time out from the activity, within the same space.
4. Child asked to go to a member of teaching staff to discuss their behaviour and complete a behaviour reflection.

Serious Disciplinary Issue

If there is a serious disciplinary issue, the child may jump a stage(s) in the above approach. Whilst behaviours such as these are rare at Samlesbury, examples could include:

- Arguing persistently with another child.
- Making deliberately hurtful or derogatory remarks about children or an adult.
- Rude or offensive language and behaviour – arguing with staff, muttering under breath, laughing when being talked to by an adult, answering back
- Deliberately hurting another child (physically, verbally or emotionally).
- Threatening behaviour or any behaviour that makes the victim feel frightened or demoralised. Including hitting someone in a temper
- Physical violence of any kind, including spitting at another person
- Bullying, including excluding a child from a group, purposefully ignoring a child or using intimidation.
- Leaving the premises without permission
- Theft (if proven)
- Vandalism of school property and buildings, or of another child's property.
- Discriminatory behaviour because of race, disability, sexual orientation, gender or religious beliefs
- Child-on-child abuse

These incidences are initially dealt with by the class teacher or welfare staff but should always be referred to the Co-Headteacher for further investigation, where appropriate, immediately after the incident. If the Co-Headteacher is not in school the most senior member of staff will follow up the incident. Parents of all children involved will be informed.

Cases of serious behaviour will be dealt with individually in school and consequences may include:

- All serious incidents will result in a lunchtime reflection with a member of staff (on the same day wherever possible).
- Missing lunch playtime for up to a week.
- Withdrawal of a privilege.
- Restorative justice such as writing a letter of apology or putting things right.
- An individual behaviour plan and associated support or guidance.

All serious incidents will be recorded in the school's behaviour log. On the rare occasions that the situation does not improve, the Co-Headteacher will, in full consultation with the class teacher and parents, decide upon appropriate action to be taken for example;

- The completion of a Behaviour Information Sheet (Appendix 5) to build up a picture over a set period of time to help to identify triggers.
- The creation of a behaviour plan and/or diary (to establish daily reports from school to home or to the Co-Headteacher).
- Adult supervision throughout the day will be implemented in serious cases where a child's behaviour cannot be trusted.
- Request support from external agencies.
- Opening an Early Help Assessment as part of our Early Help procedures.

If further action is needed, or a very serious incident occurs:

- The Chair of Governors will be informed.
- If necessary, the Local Authority's Guidelines on disciplinary procedures, which include exclusion, will be initiated. This is based on Part 3: The Headteacher's power to suspend or permanently exclude' from 'Suspension and permanent exclusion from maintained schools...' (DfE, 2024).

When dealing with negative behaviours, we are bound by certain national policies and frameworks:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 & 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can confiscate pupils' property (see below).

Confiscation of Inappropriate Items

Whilst incredibly rare at Samlesbury, it is important to be aware of the DfE's 'Screening and Confiscation Guidance' (July 2023) which is used to support staff should they need to search or confiscate items from pupils which are deemed to be dangerous. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and their authorised staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the 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 the pupil).
- tobacco and cigarette papers / vapes;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Behaviour Outside of School

Appropriate behaviour is expected of all of our pupils beyond the school gate and applies to all of our pupils when they are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

Or where the above does not apply, but the inappropriate behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

The same standard of good behaviour is expected online as applies offline. Parents are encouraged to monitor the interactions made by their child via online devices. Age-appropriate apps are recommended. Child on child abuse increasingly occurs online and away from the school site. It is recommended that devices are not accessible to the child in their bedrooms overnight.

Pupils with Special Educational Needs

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND Code of Practice (2014). We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. We aim to support the behaviour of pupils with SEND by;

- making reasonable adjustments where possible to accommodate their needs;
- co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP);
- remitting short planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time;
- training staff in potential triggers for medical conditions so they can recognise triggers which might cause negative behaviours.

However, where it is apparent a student with SEND continues to struggle with behavioural expectations, even when accommodations are in place, school may work with external parties to determine the best way to support the pupil going forward, including any further strategies or

interventions and whether alternative provision placements would assist in the effective management of behaviour.

Physical Intervention

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the 'Use of Reasonable Force' (DfE 2006).

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Schools can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Before intervening physically, the member of staff should tell the pupil who is misbehaving to stop and explain the consequence of what will happen if he/she does not stop. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and the staff member should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil. It is imperative for the staff member to summon help from another adult. The pupil should be informed that help has been sought. Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back.

Parents will be informed following any incident requiring 'reasonable force' to be used and a physical handling incident form will be completed by all school staff involved. All incidents requiring 'reasonable force' will be reported to the Co-Headteacher. Please see the Care and Control of Pupils Policy for further information.

Criminal Law

We are committed to maintaining a safe and supportive environment for all students. In the event of serious incidents involving criminal behaviour, such as physical violence, theft, possession of illegal substances or weapons, or threats to harm others, we reserve the right to inform the police.

It is also important to recognise that some types of harassing or threatening behaviour or communication could be a criminal offence. For instance, the Malicious Communication Act of 1988 states it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

We take our duty to safeguard the welfare of all children seriously and will work closely with authorities if there are concerns about a pupil's safety or involvement in criminal activities.

Staff Development and Support

All staff will be supported in their development and implementation of effective behaviour strategies in order to have a consistent and effect approach across school. A 'firm but fair, rooted in forgiveness and love' establishment of boundaries and use of rewards and sanctions will be introduced from the earliest days in Reception in order that children quickly recognise the high standards of behaviour which are expected and required.

The Governors and Headteacher will have due regard for the pastoral care and wellbeing of any member of staff accused of misconduct. Any incidents or allegations will be looked into swiftly, fairly and sensitively (for all parties involved) with reference to school's Safeguarding and Disciplinary policies.

Monitoring and Evaluation

This policy will be evaluated and reviewed by the teaching staff and the Co-Headteachers in consultation with Governors. At each weekly staff meeting there is a standing item on behaviour/pastoral/safeguarding issues in school where any behaviour concerns are shared with all staff. The behaviour log is discussed as part of this is if a child's name has been entered. The SLT also review behaviour half termly.

The Co-Headteachers monitor the effectiveness of this policy on a regular basis (at least once every two years), reporting to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality, adhering to the guidance outlined in Section 149 of the Equality Act 2010.

Context

This policy has been written, taking the following statutory provisions and guidance into consideration:

- Education and Inspections Act 2006
- Equality Act 2010

- Children and Families Act 2014
- 'Behaviour and discipline in schools' (Department for Education, February 2024)
- 'Preventing and Tackling Bullying' (Department for Education, July 2017)
- 'Keeping Children Safe in Education 2024' (Department for Education, September 2024)
- 'School suspensions and permanent exclusion from maintained schools...' (Department for Education, 2024)
- 'Searching, screening and confiscation at school' (Department for Education, July 2023)
- 'SEND Code of Practice' (Department for Education, 2014)
- 'Use of reasonable force in schools' (Department for Education, 2013, updated January 2025)

Appendix 1

Samlesbury CE Primary School Long Term Values Plan

SAMLESBURY
Church of England School

VALUES Long Term Plan

Let your light shine!



Based on Matthew 5:14-16

Love & Grace

Year / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/2023	Trust	Truthfulness	Perseverance	Compassion	Service	Responsibility
2023/2024	Forgiveness	Reverence & Respect	Justice	Humility	Wisdom	Peace
2024/2025	Hope	Creativity	Thankfulness	Friendship	Generosity	Courage

Appendix 2

Samlesbury CE Primary School: Home-School Agreement

Pupil's Name: _____ Year Group: _____

The School

We will:

- be open and welcoming at all times;
- listen and respond quickly to any concerns you or your child may have;
- provide a safe, caring environment for your child to learn in;
- maintain a balanced curriculum which meets the individual needs of your child;
- set, mark and monitor homework as appropriate for the child's age and provide reading books which are monitored and reviewed.
- share the progress your child is making at Samlesbury Primary School regularly throughout the year;
- arrange opportunities for formal consultations (Parents Evenings), informal progress meetings if required and times to discuss concerns or issues parents and children may have;
- promote high standards of work and behaviour, and provide clear guidelines for pupils and parents;
- ensure your child is given every opportunity to achieve their full potential as a valued member of the school community;
- keep parents informed about school activities and events through regular newsletters, termly curriculum overviews, email messaging, the school webpage, ClassDojo and social media web pages;
- provide an incentive for parents to register, if eligible for Free School meals, to trigger additional funding that supports all children in the school.

The Parent/Guardian

I will:

- ensure that my child comes to school on time, properly dressed and properly equipped;
- inform the school about concerns that you have that is affecting your child's work/behaviour/self-esteem/well-being;
- support the school in its policies and procedures as fully as possible;

- support my child with his/her homework and home learning opportunities and ensure my child completes his/her homework on time;
- attend all parents' evenings and discussions about your child's progress and reschedule if unable to attend;
- support the school with any disciplinary sanctions;
- support my child in responding positively to the general expectations and regulations of the school;
- maintain an active interest in all aspects of your child's life at Samlesbury;
- register my details promptly, if they meet the criteria, to trigger additional funding for the school.

The Pupil

(for reception children this is talked about at a level which is appropriate for them and is part of their development in school).

I will:

- be positive and work hard;
- always come to school, get here on time and have everything I need to work hard;
- wear the correct uniform;
- do all my work and ask for help if I need it;
- be polite, kind and helpful to others;
- take care of the school;
- tell a member of staff if I am worried or upset;
- follow the school rules.

Appendix 3

These are a general set of expectations outlining the behaviour we expect at Samlesbury:

Arriving at school

- Arrive at school between 8:40am and 8.45am, walking into school quietly and sensibly to start learning.

In the cloakroom/bathroom

- Hang your coat and bag up on its hook.
- Only handle your own property unless you are asked to touch others by the teacher.
- If the cloakroom is busy, wait your turn.
- Be as quick as you can in the cloakroom so that others can get in.

In the toilet

- If someone is in the toilet cubicle, respect their privacy and leave them alone!
- When you have finished, look to see if you have left the toilet clean and tidy.
- When you have used the toilet – flush it.
- Wash and dry your hands sensibly.

In the classroom

- Follow the class rules that you agreed at the start of the year.

In the playground

- Do not go outside until an adult tells you to.
- Before going out to play, refill your water bottle if you need to.
- On the way out to play, go to the toilet if you need to, and collect your coat.
- Use the equipment with respect and tidy it away when you have finished with it.
- Think about your Christian Values as you play and act in a way that is kind to others.
- When the whistle blows – walk sensibly to your classroom, after putting away the equipment you have been using.

Moving around school

- Walk around school sensibly and quietly.
- Watch out for people behind you and hold the door open for them.
- Be polite to, and stand back for, adults and visitors to the school.

Worship

Worship begins as soon as you walk into the hall or your classroom tells you it is time for class worship.

- Enter the hall silently and stand with your year group to listen to the music as the other year groups join you. Use this time to make yourself ready for worship by calming your mind.
- During worship, listen to others and join in as asked to by whoever is leading.
- Be respectful throughout worship.
- Keep the quiet in your mind as you leave the hall and go back to your classroom or take time to think about

Eating lunch

- Make sure your hands are clean.
- Say “please” and “thank you” to all the staff who give you food and help you.
- Queue quietly and show respect to others who are waiting with you.
- Try not to spill food on the floor.
- Eat your dinner sensibly and try to use your knife, fork and spoon properly.
- Talk quietly to those on your family table and only speak when you do not have food in your mouth.
- Tidy up your tray, cutlery and cup by taking them back to the kitchen area.

Breakfast Club and After School Club

- The same rules apply as in normal class time: remember to use your Christian Values.
- Be kind, helpful and share equipment.
- Walk into the hall / classroom quietly.
- If you are going into After School Club, take out your reading book and sit down to read it whilst you are waiting for everyone to arrive and for the register to be taken.
- If you are in Breakfast Club, talk to the teacher about your breakfast, making sure that you remember your manners as you tell them what you would like.
- Follow instructions carefully.

During school trips (including swimming lessons)

- Listen carefully to your adult’s instructions throughout the trip and follow them immediately.
- Walk in pairs or in single file, as instructed, paying attention to what is around you.
- Stop, look and think – remember road safety rules.
- Sit down sensibly on the bus/coach or in the car and always wear your seat belt.
- Be respectful and show how amazing you are by using your Christian Values at all times.

Appendix 4

Samlesbury Behaviour Reflection Sheet



Name:_____ **Date:** _____

1. What happened? (Write or draw what you did.)

2. How were you feeling at the time?

      (Circle one or more)

I felt-----

3. What could you do next time to make a better choice? Think – what would Jesus do?

4. Which Christian Values could have helped you to make a better behaviour choice?

(Circle one or more)

-  Love  Peace  Forgiveness  Truthfulness  Grace  Wisdom
-  Friendship  Generosity  Trust  Compassion  Perseverance
-  Responsibility  Creativity  Justice  Humility  Thankfulness
-  Reverence & Respect  Service  Hope  Courage

5. Who was affected by your behaviour? How could you make it right?

Appendix 5

Behaviour Information Sheet

Name of child:_____ **Observer:**_____ **Week beg:**_____

<u>Date / time / place</u>	<u>Observed behaviour</u>	<u>Duration of behaviour</u>	<u>Triggers: what happened before?</u>	<u>Response / consequences: what happened after?</u>	<u>Student's emotional state at each stage</u>

