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**Shaw Rewards and Behaviour Policy**

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| **School Name:** | Shaw CofE Primary | | |
| **Version No:** | 1 | **Ratified date: July 2023** |  |
| **Author:** | Thomas Brewer | **Interim review date: Jan 2023** |  |
| **Owner:** | Thomas Brewer | **Next review date:**  **Sept 2024** |  |
| **Approved by:** | SLT |  |  |

As part of The White Horse Federation, Shaw CE Primary School implements TWHF Behaviour and Discipline Policy. To ensure that this is effectively implemented in our school, we have this document, our Rewards and Learning Policy: it outlines the localised procedures and expectations to ensure that there is a consistent approach to behaviour management, learning behaviours and to celebrating demonstrations of our school values and the achievements of individuals.

***Pupil and Parent Voice***

Our School Council have been involved with the writing of this new policy as have the parents. The following 5 things were most important to the pupils and parents and have been integrated carefully into the writing of this policy;

|  |  |
| --- | --- |
| **Pupils** | **Parents** |
| Want house points introduced | Want to hear about our values more |
| They would like reflection forms used for children during break | Want the house system introduced at school |
| They want to keep Friday Certificates | Like the idea of a rewards policy (behaviour) |
| They like the idea of Intrinsic Motivation | They love intrinsic motivation |
| They also love getting stickers | Want a simple system to support children who need support with choices |

**Our School Vision for rewards and learning**

We provide a **nurturing** and **enriching** learning experience, within a safe, Christian environment, where everyone can **flourish**. We will empower all members of the school community to develop their own **creativity**, explore with **courage** and show **compassion** and **respect** to all. Together we will ensure **all** have the opportunity to **let their light shine**.

**Nurture • Enrich • Flourish**

***‘Let your light shine before others so that they see your good deeds and give glory to your Father in Heaven.’ Matthew 5:16***

Our Christian Ethos will be demonstrated through the relationships that people have with each other… between adults and children, adults and adults and children and children. All members of our school community are expected to live by our core Christian values. These underpin our procedures:

**• Compassion • Creativity • Courage • Respect**

We believe that staff, parents and visitors of Shaw C of E Primary School can contribute to actively helping children develop these personal attributes. They can be promoted in various ways by:

• Modelling the personal attributes directly;

• Setting appropriate boundaries for children’s behaviour;

• Showing empathy and understanding of children;

• Listening to children;

• Showing respect and understanding to everyone in the school community;

• Providing feedback in an informative way to children;

• Using positive consequences to encourage the learning of appropriate behaviour;

• Using negative consequences to discourage the learning of inappropriate behaviour;

• Linking our core values to acts of Collective Worship and thus encourage whole school reflection of positive behaviours

**KEY PRINCIPLES**

We believe that:

• All behaviour is communication so every effort must be made to understand it; children are given the opportunity to take responsibility for explaining their behaviour(choices) and supporting to learn new ways to express themselves. In addition, emphasis is placed on using de-escalation techniques and consistent use of positive language in order to ensure children are supported to manage and improve their own behaviour

• All consequences must be viewed as a conversation – appropriate responses that aim to support a child’s behaviour to improve; reminders are used to ensure children are clear of expectations and understand what behaviour we hope to see them display

• All responses to unwanted behaviour should be immediate and consistent – allowing other children to see that negative behaviours are noted promptly and dealt with fairly across the school.

**Reflection/Restorative Language**

It is important that staff deal with situations to establish and develop their own relationships. Separating the deed from the doer and the act from the actor is integral to the Restorative Practice philosophy. Shaw Primary School is all about building good relationships with everyone. This is the key to success.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

**Affective statements**

I am sorry that I misunderstood the situation…

I feel really proud of you when I heard…

I feel really pleased and encouraged that you made the right choice. I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to…

I feel that (describe action) was very disrespectful.

**Questions**

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect…?

How do you think… felt about what you did?

How do you feel about what you did?

How do you feel about what you did and the affect it had on me?

Staff are encouraged to use these and be consistent in their use of language, using positive phrases to ensure clarity and consistency scaffolding positive behaviour.

We explore other Christian values throughout the year which all members of the school community are also expected to demonstrate. Children develop a clear understanding of these, particularly through collective worship.

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

**Expectations – Responsibilities and Rights**

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

***Responsibilities of Pupils:***

• To live by our school values and demonstrate them in school daily;

• To treat others with consideration and respect;

• To listen when others are speaking;

• To follow instructions from all members of staff;

• To try to sort out difficulties themselves, with support available if needed;

• To ask for help when needed;

• To do their best;

• To let others learn;

• To observe school rules;

• To be ready for lessons and to have the equipment that they need.

***Rights of Pupils:******Responsibilities of Staff:***

• To be treated with consideration and respect;

• To be listened to by adults in school;

• To know what is expected;

• To feel safe;

• To be treated fairly;

• To have educational, social, emotional and mental health needs met.

***Responsibilities of Staff:***

• To live by our school values and demonstrate them in school daily and to build strong trusting relationships with pupils and staff

• To create a safe and stimulating environment in which pupils can learn;

• To treat everyone with consistency and respect at all times, without regard to race, gender or ability;

• To communicate effectively with each other, children, parents and the wider community;

• To meet the educational, social, emotional and mental health needs of the children.

***Rights of Staff:***

• To be treated with respect by pupils, parents and colleagues;

• To be able to teach and carry out their role to the best of their ability;

• To be listened to by others in school;

• To be clear on what is expected of them in their role;

• To feel safe;

• To be fully supported in regards to mental health and wellbeing;

• To be treated fairly.

***Responsibilities of Parents:***

• To support school rules and guidelines;

• To ensure that children attend school regularly;

• To ensure that children arrive at school on time;

• To ensure that their children have the equipment that they need at school, e.g. P.E. kit;

• To tell the school if they have any concerns about their child or occurrences that may impact on their child.

***Rights of Parents:***

• To know that their children are safe;

• To be sure that their children are treated fairly and with respect;

• To know that their children are given the opportunity to learn at school;

• To be able to raise concerns with staff and to be informed about their child’s progress.

**Learning Behaviours**

Learning behaviours can be taught and should be taught. Research shows that pupils who are settled and know clear expectations and boundaries, learn better than their counterparts. Positive learning behaviours mean that all children can learn good habits and thrive.

At Shaw Primary, we are aiming to be the best by giving the best education possible to our children. One way to ensure quality teaching and learning is to be explicit about expectations of how children set themselves up to learn each day. This includes inside the classroom and outside where learning does continue.

We do this through modelling but also by being explicit and relentless in our approach which we know will support the pupils in achieving their best. This approach is shared across the school and taught implicitly from the moment children arrive (all be-it to a lesser structured way in the early years)

**Shaw Learning Behaviours; (Appendix 1)**

Share responsibility for the classroom environment

Help others when you can

Active listening and taking part

Willingness to accept guidance from the teacher

Be ready, track the teacher and talk when appropriate

Everyone respects each other and the resources and materials used in classrooms

Sit appropriately and make sure that all work I do is the best I can do to motivate myself

Treat every lesson as privilege and one that might not come along again

*(these behaviours can be broken down further for younger children*

**Rewarding Positive Behaviour and Learning Attitudes**

At Shaw CE Primary School we value appropriate behaviour and we communicate this to children through praise. Children need to feel valued, respected and safe and they need to have a sense of self-worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our procedure.

We have a whole school system of rewards for choosing to demonstrate our values and follow

our school rules. This is grounded in our vision and values and is taught to the children when they start school and continues throughout their school journey.

***Our School Rewards (Appendix 2)***

At Shaw, we have a variety of systems in place to ensure pupils are rewarded appropriately for good choices and hard work. We also, through teaching, empower children to grow ‘intrinsic motivation’ which helps us as we get older achieve more than we though possible. It is also a key ingredient of what a ‘good citizen’ might look like in later life which in turn, will help pupils thrive in adulthood.

Stickers

We believe that children love receiving stickers in all shapes and forms and we regularly give these out to children as rewards.

House Points

Every child at Shaw is a member of one of the following houses;

Children earn house points for following the school values, working hard and being good members of our school and indeed of society. House points are collected in weekly by the house captains (Year 6) who collate them for a weekly house winner. At the end of each term there is a termly winner At the end of the year there is an annual winner. (Children come into school in mufti for one day as a reward)

Children in Year 6 will become house captains x4 and x4 vice captains. They will be in charge of collecting the points each week. There will also be a trophy for the winning house each term, week and year!

Let Your Light Shine Certificate (Children who Receive this have a hot chocolate with the Headteacher or Deputy Headteacher on a Friday afternoon)

Every Friday we hold a Celebration Worship together in the hall. Each class teacher awards one Let your Light Shine certificate for a child who has demonstrated one or more of the values during the week.

Platinum Award Certificate

Every Friday we hold a Celebration Worship together in the hall. Each class teacher awards one Platinum Award Certificate for a child who has demonstrated exceptional **intrinsic motivation** during the week. Each child gets to hold the ‘Platinum Crown’ made especially for our school during the Queen’s Platinum Jubilee year. **(come and see the crown outside Mr Brewer’s office)**

***Green and Yellow Slips (Appendix 3)***

Our rewards and learning policy will include a Green and Yellow slip tool. This enables us to quickly address behaviour each day without sanctions taking place weeks later or days later.

If a child reaches the point where their learning needs a small amount of additional time to complete, the teacher, in conversation with the child, will agree a time period for the child to attend Morning Break Green/Yellow slip sessions with a member of the senior leadership team. This is an opportunity to complete work so pupils don’t fall further behind.

Equally, if pupils have reached a point where level 1+2 interventions are not supporting good choices pupils will attend the break time Green/Yellow slip session to complete a ‘Reflection Form’ **(Appendix 6)** which supports restorative behaviour practice. These reflection forms will be kept by the SLT and information on frequency will be shared at parent evenings or before if necessary. The Assistant headteacher will analyse the slips for frequency to ensure pupils have the correct support in place.

Report Card **(Appendix 4)**

In the rare event that a child has more than 3 green slips in a week, the class teacher and headteacher will decide if a report card will help the child make better choices in the coming weeks. This will be discussed with parents as soon as is possible.

Please see our Shaw Choices Levels Chart for more info…..

***Break Time Behaviour***

Incidents of poor choices at lunch or play time will be reported to the child’s class teacher at the end of lunch if it is likely to have an impact on learning during the next sessions – otherwise it will be recorded on CPOMS. If children are involved in more serious incidents, a member of the senior leadership team may be contacted to support the child so that staff members working with the child will not leave the children unattended.

Children who are involved in serious or repeated cases of poor choices outside will miss parts of or whole lunch breaks. They will supervised in the library by a staff member.

***Restorative Conversations***

Restorative conversations can be an important part of the process in resolving issues and tension between individuals. Children must feel like they are being listened to and heard. Adults must ensure these sessions allow both sides to share their views and feelings in a safe forum. These sessions should conclude with the adult giving an overview of how the situation has been resolved and what the next steps are. The adult will then check with each party that they are satisfied with how the situation has been resolved. These sessions can take place during Green/Yellow slip morning break or if appropriate with the class teacher in the afternoon.

***CPOMS***

CPOMS is an electronic tool that we use to record safeguarding incidents. We also use it to record some behavioural incidents as it safely stores information on children in the same place. Information on the types of behaviour incidents we record on CPOMS can be found in our ‘Behaviour Chart’. **(Appendix 5)**

**FIXED TERM & PERMANENT EXCLUSIONS**

We do not wish to exclude any child from Shaw School Primary School. However, where we feel that this is necessary we adhere to all DfE and LA Guidelines and Procedures (see policies section of our website.) The dfe [exclusion policy can be found here](https://www.saltfordschool.org.uk/assets/uploads/documents/policies/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf).

In the case of Fixed Term Exclusions, the Headteacher may exclude a student for up to 45 days in any one academic year. Exclusions are operational decisions made by the Headteacher who then informs the Local Authority and Governing Board / Academy Trust about any permanent exclusion made. The Headteacher must also inform the Governing Board / Academy Trust about any fixed-term exclusions beyond five days in any one term. The Board will form a discipline committee which is made up of three members, as appropriate. This committee will consider any exclusion appeals on behalf of the Board.

Any student who is excluded for more than 15 days in a term must have this reviewed by a panel of governors (when these 15 days are an accumulation of days for one incident). The decision to permanently exclude is reviewed by an exclusion panel and is then either upheld or overturned.

Fixed term and permanent exclusions are used for severe breaches of Shaw School’s Rewards and Learning policy.

The Headteacher may decide to permanently exclude for one of the following reasons:

In response to serious or persistent breaches of the school’s behaviour policy consistently demonstrating negative behaviours as described in Appendix 7 (Level 4 and 5); or Where allowing the pupil to remain in school would seriously harm the education of welfare of the pupil or others in school.

These may include, but are not limited, to:

Verbal abuse towards a member of staff;

Bullying (which may include online bullying/ comments made on social media);

Homophobic, sexist or racist incidents (which may include online/ social media incidents);

Assault/ fighting or the encouragement of others to do so;

Persistently disruptive behaviour;

Persistent failure to follow the school positive behaviour policy;

Pupil is beyond the care and control of staff at Shaw Primary School.

Examples of behaviours which could warrant exclusion from school are further detailed in the Shaw Choices Levels Chart.

Before reaching a decision to exclude permanently or for a fixed period, the Headteacher will:

• Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School’s expectations of Core Values/ Behaviours and Equal opportunities policies;

• Allow the pupil to give his version of events;

• Check whether the incident may have been provoked, for example by racist, homophobic or sexual harassment;

Consult others where appropriate, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Board who may sit at the exclusion meeting. **Ultimately, however, the decision to exclude is an operational decision made by the Headteacher.**

Alternatives to Exclusion will always be explored and where possible, interventions put in place to support a pupil at risk of exclusion. They include:

* Pastoral Support Plans;
* Individual mentoring, coaching and behaviour support
* Working with parents/ carers;
* Changes of class/ teaching groups;
* A managed move or negotiated transfer;
* Assessment of SEND, including SEMH needs
* Allocation of a key adult when possible;
* Access to Nurture provision;
* Counselling;
* Restorative Practice methods;
* Peer mentoring;
* Referral to CAMHS or to the Educational Psychologist.

A ‘Return to school meeting’ must always be held following any fixed term exclusion in order to reflect on the initial incident, gain the views of both parents/ carers and child and to establish a risk assessment of the child. (unless this specifically causes the child undue stress resulting in a negative event). This meeting will also provide a useful forum to identify resources and support needed to provide the necessary support for the child moving forward. These actions will then feed into class provision/ additional action plans if appropriate.

*Managing sexual violence and sexual harassment between children Sexual violence and sexual harassment is never acceptable and will not be tolerated at Shaw Primary School. If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. The designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered an appropriate response. The victim(s) will be reassured that they are being taken seriously and school will keep them safe, they will also be given as much control as is reasonably possible regarding how any investigation will be progressed. Shaw Primary may be supported by other agencies, such as children’s social care and the police as required. 14 In some cases of sexual harassment, for example one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our Behaviour Policy, this would include the consideration of permanent exclusion.*

Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our Behaviour Policy, including consideration of permanent exclusion.

**INVOLVING PARENTS, AGENCIES & OTHER STAFF**

In handover meetings, class teachers are asked to communicate the behavioural needs of children in their class in order to ensure effective transition can take place. In addition, in October, March and June, SEND staff meetings are carried out where class teachers review and evaluate the support that is offered to individuals or groups of children, before setting new targets and outlining strategies in place to enable them to achieve these. These targets are further informed by the views of both parents and children. In addition to these meetings, the Headteacher and/or SENDCO will meet with teaching staff as required in order to talk through individual behaviour concerns and to offer practical strategies through the inclusion team.

Children with ongoing behavioural concerns which need more support/intervention than can be offered by a class teacher as part of general classroom management are referred to the SENDCO. Here, a solution-focused approach is used, children working with staff to create a clear action plan highlighting key targets and detailing useful strategies to apply to help them achieve these. Action plans must be shared with the child and reviewed during an agreed timescale. These will be managed by the SENDCO.

If Behaviours continue to escalate, despite support in place, the SENDCO in liaison with the Headteacher will decide whether or not outside agencies need to be involved for support/guidance and will inform the parents of concerns. If the child is at risk of exclusion, a Pastoral Support Plan (PSP) will be put in place. “At risk” means that a pupil is not responding to the school’s normal range of strategies and support (repeated fixed-term exclusions might be an indicator) and that the intervention of external agencies may be required. The aim of the PSP is to involve the pupil in the shared challenge of improving his/her behaviour and social skills. The PSP meeting will look at positive points and main issues. The pupil should be involved in helping set his/her targets and these should be closely monitored (lesson by lesson) and reviewed every 2/4 weeks. The PSP should not be used to replace IEPs or Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

**Appendix 1**

**Shaw Learning Behaviours**

**S**hare responsibility for the classroom environment

**H**elp others when you can

**A**ctive listening and taking part

**W**illingness to accept guidance from the teacher

**B**e ready, track the teacher and talk when appropriate

**E**veryone respects each other and the resources and materials used in classrooms

**S**it appropriately and make sure all work I do is the best I can do. Motivate myself.

**T**reat every lesson as privilege and one that might not come along again

*(these behaviours can be broken down further for younger children*

(There is also a child friendly version of this written by pupils on display in classrooms)

**Appendix 2**

**REWARDS AT SHAW**

|  |  |  |
| --- | --- | --- |
| Stickers | Platinum Award CertifiCARDS | Metallic | x 10 | 86 x 54mm  **Platinum Award** | **Bible Verse Let Your Light Shine Matthew 5 16 Png, Pngtree, 16, 5 PNG and  Vector with Transparent Background for Free DownloadLet your Light Shine Friday Certificate** |
| Another Way to Motivate Employees: Try Building a Culture of Praise | TLNT  **Verbal praise from adults!** | Intrinsic Motivation | **House Points!** |
| How to Make Drinking Chocolate (French Hot Chocolate)**Friday hot chocolate with Mr Brewer** | *At Shaw we recognise when children are trying their best. We’ll always try to show you when you’ve been noticed!* | **Dojo message sent home** |

**Appendix 3**

Green and Yellow Slips

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GREEN SLIP** | | | | | Logo, company name  Description automatically generated |
| Name: |  | | Class: |  | |
| Date: |  | | House: |  | |
| Reason for Green Slip: | | | | | |
|  | | | | | |
| Teacher: | |  | | | |
| Time: | | 5 minutes 10 minutes 15 minutes | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GREEN SLIP** | | | | | Logo, company name  Description automatically generated |
| Name: |  | | Class: |  | |
| Date: |  | | House: |  | |
| Reason for Green Slip: | | | | | |
|  | | | | | |
| Teacher: | |  | | | |
| Time: | | 5 minutes 10 minutes 15 minutes | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GREEN SLIP** | | | | | Logo, company name  Description automatically generated |
| Name: |  | | Class: |  | |
| Date: |  | | House: |  | |
| Reason for Green Slip: | | | | | |
|  | | | | | |
| Teacher: | |  | | | |
| Time: | | 5 minutes 10 minutes 15 minutes | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YELLOW SLIP** | | | | | Logo, company name  Description automatically generated |
| Name: |  | | Class: |  | |
| Date: |  | | House: |  | |
| Reason for Yellow Slip: | | | | | |
|  | | | | | |
| Teacher: | |  | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YELLOW SLIP** | | | | | Logo, company name  Description automatically generated |
| Name: |  | | Class: |  | |
| Date: |  | | House: |  | |
| Reason for Yellow Slip: | | | | | |
|  | | | | | |
| Teacher: | |  | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YELLOW SLIP** | | | | | Logo, company name  Description automatically generated |
| Name: |  | | Class: |  | |
| Date: |  | | House: |  | |
| Reason for Yellow Slip: | | | | | |
|  | | | | | |
| Teacher: | |  | | | |

**Appendix 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Shaw Primary School – Report Card** | | | | | Logo, company name  Description automatically generated | |
| **Name** | |  | | | | |
| **Class** | |  | | | | |
| **Dates for report card** | |  | | | | |
| **Day** | **Lesson 1** | **Break** | **Lesson 2** | **Lunch** | | **Afternoon lessons** |
| Monday |  |  |  |  | |  |
| Tuesday |  |  |  |  | |  |
| Wednesday |  |  |  |  | |  |
| Thursday |  |  |  |  | |  |
| Friday |  |  |  |  | |  |

* Adult to give ticks from 1-5 to show attitude and effort
* To be printed onto card
* To be saved in pupil folder after use

Appendix 5 –

Shaw Choices Chart

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SHAW CHOICES LEVELS CHART** | |  |
| **Level 1** | * Unfocussed and being distracting to self or others * Disrupting other children’s learning * Not being ready for learning * Not responding to instructions * Talking over the teacher * Dis-engaging in team effort such as tidying up * Mis-treating resources | * Teacher to reinforce and de-escalate learning behaviours through verbal/non-verbal reminder and conversation. * Time-out: some minutes may be given for the child to reflect and re-set |  |
| **Level 2** | * Continuation of Level 1 * Not engaging in work despite several prompts * Being unkind to other children either verbally or physically * Poor attitude towards the teacher and other children * Causing others to become distracted * Talking when should be focussed and working * Responding abruptly or rudely to adults | * Two warnings. The loss of minutes from playtime by issuing a green slip (5,10 or 15 minutes depending on severity). Child presents slip to SLT at the agreed room/location (SLT office). * Reflection form completed with SLT and added to CPOMS. * If a green slip is issued, a message is sent to parents by the teacher ON THE SAME DAY. * If the green slips are issued more than 4 times across a two-week period, the assistant headteacher will phone home. | Rosto de emoticon neutro ou surpreso — Ilustração de Stock | Emoticonos,  Vector, Whatsapp wallpaper |
| **LEVEL 3** | * Level 1 and 2 behaviours repeated * Refusal to engage and follow adult guidance/support * Destruction of property or environment * Swearing * Inappropriate comments that are sexually, gender or race related * Insulting others * Deliberately not following school values * Repeatedly causing upset to others | * If strategies are not working and a green slip has already been issued, a member of SLT can be called to the classroom. * A phonecall will be made to the parent, by the teacher, by the end of the school day. * May lose playtime. * The incident will be added to CPOMS. | Sad Face Emoji Vector Art, Icons, and Graphics for Free Download |
| **LEVEL 4** | * Refusal to engage in de-escalation or respond to SLT * Sexual touching of others * Vandalism * Deliberate spitting * Bullying * Physical violence * Verbal abuse/swearing without remorse * Racist, homophobic or discriminatory behaviour | * Sent to SLT * Phone-call home to parent immediately or face to face by SLT member * Internal suspension or external suspension dependent on frequency/severity/circumstances * Incident added to CPOMS |  |

**Appendix 6**

Reflection Form

|  |  |
| --- | --- |
| **Name** |  |
| **Class** |  |
| **Date** |  |

|  |
| --- |
| **What happened?** |
|  |
| **Which value do I need to think about?** |
|  |
| **Who do I need to apologise to?** |
|  |
| **What should I do next time?** |
|  |

Appendix 7 – (Pupil Voice SHAW BEST Version)

