



Behaviour Policy

St. Anthony's Catholic Primary School



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BEHAVIOUR POLICY

At St. Anthony's Catholic Primary School, we believe that all children are made in the image and likeness of God and should be treated with dignity, respect and compassion. Inspired by the teachings of Jesus Christ, we nurture a community where positive relationships, kindness, responsibility and self-discipline enable every child to flourish. Our approach focuses on recognising and celebrating positive choices, teaching expected behaviours explicitly and supporting children to develop the skills needed to become confident learners and caring citizens.

We believe behaviour is a form of communication, and when children experience difficulties, we work alongside them and their families to understand needs, repair relationships and restore success.

1. Aims

This policy aims to:

Create a culture where positive behaviour, kindness and respect are recognised and celebrated.

- Promote strong relationships between pupils, staff, families and the wider community.
- Support children to develop self-regulation, resilience and responsibility.
- Ensure all pupils feel safe, valued and able to succeed.
- Provide clear expectations that help children make positive choices.
- Use restorative approaches to support reflection, learning and growth.

- Ensure behaviour support is fair, consistent and inclusive for all pupils.

2. Legislation, statutory requirements and statutory guidance

This policy is based on relevant legislation and Department for Education (DfE) guidance, including:

- Behaviour in Schools: Advice for Headteachers and School Staff (February 2024);
- Searching, Screening and Confiscation: Advice for Schools (2022, updated 2023);
- Keeping Children Safe in Education (current version);
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (current version);
- Use of Reasonable Force in Schools;
- Supporting Pupils at School with Medical Conditions;
- The Equality Act 2010; and
- The SEND Code of Practice: 0 to 25 Years.

3. Positive Behaviour Expectations

At St. Anthony's, pupils are encouraged to:

- Show kindness and respect to everyone.
- Demonstrate responsibility for their actions.
- Work hard and persevere when learning is challenging.
- Care for the school environment.
- Follow instructions first time.
- Include and support others.
- Demonstrate honesty and integrity.
- Live out our Catholic values in daily life.

When behaviour falls below our expectations, staff will provide support and guidance to help pupils reflect, repair and make positive choices.

4. Roles and responsibilities

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Monitor behaviour, suspension and exclusion data to ensure no pupil group is disproportionately affected
- Holding the headteacher to account for its implementation

4.1 The headteacher

The headteacher is responsible for:

- Creating the policy considering the MAT's statement of behaviour
- Reviewing this policy in conjunction with the governing body.
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils, including those with disability, SEND or those with protected characteristics, are being disproportionately impacted by this policy

4.2 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.3 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

4.4 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and that they need to take responsibility for their actions
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards to develop an understanding of the school's behaviour policy and wider culture.

5. School behaviour curriculum (Non-negotiables)

St. Anthony's Catholic Primary School operates a clear, values driven behaviour curriculum based on the teachings of Jesus Christ and on three foundational non-negotiable pillars. Pupils are explicitly taught and expected to follow these criteria across school.

1. BE RESPECTFUL

Using manners, speaking kindly and appropriately to others, taking care of the school and others' belongings

2. BE RESPONSIBLE

Look after the classroom and equipment, accept responsibility when mistakes are made and accept the consequence

3. BE READY TO LEARN

Be in the right place at the right time, listen to the teacher and exhibit behaviour for learning.

5.1 Behaviour for Learning

Each class will have a behaviour display board that helps support the children develop good behaviour for learning. At the beginning of each day, all the children's names will be displayed on a green tab labelled 'Ready to Learn'. Throughout the day the children's names may be moved to other tabs to reflect their behaviour for learning e.g. good listening, showing resilience. If appropriate this may be done in the moment, or during a review at the end of lesson so as not to disturb the flow of the lesson and the learning. A child who has demonstrated good behaviour for learning throughout the day will be moved to purple and celebrated as a 'Consistent St. Anthony's learner'.



Children whose names are on purple three days in a week will be rewarded with a privilege card that they may keep or exchange for a reward e.g. prize from the treasure box, extra playtime or other rewards as suggested by school council.

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to engage with their learning
 - Ensuring learning spaces are tidy and inviting
 - Provide displays that reinforce our non-negotiable pillars and behaviours for learning
- Develop positive relationships with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicate expectations of behaviour in a variety of ways including non-verbal
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
- Promote behaviour for learning
 - Praising children for good listening, concentration and effort
 - Recognising when children are showing resilience and perseverance

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

6.3 Responding to good behaviour

St. Anthony's operates a positive Recognition System that focuses entirely on recognising and celebrating pupils who display the core non-negotiable pillars: Be Respectful, Be Responsible and Be Ready to Learn.

Positive behaviour will be rewarded with:

- Verbal praise and explicit feedback highlighting the specific pillar demonstrated
- Class Dojo points awarded explicitly linked to pillar demonstrated e.g. good manners, being helpful
- Pupil's name being moved along the behaviour display celebrating their positive behaviour for learning
- Awarding privilege cards for consistently displaying behaviour for learning
- Communicating praise to parents via a phone call or written positive message
- Certificates (Star of the Week, Super Citizen, Headteacher's Award) distributed in Awards Assembly
- Special invitation from headteacher for hot chocolate or unique treat
- Position of responsibility, e.g. class monitor role
- Whole class rewards e.g. pyjama day / additional break achieved via group effort.

Recognition will be awarded fairly and inclusively, ensuring all pupils have opportunities to be successful.

6.4 Responding to misbehaviour

When a pupil's behaviour falls short of expectations, staff respond with a low-profile, stepped approach that includes reflection and restorative language.

- Firstly, a verbal reminder of the expectation will be given with explicit link to the non-negotiable pillar.
- If behaviour persists a warning will be given, again with explicit reminder of the expected behaviour.
- Following that, the pupil will be asked to complete a 'Think Sheet' (See appendix) which is a guided reflection tool to help them think about their actions, identifying which non-negotiable was breached and to help them understand the impact on others and plan a positive choice for next time.
 - If this is the first instance for the pupil, this will be supervised by class staff at breaktime.
 - If the pupil has previously completed a 'Think Sheet' for the same breach within the half term, then they will attend 'Think Zone' at lunchtime supervised by a member of the SLT. (Think Zone for pupils in KS1 is 20 minutes, KS2 30 minutes)
- A parental signature is required on Think Sheets to ensure a collaborative approach
- Serious incidents such as fighting, abusive language, discriminatory language, discriminatory behaviour, threatening behaviour, bullying or behaviour that presents a safeguarding concern must be referred to a member of the SLT

Persistent Misbehaviour or Serious Misbehaviour

- Loss of privileges / responsibility
- Agreeing a formal behaviour contract or using short-term behaviour report cards
- Removal from class setting
- Suspension
- Permanent exclusion in serious or high-risk circumstances.

When investigating an incident of misbehaviour, staff will always consider if the incident was influenced by

- Disability
- SEND
- Safeguarding need
- Protected characteristics.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Reasonable adjustments will be considered before sanctions are applied to pupils with SEND where behaviour may arise from a disability or identified need. Warnings of suspension or loss of responsibility may be given after a first offence and the severity of sanction will increase for subsequent offences.

The purpose of disciplinary action is to:

- Protect other children from misbehaviour by this or another perpetrator (i.e. a deterrent)
- Help the perpetrator to learn to take responsibility for their actions
- Protect all children from having their education disrupted by misbehaviour
- Protect the reputation and ethos of the school
- Not to exact retribution.

6.5 Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

School takes bullying seriously and measures in place to combat bullying include:

- Regular assemblies that focus on types of bullying or prejudice
- Online safety information for parents
- Use of CPOMS for recording any incidences of behaviour
- Pastoral support for victim and perpetrator
- Anti-bullying ambassadors appointed and trained
- PSHE lessons that focus on what bullying is and how this affects people
- Sanctions in place for those pupils that bully others such as, Think Zone, removal from the classroom and suspensions, loss of privileges / responsibilities
- Training for staff around all types of bullying and how to recognise this

6.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents in writing

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Staff authorised by the headteacher may search a pupil's outer clothing, pockets, desks, lockers, or bags if they suspect possession of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/vapes
- Fireworks
- Pornographic images
- Any article that 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
- Any article banned by school rules and identified in the Behaviour Policy.

If a search has been conducted parents are always informed, the DSL notified and full records maintained on CPOMS.

6.8 Mobile phones

Secure storage is provided for Year 5 and 6 pupils who bring a mobile phone to school with locker keys available from the school office. Pupils are not allowed to have mobile phone with them on the premises at any time. Phones must be locked away first thing and can be collected at the end of the school day. School will not accept any liability for phones brought to school that get lost or damaged.

6.9 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.10 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil and their families
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.12 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

6.13 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

7. Serious sanctions

7.1 Removal from the Classroom

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with Pastoral mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

7.2 Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher, or in their absence the deputy headteacher, and only as a last resort.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

8.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to repair relationships, improve their actions and successfully meet the school's non-negotiable expectations. This may include:

- restorative conversations
- behaviour plans
- mentoring
- pastoral support
- family meetings
- SEND review

Sanctions against individual children are to be considered confidential.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour:

- Policy implementation and application of the Recognition System.
- Proactive classroom management
- Emotional de-escalation
- How SEND, mental health needs and ACEs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Positive handling

- Attendance, permanent exclusion and suspension
- Use of pupil support units
- Incidents of searching, screening and confiscation

The data will be analysed from a variety of perspectives to assure that trends and bullying are identified and addressed including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
 - Race
 - Religion
 - Disability
 - Sex
 - Sexual orientation
 - Gender reassignment

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

13. Links with other policies

This behaviour policy is linked to the following policies

- Anti-Bullying Policy
- Equality Policy
- Child protection and safeguarding policy
- MAT Behaviour Statement
- Mobile phone policy
- SEND Policy

Appendix A



**St Anthony's Catholic
Primary School**

Think Sheet KS1

Our Non-Negotiables help us to know how we treat others and how we behave in our school.

1. **BE RESPECTFUL**

-  Say please, thank you and you're welcome.
-  Be respectful and careful with others belongings.
-  Hold doors open for each other.
-  Use appropriate words and a kind tone.
-  Say good morning/afternoon to teachers and other children.
-  Use the toilets properly and respectfully.

2. **BE RESPONSIBLE**

-  Reading at home and remember your book bag, every day.
-  Tidying up your own workspace and the classroom.
-  Accepting responsibility if you make a mistake and accepting the consequence.
-  Making sure your uniform is labelled and looking after your own property.

3. **BE READY TO LEARN**

-  Calm and quiet around the school environment.
-  Sitting still on the carpet or chair.
-  Being in the right place at the right time.
-  Lining up quietly and in a straight line, in the yard, after break and play.
-  Always listen to your teacher, giving the teacher 100% of your attention.
-  Walking down the corridor on the left, quietly and in single file.
-  Go to the toilet at an appropriate time.

School Rules: *We be respectful, we be responsible and we be ready to learn.*

Reflection Cycle:

Thoughts & Emotions → Behaviours & Actions → Outcomes & Effects on Learning → Beliefs About Who I Am → Time for Change?

1. What has happened? What did I do?

2. Which non-negotiable did I break?

3. How do I feel now?

4. How am I going to put this right?

5. Which school rule did I break?

Child Signature: _____

Teacher Signature: _____

SLT Signature: _____

Parent Signature: _____

Appendix B



**St Anthony's Catholic
Primary School**

Think Sheet KS2

Our Non-Negotiables help us to know how we treat others and how we behave in our school.

1. **BE RESPECTFUL**

- Say please, thank you and you're welcome.
- Be respectful and careful with others belongings.
- Hold doors open for each other.
- Use appropriate words and a kind tone.
- Say good morning/afternoon to teachers and other children.
- Use the toilets properly and respectfully.

2. **BE RESPONSIBLE**

- Reading at home and remember your book bag, every day.
- Tidying up your own workspace and the classroom.
- Accepting responsibility if you make a mistake and accepting the consequence.
- Making sure your uniform is labelled and looking after your own property.

3. **BE READY TO LEARN**

- Calm and quiet around the school environment.
- Sitting still on the carpet or chair.
- Being in the right place at the right time.
- Lining up quietly and in a straight line, in the yard, after break and play.
- Always listen to your teacher, giving the teacher 100% of your attention.
- Walking down the corridor on the left, quietly and in single file.
- Go to the toilet at an appropriate time.

School Rules: *We be respectful, we be responsible and we be ready to learn.*

Reflection Cycle:

Thoughts & Emotions → Behaviours & Actions → Outcomes & Affects on Learning → Beliefs About Who I Am → Time for Change?

1. What has happened? What did I do?

2. Which non-negotiable did I break?

3. What are my thoughts now?

4. How did what I did affect others?

5. How am I going to move forward and put this right?

Child Signature: _____

Teacher Signature: _____

SLT Signature: _____

Parent Signature: _____