



Behaviour for Learning Policy

Agreed by Governors: 30th November 2020

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Contextual Information

Queensway School is a split-site school consisting of Queensway North in Hadley, North Telford and Queensway South in Dawley, South Telford. At Queensway North we cater for students with a primary diagnosis of autism whilst Queensway South is a provision for students with a diverse range of social, emotional and mental health needs. Due to the nature of our school referral system, our cohort consists of children from across the borough of Telford and Wrekin.

The most common risk factors identified in family assessments by Telford and Wrekin council's Safeguarding Children Service are neglect, domestic violence, mental health and drug misuse and exploitation. There are also a number of children living in deprived neighbourhoods or living in conditions of high socio-economic stress. All of these factors needed to be considered in the development of this policy and the programmes of intervention that support it.

1. Aims of the Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave, treat peers and staff and learn to succeed
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To encourage appropriate behaviour between all members of the school's community.

2. Philosophy of Queensway School

The members of Queensway community believe that:

- The way children and adults behave depends on the way they feel about themselves.
- The way children and adults feel about themselves depends on the way in which those around them respond to their behaviour.
- Each child deserves a safe, inclusive, highly supportive environment in which they can learn.
- It is our role to support our students to prepare for the next steps in their lives after school, developing independent life skills, identifying strategies to support themselves and have a good sense of self-worth.
- In working in partnership with parents, we should set high expectations for students and staff in all aspects of the school's life and model how they can be met
- It is our responsibility to provide an environment based around restorative and reflective behavioural practice, seeking opportunities to develop the potential for individual pupils to manage their own behaviour.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, on school transport and anytime away from school premises at times when staff are responsible for the student(s).
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Non – compliance to the school's Code of Conduct.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers* (see 8.6 Confiscation)
- Fireworks
- Pornographic images

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Queensway School strongly disapproves of any form of bullying and consider it as **serious misbehaviour**. We will take all necessary action to prevent it and deal with all perpetrators accordingly. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

The Governing Board

The Governing Board will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently.

Staff

All staff are responsible for:

- A consistent approach to behaviour management in line with the Behaviour for Learning policy
- Modelling positive behaviour
- Developing positive relationships with pupils, which includes
 - Greeting pupils in the morning/at the start of every lesson
 - Establishing clear routines
 - Communicating and persistently reinforcing expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding each lesson/day positively and starting each day afresh
 - Using positive reinforcement
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents either on CPOMs or in any way requested by the Leadership Team when more detailed reporting is required
- Following and consistently applying the Behaviour for Learning flow chart (*see appendix 1*).
- To provide information for the development of Positive Behaviour Plans and for Functional assessments as requested
- Regularly and consistently reinforce and monitor objectives outlined in the student's Positive Behaviour Plan

The Senior Leadership Team and the Pastoral Team will support staff in responding to behaviour incidents. When an incident has occurred, pupils involved are expected to spend time with a member of staff and undertake work using a self-reflection tool.

Our Student Support Manager / Officers who have additional pastoral duties, will provide additional support when other staff have evidenced that they have exhausted all other options after following the measures outlined in the Behaviour for Learning flowchart (*appendix 1*)

Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Work with the school to ensure their child attends school regularly and punctually
- Support the school where possible in the implementation of the Behaviour for Learning (and any associated) policy.

6. Student Code of Conduct

We have some very simple expectation for students to follow:-

Support each other

Try to self-manage my emotions

Achieve your best

Respect staff, students and the school

Work hard

Outstanding behaviour

Regular attendance

Kindness matters

7. Rewards and Consequences

As a school, we offer an inclusive reward system and firmly believe that all of our students should be offered the opportunity to participate in the activities we offer which support the social skills of our students and better prepares them for life beyond the school gate. It also offers a variety of experiences and opportunities that may have previously not been available. Those rewards will only be restricted if a student consistently fails to respond to positive behaviour reminders and this negatively affects their own performance or the performance of others. CPOMS is used to record and monitor positive and negative behaviours. Wherever possible, students are given praise and encouragement for good work and behaviour in order to promote a positive ethos throughout the school. We also encourage students to take responsibility for their own actions.

We implement a points system which should be used at the end of each lesson whereby the member of staff allocates a number of points for the lesson based on work and behaviour for the lesson. The points system translates to a **Red, Amber, Green** system which is used as a more visual version for students. Similarly, we use our reporting systems to check individual behaviour at the end of every day. This will prompt reflective discussion with form tutors. If a student has an average of **Red** lessons in any one day, they will have a minimum time of 1 period in the Student Support Room the following day. Parents will be informed at the end of the school day. If the student regularly has an average of **Amber** lessons overtime, the Form tutors will initiate the Form tutor report. If a student has consistently **Green** days, they will be rewarded at an appropriate level.

Our aim is to constantly encourage and reinforce positive behaviours. Therefore, in addition to gaining rewards for overall positive behaviour, students have the opportunity to earn a special prize which will be presented at the end of each term which relates directly to our student code of conduct. These will be achieved when the student has been able to meet all expectations of our 'STARWORK' Code of Conduct.

7.1 List of Rewards and Consequences

Positive behaviour will be rewarded with:

- Praise
- Certificates / postcards home
- Letters, emails or phone calls home to parents
- Reward trips
- Prizes
- Vouchers for attendance
- Student of the Week nomination (KS2, KS3, KS4)
- Senior Leader Award
- Headteacher Award
- STARWORK reward
- Friday reward lesson

The school may use one or more of the following consequences and/or interventions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student to the Student Support room for reflection time
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break, lunchtime, or after school (including Friday afternoons)
- Letters, phone calls home to ad meetings with parents
- Positive Behaviour Plans
- Referrals to outside agencies
- Putting a pupil on form tutor, pastoral or SLT report (*appendix for sample report*) which will be uploaded to CPOMs
- Fixed term exclusion
- Permanent Exclusion (in extreme cases only)

At Queensway we use a 3-warning system to support students to manage their behaviour. This is adapted to a visual consequence system at Queensway North (name on board, 3 ticks), as this has proven to be a more effective method. This is very simple and very clear so staff, students and parents can understand it. The effectiveness of our system is monitored through the CPOMS logging system.

A student will be verbally warned about behaviour that is unacceptable or distracting, staff will always attempt to verbally encourage students to re-engage in learning, using a number of strategies that support the individual needs of the students. If the negative behaviour persists after 3 warnings the hierarchy of consequences will be initiated.

This will normally be removal from lesson or detention at either break, lunch and/or after school (dependent on level of compliance. Warnings may be given for:

Immediate consequences can be given for unacceptable behaviours such as:

- Too much off task talking
 - Not doing what is asked of them
 - Lateness to a lesson or activity
 - Poor language

- Inappropriate use of equipment
- Continuous low level disruption
- Leaving a lesson without permission

We may use the Student Support room in response to persistent breaches of this policy. Pupils may be sent to the Student Support room during lessons, break time or lunchtime if they are persistently disruptive and they have failed to respond positively to their teacher / TA. They will be expected to complete the same work as they would have in class and spend time reflecting on their behaviour through structured behaviour programmes. They will only return to class when it is deemed that they are ready for learning. The Student Support rooms are managed by the Behaviour and Welfare Managers (KH/KHP)

In the case of an incident of serious misbehaviour outlined below, staff will refer to SLT, parents will be expected to attend a meeting. The child will go on SLT report and their future behaviour will be closely monitored. A review meeting will take place with parents two weeks later. The student may need to receive 1 to 1 intervention until an improvement in behaviour has been shown.

All staff are expected to model professional and exemplary behaviour and work in an environment of trust, respect and optimism when dealing with pupils. It is our intention that pupils will learn by example when encouraging language, positive behaviour, punctuality and regular attendance are the norm.

7.2 Off-site behaviour

Students are expected to meet expectations of the Code of Conduct in any case where they are representing the school such as on the way to or from school, during off-site visits/ trips or activities. The consequences stated in the Behaviour for Learning policy will be applied where a pupil has not met positive behaviour expectations off-site.

7.3 Leaving the Classroom or School Grounds without Permission

If a pupil runs out of a class we will establish where he or she has gone. Staff will attempt to verbally reflect and encourage students back into school.

Staff will not follow them once they have left the school grounds, in case this provokes the pupil to run further and increases the risk of them running into the main road.

Staff will try to keep a watchful eye on any pupil who has taken him or herself out of the school grounds while a phone call is made to parents/emergency contacts to seek further advice. If there is no response from parents we will contact the police.

Tutor Report – If a student consistently refuses to comply with the behaviour expected of them then they may be placed on a tutor report. The student will be monitored by the tutor who will discuss with staff during briefing any concerns or improvements, if necessary further restrictions such as removal from lessons, loss of lunchtimes/visits and trips may be appropriate and will be approved by SLT.

7.4 Independent working

When a student is continuously disruptive to the learning of others and is not responding to the other consequences in place, staff will discuss the possibility of that student accessing independent learning.

The work will be supplied by the teaching staff and overseen by a TA.

Depending on the individual students needs a staff member may remain with them to support or may 'check in' through the lessons.

This will be for the minimal amount of time that staff feel is necessary, and designed to allow that student time to reengage with their learning and ability to follow rules/expectations, while allowing the progress of the other students in the group to continue and disruption to their lessons to be minimised.

7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with the Allegations of Abuse Against Staff policy.

The Headteacher will also consider the well-being needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and enforce the student Code of Conduct and Behaviour for Learning flow chart (*appendix 2*)
- Develop a positive relationship with pupils (see section 3, Roles and Responsibilities section)
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use positive reinforcement

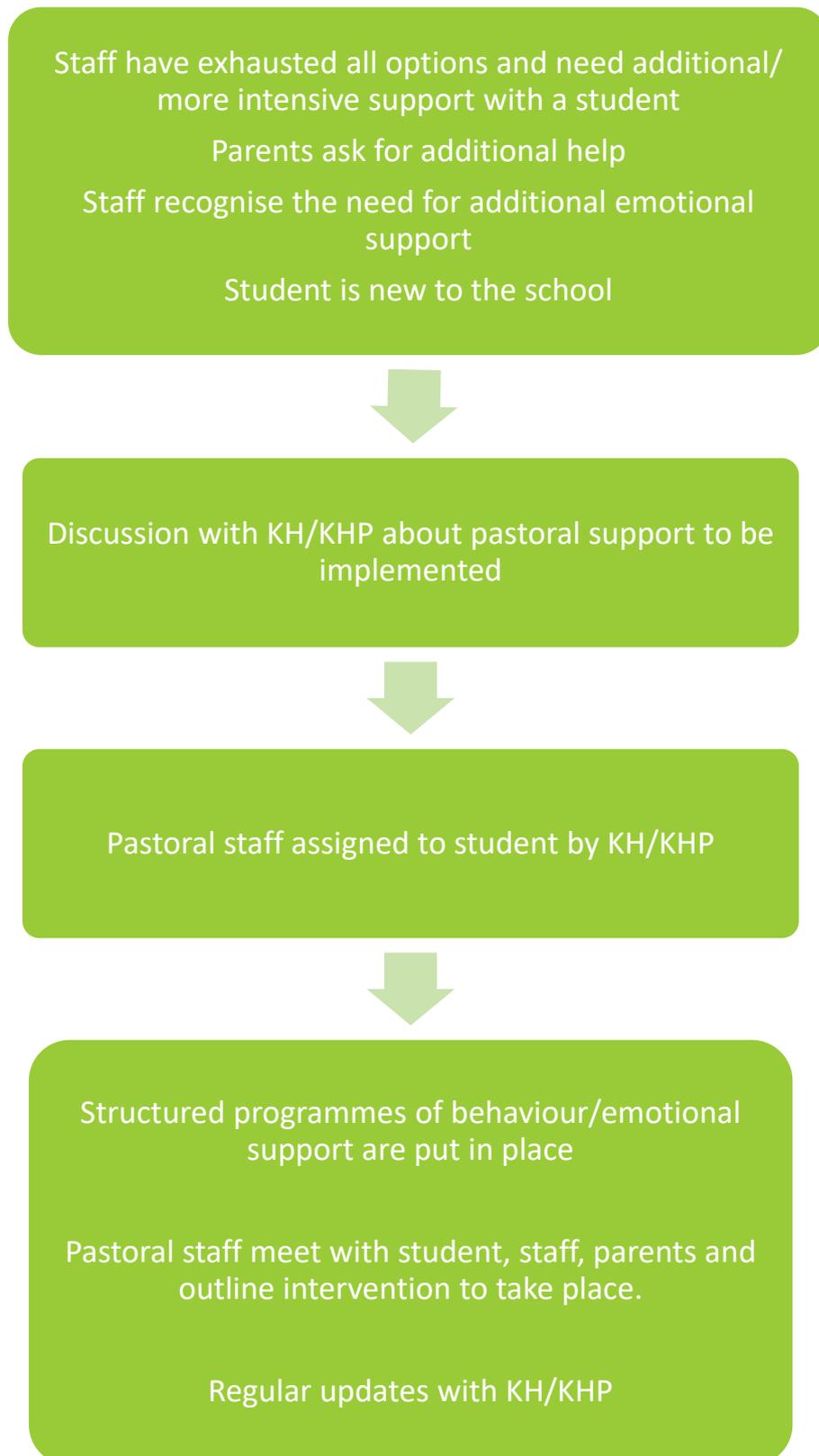
8.2 The Pastoral Team & The Student Support Room

Aims of the Provision

- To provide additional social and emotional and behaviour and/or academic support to students when general classroom strategies have not succeeded
- To work directly with the Educational Welfare Officer, Educational Mentor and Queensway Therapeutic Service
- To provide behaviour support in lesson where appropriate
- To rebuild confidence levels using 1:1 sessions/resilience sessions/confidence building sessions to allow students to feel ready to re-engage in lessons
- To support transition, both micro and macro, within the school. Developing routines and reducing anxiety.

- To create, monitor and review Positive Behaviour Plans where necessary, and share with staff, to provide a structured level of support for students.
- To assist in the identification of and the implementation of individualised strategies to support students, based on their needs/likes/interests
- To work with KH/KHP, external agencies and families to maintain a consistent and supportive approach to pastoral support; attending meetings, completing paperwork and maintaining good communication
- To develop and deliver a thorough transition programme to all new students

How the pastoral team become involved:



8.3 Serious and unacceptable behaviour

Serious and unacceptable behaviour will lead to the need for parents and student to attend a meeting with the Headteacher, Leadership team and/or Pastoral team to discuss the behaviour and appropriate way to proceed.

For continuous and serious behaviour the school will be informed and a formal warning letter may be issued to parents outlining the behaviour and the impact it is having on the school environment.

This will be kept on school record for one year from the date of issue.

8.4 Physical Intervention

In the first instance, staff will use de-escalation techniques in order to diffuse a situation but in some circumstances, staff may need to use physical intervention. This will only ever be used as a last resort. The reasons this may become necessary are:

- Prevention of criminal offence
- Prevention of physical harm
- Prevention of psychological distress
- Risk of serious damage to property
- Risk to others
- Risk to safe physical environment
- Risk to themselves
- Temporary loss of competence or capacity

All staff are MAPA trained, which is refreshed annually, and will only use physical intervention as a last resort. Staff will endeavour to use the least restrictive hold possible, while ensuring everyone's safety.

If a student's behaviour is deemed to be escalating or if there has been a serious injury to staff/pupils then the staff involved will have the option to call the police.

There is a MAPA instructor within the staff team and all incidents are recorded using the CPOMS monitoring system.

8.5 Mobile phones

Mobile phones are brought into school entirely at the student's own risk.

Mobile phones are not allowed in school and must be handed into staff upon entry to the school, to be kept safe until the end of the day, when the student leaves it will be returned to them.

If a mobile phone is taken into school, on the first occasion it will be confiscated by a member of staff, returned to the student at the end of the day and parents will be informed by tutors.

If this happens again then the phone will be kept in a safe place by the head teacher until a parent can come in to school to collect it.

8.6 Searching students

Headteachers and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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 the property of, any person (including the pupil).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

8.7 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

9. Fixed Term exclusion

The Headteacher is the sole person in the school who may exclude a student or, in his/her absence, the Deputy Head teacher. Exclusion should only be used as a last resort. It is therefore important that accurate and sufficient records of behaviour or actions that have led to an exclusion are available. In extreme cases, exclusions beyond five days can be invoked only where alternative provision for the student is in place from the sixth day of exclusion. Exclusions between 6 and 15 days may also be subject to review by the Governing Board.

Any exclusion beyond 15 days MUST, in law, be considered by the Governing Board. An excluded student should not be prevented from sitting a public examination or mock examination.

If a student consistently refuses to co-operate, uses unacceptable language or is persistently violent or aggressive they may receive a fixed term exclusion. This is an absolute last resort and a consequence that is not taken lightly.

Parents will receive a telephone call from the Leadership Team, followed by a letter from the Headteacher to explain the reasons for the exclusion.

It is vital that parents attend the post-exclusion resolution meeting with the Head and/or Deputy Head Teacher at school, as this is key to a successful reintegration. The purpose of this meeting is to ensure the students understands

future expectations thus giving the student the best chance of successful reintegration into school. There will be an expectation that the student and parents/carers agree to the reintegration contract outlined during the meeting.

An excluded student is expected to complete work at home. This will be provided by the subject teachers.

Every situation and every student is unique and the Headteacher reserves the right to exercise professional judgement in the light of investigation by herself and other staff.

10. Parent behaviour

Our staff have the right to be able to carry out their duties without being intimidated or receiving verbal/physical abuse.

If parents/carers have any concerns that they wish to raise and do not feel that this can be done through the tutors/pastoral manager then an appointment can be made with the head teacher.

If a parent/carer demonstrates unpleasant/rude/ aggressive behaviour towards any staff they may be asked to a meeting with the head teacher to discuss this. In extreme cases parents/carers may not be allowed to access the school premises, this will be explained to any parents concerned upon making such a decision and a letter of confirmation will be issued.

If any student causes damage to part of the building then they and their parents or carers will be expected to contribute towards the cost of repair or replacement.

11. Student Transition

To ensure a smooth transition to Queensway School, a bespoke induction programme will be put in place.

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 during daily staff briefings. Information on behaviour issues may also be shared with new settings for those pupils transferring to other educational settings.

Each student, on entry to Queensway, will have a sensory checklist and a Pupil's Attitude to School and Self (PASS) assessment carried out which alongside their EHCP and other related reports will clearly identify their needs and provide staff with strategies to support and manage their learning and behaviour, information for this is gathered from the parent forms and, where appropriate, from previous schools. This will be shared with staff and regularly updated so that all staff are able to effectively offer support as the student continues through Queensway.

Each student will also be supported by a Risk Assessment. All staff will be briefed and given copies of this documentation. The student may also be supported by a Positive Behaviour Plan and/or a Positive Handling Plan where appropriate and all relevant information will be shared with staff.

12. Training

Our staff are provided with training on managing behaviour, including proper use of physical intervention, as part of their induction process. This training is currently based on MAPA – Positive Handling techniques

Queensway follows the Telford and Wrekin policy on “The use of and Reduction of Physical Intervention for Children and Young People – ‘October 2012’

If any level of Physical Intervention has to be used by staff then there is a clear recording system, monitored by the Head teacher and MAPA instructor, this meets all legal requirements.

Behaviour management, De-escalation techniques, Restorative Processes will also form part of our staff induction and Continuing Professional Development programme.

All training records are kept by the Headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Physical Intervention and Restraint of Pupils with Challenging Behaviour policy
- Code of Conduct policy
- Allegations of Abuse Against Staff policy

Staff Version

Behaviour for Learning

Referral to SLT

Parental involvement and regular review meetings
This may result in alternative intervention, temporary modified timetable or fixed-term exclusion.
Log on CPOMS

Pastoral Intervention

Positive Behaviour Plan / Programme of behaviour support
Pastoral report. In class support from Pastoral team. Parental involvement
Log on CPOMS

Form tutor report

Form tutor to monitor behaviour throughout the week. Frequent feedback to parents/carers
Daily reflections with student about behaviour and strategies
Log on CPOMS

Phone call home

Teacher to phone home
Log on CPOMS

Break or Lunchtime Intervention

Catch-up work to be completed by student with teacher.
Pastoral Team to support where possible. If behaviour continues detention is reissued.
Reflection time with Pastoral Team
Teacher to log on CPOMS

Removal from Classroom

Teaching Assistant to work 1 to 1 with student elsewhere.
Pastoral Team to offer support if TA not available.
Log on CPOMS

Verbal Intervention

Give reminders of appropriate behaviour. Make expectations clear.
Use high praise ratio. Reward good behaviours
Offer time out with Teaching Assistant (5/10 mins max).
3 chances to redress behaviour. Log on CPOMS.

Serious Incident? Report to Pastoral Team / SLT

Behaviour for Learning

Consequences

Red Behaviours

Bullying
Vandalism
Theft
Smoking
Spitting
Possession of prohibited items
Physical assault on student
Physical assault on staff
Discriminatory behaviour
Leaving school site
Any persistent amber behaviour

Meeting with parent / carer
Time in Student Support room
SLT / Pastoral report
Friday afternoon intervention
Exclusion

Amber Behaviours

Disruption in lesson, on corridors, school transport
Non-completion of classwork/homework
Swearing
Poor attitude
Internal truancy
Incorrect uniform
Failure to follow the Code of Conduct

Break, lunch, after school catch-up;
Reflection in Student Support room;
Form tutor report;
Parent informed

Green Behaviours

Support one another
Try to self-manage my emotions
Achieve your best
Respect staff, students, school
Work hard
Outstanding behaviour
Regular attendance
Kindness matters

Praise ✓ Positive postcards ✓
Certificates ✓ Vouchers ✓
Letters / phone calls home ✓
Friday rewards ✓ Reward trips ✓
Student of the Week Award ✓
Headteacher Award ✓

Form Tutor Report for _____

Form _____ Date _____

Monitoring: Behaviour/Attitude to work/Attitude to staff/Attitude to other students/Uniform.

Lesson	Staff comments	Staff	Attitude to learning		
Morning Registration					
1					
2					
3					
4					
5					
6					
Afternoon Registration					

My personal targets are:

Whilst on Form Tutor report you should discuss progress towards your targets daily with your Form Tutor

Pastoral Report for _____

Form _____ Date _____

Monitoring: Behaviour/Attitude to work/Attitude to staff/Attitude to other students/Uniform.

Lesson	Staff comments	Staff	Attitude to learning		
Morning Registration					
1					
2					
Break	REPORT TO PASTORAL STAFF				
3					
4					
5	REPORT TO PASTORAL STAFF				
6					
Afternoon Registration					

Whilst on Pastoral report you must attend Student Support room at break time and report to Pastoral staff at lunch time to have your report checked and signed

My personal targets are:

SLT report for _____

Form _____ Day/ Date _____

Monitoring: behaviour/attitude to work/attitude to staff/attitude to other students

Lesson	Staff comments	Staff	Attitude to learning		
Registration					
1					
2					
Break	REPORT TO HEAD OR DEPUTY HEAD OF CENTRE				
3					
4					
Lunch	REPORT TO HEAD OR DEPUTY HEAD OF CENTRE				
Registration					
5					
6					

Whilst on report you must attend Student Support at break time and report to Ms Bravo, Mr Sprague or Ms Hoggins/ Mrs Harcourt-Poole at lunch time to have your planner checked and signed.

Your personal targets are:

PERSONAL RESPONSE SHEET

Student's name _____

Tutor group _____

Teacher's name _____

Subject _____

Date _____

Time/ Lesson _____

STUDENTS COMMENTS

WHAT I DID (against our class or school rules or rights)

WHAT RULES (or rights) I BROKE OR INFRINGED

MY EXPLANATION

WHAT I THINK I SHOULD DO TO FIX THINGS UP. Or work things out

TEACHER COMMENTS ONLY

DATE _____

Student Reflection Sheet

Name: _____

Date: _____

Read this first

1. You have been give reflection time from the class to think about your behaviour and where it is taking you.
2. It is your job to work , with your teacher on how to make better choices for the future.

Your job now is to:

1. Complete this sheet.
2. Discuss with your teacher how to plan for your future positive behaviour in school.

Please complete:



What happened before your behaviour let you down today?



How did you behave in your class when the problem arose?



What did you say and do, that the teacher didn't approve of?



What do you think your teacher felt about this?

Sometimes we behave badly because we want attention or feel something unfair has happened.



How could you behave in a more respectful way towards those in school after today?

List three things you could do or think to behave better and more calmly next time.

1) _____

2) _____

3) _____

Would you like someone to help you plan how to improve your behaviour in future?

Yes/No

If "yes", who would you like to help you?

Please take this to be signed by the following people to check they know you are trying to improve your behaviour

Student: _____

Teacher: _____

**Student Information
Contract and Reflection Sheet**

Name:	Reg:	Date:
-------	------	-------

Number of Days:	Reason:
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Write a brief description about why you are here:

What was happening before the incident?

Where were you, who were you with?

How were you feeling at the time?

How do you think your behaviour/actions made other people feel?

What could you have done differently?

What have your parents/carers said about your behaviour/actions?

Have you been in the Student Support room before? If so, why?

Do you know which school rule(s) you have not followed? Which one(s)?

I will work to the best of my ability, treat everyone in Student Support with respect, behave well, not damage or graffitii anything in the room, not use any foul or abusive language and follow all instructions without comment or argument during my time in here.

I will use the time in Student Support to reflect on my behaviour/actions and understand why my conduct was inappropriate.

Signed: _____ Date: _____

Think Sheet

Name: _____ Class: _____ Date: _____

I was not: Following Rules Being Respectful Being Safe Listening

(Circle all
that apply) Following Directions Being Cooperative Being Responsible

Other: _____

And _____
Describe what happened

I should have _____
What should you have done differently?

If I had done this _____
What would have been different?

So from now on I _____

My Signature _____

Student Code of Conduct

We have some very simple expectations for students to follow:-

Support each other

Try to self-manage my emotions

Achieve your best

Respect staff, students and the school

Work hard

Outstanding behaviour

Regular attendance

Kindness matters