



# BEHAVIOUR POLICY

Reviewed: Autumn 2023 Review Frequency: Annual

Approved by: Board of Trustees

*(As a result of Aspire's involvement with the EDT Behaviour Hub during 2023 – 2025, amendments may be required to this policy prior to the next full review)*

## **1. INTRODUCTION**

Good behaviour is central to a good education. It is our intention to provide a calm, safe and supportive environment in which all our pupils can learn and thrive. We believe that being taught how to behave well and appropriately is vital for all pupils to succeed.

## **2. STEPS and THRIVE**

In all Aspire schools, we use the STEPs therapeutic approach to managing difficult and dangerous behaviour. Staff are trained annually in the use of STEPs. In line with the STEPs training, the school uses a range of STEPs documentation when managing the challenging behaviour of a small number of children. THRIVE, a programme to support children's social and emotional development, is also used in our schools and it supplements and compliments STEPs.

## **3. RELATED DOCUMENTS**

- Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy
- Exclusions Policy
- Restrictive Physical Intervention Policy
- Home School Partnership Agreement
- Equality, Diversity and Inclusion Policy

## **4. AIMS AND EXPECTATIONS**

- a. It is a primary aim of our school that every member of our community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our Behaviour Policy is, therefore, designed to support the way in which all members of the school can learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- b. This Behaviour Policy is a means of promoting good relationships so that people can work together with a common purpose of helping everyone to learn whilst ensuring rule enforcement where necessary. This policy supports the academy community to allow everyone to work together in an effective and considerate way.
- c. We expect every member of our community to behave in a considerate way towards others. We treat all children fairly and apply the Behaviour Policy in a consistent manner, in the knowledge that all pupils are different and have different needs.
- d. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and the wider community.
- e. We acknowledge and celebrate good behaviour and we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour as well as to deter poor behaviour.

## **5. THE ROLE OF THE PRINCIPAL**

- a. It is the responsibility of the Principal to implement the school's Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. The Principal should ensure that all staff are following the policy and model expected standards of behaviour. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children and staff in the school.
- b. The Principal will ensure the induction process for all new staff includes an understanding of this Behaviour Policy so that they know how best to support all pupils to conform to acceptable standards of behaviour.

- c. The Principal also responsible for giving suspensions (previously called fixed-term exclusions) to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Principal may permanently exclude a child. This action is only taken after the Executive Principal, on behalf of the Trust and the Local Advisory Body, has been notified.

## **6. THE ROLE OF THE CLASS TEACHER**

- a. It is the responsibility of the class teacher to ensure that school and class rules are respected and followed and that all children in the class behave in a responsible manner, so that teachers are able to teach and pupils are able to learn. The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children behave to the best of their ability. The class teacher treats each child fairly and applies the school and class rules consistently. The teachers treat all children with respect and understanding. If a child misbehaves in class, the class teacher deals with the incident themselves using the school's agreed sanctions.
- b. The class teacher may seek advice and support from the Assistant Principal, Deputy Principal, Principal, SENCO or pastoral staff, if misbehaviour continues. The class teacher liaises with external agencies as necessary to support and guide children in their behaviour. If there are concerns about the behaviour of a child, the class teacher may contact the child's parents/carers and ask to meet to discuss the situation.

## **7. THE ROLE OF ALL STAFF**

All staff have an important role to play in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff uphold the whole-school approach to behaviour by modelling and teaching expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

## **8. THE ROLE OF PARENTS**

- a. The role of parents is crucial in helping the school develop and maintain good behaviour. We encourage parents, where possible, to take part in the life of the school and its culture so as to develop strong partnerships between home and school.
- b. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with the school as set out in our Home-School Partnership Agreement. We try to build a supportive dialogue between home and school and we inform the parents immediately if we have concerns about their child's welfare or behaviour.
- c. If we have to use consequences, we expect parents to support our actions. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If they feel that further discussion is necessary, they should contact Mrs Baggaley, Principal. If these discussions cannot resolve the problem, a copy of the complaints procedure is available from the office or the school website.

## **9. THE ROLE OF PUPILS**

- a. All pupils in our school deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of our behaviour expectations, pastoral support, rewards for good behaviours and consequences for inappropriate behaviours. We teach our pupils that they have a duty to follow the behaviour policy and school rules.
- b. We make provision for all new pupils to ensure they understand our Behaviour Policy, providing extra support where necessary.

## **10. THE ROLE OF THE LOCAL ADVISORY BODY**

- a. The LAB supports the Principal in adhering to the Policy and Appendix A.

- b. The Principal has the day-to-day authority to implement the school's policy on behaviour and discipline but the Local Advisory Body may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

#### **11. THE ROLE OF THE BOARD OF TRUSTEES**

- a. The Board of Trustees has strategic responsibility for behaviour within all areas of the academies' undertakings. They shall ensure that competent behaviour advice is available in order to assist line management and comply with regulatory controls.

#### **12. REWARDS AND CONSEQUENCES**

- a. In our school, we acknowledge all efforts and achievements of children, both in and out of school. We acknowledge, praise and celebrate children for demonstrating good behaviour in a variety of ways. Those used by the school are listed in the appendix attached to this policy.
- b. We employ a number of consequences to enforce our rules and to ensure a safe and positive learning environment. Logical consequences are applied appropriately to each individual situation, with a graduated response, to promote positive behaviour, to help repair and restore and to achieve long-term improvement. School consequences are listed in the appendix to this policy.
- c. As well as our rules, each class has its own set of rules / expectations to ensure that everybody is able to be safe and happy. These are drawn up by the class and the class teacher. If these rules are broken / expectations are not met, the teacher will employ the consequences in Appendix A.
- d. Staff only intervene physically to restrain children or to prevent injury to a child if a child is in danger of hurting him/herself or others, or if significant damage could occur. The actions we take are in line with government guidelines on the restraint of children and are detailed in the Trust's Restrictive Physical Intervention Policy.

#### **13. REMOVAL FROM CLASSROOMS**

- a. Occasionally, for serious disciplinary reasons, it may be necessary for a pupil to spend a limited time out of the classroom at the instruction of a senior member of staff. The use of removal allows continuation of the pupil's education in a supervised setting. The continuous education provided may differ from what other pupils in the removed pupil's class are doing, but it will be meaningful for the pupil.
- b. Removal from the classroom will be considered a serious sanction and will only be considered once other behaviour strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal.
- c. Parents will be informed on the same day if their child has been removed from the classroom. For children with a social worker, the social worker will be informed. For Children Looked After, the Virtual School Education Adviser will be informed.
- d. The school will collect, monitor and analyse removal data in order to look for patterns of behaviour and consider the effectiveness of the use of removal.

#### **14. SUSPENSIONS AND PERMANENT EXCLUSIONS**

- a. We do not wish to suspend or exclude any child from our school, but sometimes this may be necessary. The Trust has therefore adopted the standard national list of reasons for exclusion and the standard guidance. We refer to this guidance in any decision to suspend or exclude a child from the school.
- b. Only the Principal (or person appointed by the Trust as acting or interim Principal) can suspend or permanently exclude a pupil. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- c. When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.



- d. The Principal may use a suspension to provide a clear signal of what is unacceptable behaviour and to show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the school will consider whether additional strategies need to be put in place to address behaviour concerns.
- e. A permanent exclusion is when a pupil is no longer allowed to attend the school (unless they are reinstated). The decision to permanently exclude a pupil will only be taken:
  - in response to a serious breach or persistent breaches of the Behaviour Policy; and
  - where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others such as staff or pupils
- f. The Principal may cancel any exclusion that has already begun, providing it has not yet been reviewed by the Local Advisory Body.
- g. Full details can be found in our Exclusions Policy.

## **15. BULLYING AND RACIST INCIDENTS**

- a. This school does not tolerate bullying or racism of any kind. Any incidents of bullying or racism are recorded on CPOMS and we will act immediately to stop any further occurrences of such behaviour. Please see our Anti Bullying Policy and Equality, Diversity and Inclusion Policy for further details.

## **16. SEARCHING AND CONFISCATION**

- a. Searching can play a crucial role in ensuring that our school is a safe environment for all pupils and staff. It acts as a measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- b. The Principal, or other member of the Senior Leadership Team in the absence of the Principal, has a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in school. Prohibited items are:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco
  - fireworks
  - pornographic images
  - any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- c. Further guidance is available here: [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/searching-screening-and-confiscation-at-school)

## **17. DRUG AND ALCOHOL RELATED INCIDENTS**

- a. It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should notify the school and complete an "authorisation to give" form. Any medication needed by a child while in school must be taken under the supervision of a member of staff and is kept securely in the office or welfare room.
- b. We take very seriously a child bringing into school any unauthorised substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will be notified immediately. Any child who is found to have brought into school any type of illegal substance will be liable to a suspension. The child will not be readmitted to the school until a parent/carer of the child has visited and discussed the seriousness of the incident with the Principal. The Principal reserves the right to inform Children's Services and the police if such an incident takes place. If the behaviour is repeated, the possibility of permanent exclusion will be considered seriously.

- c. If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils, the child will be permanently excluded and both Children's Services and the police will be informed.

#### **18. MONITORING AND REVIEW**

- a. The Principal monitors the effectiveness of this policy on a regular basis, reports to the Local Advisory Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- b. The Board of Trustees reviews this policy every two years or earlier than this if the government introduces new regulations, or if the Board of Trustees receives recommendations on how the policy might be improved.

**Appendix 1. Details of individual school's procedures including Incident Form, Rewards and Consequence**

## Broadfield Academy

### Appendix A - Behaviour Policy

At Broadfield Academy, we use the following documents / items to support the management of pro-social and anti-social behaviour at school.

#### **Pro-Social Behaviour:**

Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people.

#### **Anti-Social Behaviour:**

Anti-social behaviour is likely to or can cause harm to an individual, community or environment.

#### **Un-Social Behaviour:**

Un-social behaviour is not seeking to associate with others but not to the detriment of self or others. Not choosing to behave sociably in the company of others, but not to the detriment of self or others. Not doing as instructed or dictated, but not to the detriment of self or others.

- **Vision**
- **Mission**
- **Values (Broadfield Bees)**
- **Behaviour Protocol Document**
- **Reflection Cards (1 & 2)**
- **Think Sheets**
- **SLT**
- **Therapeutic Plans**
- **Positive Reflection Bench at break time and lunchtime**
- **Phone call home to parent / carer**
- **Special stickers from the Principal**
- **Dojo points**
- **Gem of the Week Assembly (Celebration Assembly)**
- **Principal's Brilliance Assembly**
- **Hot chocolate with the Principal**

#### **Vision:**

- Safe and collaborative environment
- Broad and balanced curriculum
- Holistic and inclusive learning opportunities
- Preparing children for our community and beyond

#### **Mission:**

Believe it  
Build it  
Become it

#### **Values:**



Our values are in the form of bee icons known as The Broadfield Bees (values). They support pro-social behaviour and promote key characteristics that are essential for positive citizenship and life-skills in school and beyond.

Our Broadfield Bees (values) are interwoven into school life. Staff, pupils and parents are encouraged to use the five values in their language when dealing with positive and negative behaviour.

The Broadfield Bees (values) are an integral part of our positive culture and provide us with a structure, to support pupil wellbeing and positive reflection.

### **Behaviour Protocol Document (Appendix B):**

At Broadfield Academy, we use the *Behaviour Protocol Document* to judge the severity of negative behaviour. We use this document as a supporting document only. Each case of anti-social behaviour is judged individually and within context.

### **Reflection Cards (Appendix C):**

Reflection Card 1 is used to support teachers with dealing low level behaviour / disruption in class. It provides teachers with key questions they need to help the child to answer to make a positive change. Reflection Card 1 also provides children with the opportunity to reflect on what they need to do and relate their reflections to our Broadfield Bees (values). *Please refer to Appendix C.*

Reflection Card 2 is the next protocol to follow if the child has not managed to follow the above. Reflection Card 2 supports further reflection (completing a Think Sheet) and involves a senior member (SLT) of staff discussing behaviour reflections with the child. The teacher and SLT will take into consideration the context in which the behaviour took place and ask the child to contact their parent / carer if they feel this is necessary. Asking the child to contact their parent / carer to communicate their anti-social behaviour promotes a sense of responsibility and reinforces the notion of being responsible for making the right choice to support pro-social behaviour for learning. *Please refer to Appendix C.*

### **Think Sheets (Appendix D1, D2, D3):**

At Broadfield Academy we use Think Sheets to structure positive reflections as a result of negative behaviour. Think Sheets have been differentiated to suit the following phases: EYFS, KS1 and KS2. Please refer to *Appendix D*. Think Sheets can be used as part of the behaviour protocol for Reflection Card 2 (*refer to Appendix C*). However, all adults in the school can use Think Sheets at their discretion, as well as part of the protocol for Reflection Card 2.

### **SLT:**

A member of the Senior Leadership Team (SLT) is available every day to support with behaviour management. Members of staff can call SLT as part of the behaviour protocol (***see Appendix B***).

### **Therapeutic Plans:**

Therapeutic Plans are used for those pupils who have displayed dangerous behaviour on more than one occasion. These pupils require a differentiated behaviour strategy. The therapeutic Plan informs all members of staff what to do in the event of anti-social behaviour for that particular child.

### **Positive Reflection Bench:**

At break time and lunch time, staff on duty can ask children to go to the Positive Reflection Bench. There are designated benches in EYFS, KS1 and KS2. The Positive Reflection Bench is an opportunity for children to benefit from time out and (or) positive reflection. Pupils who have been asked to go to the Positive Reflection Bench usually complete a Think Sheet to structure their reflections about their negative behaviour. However, sometimes, the bench is used for time out or any other reason relating to pupil wellbeing. Staff will use their discretion to decide if the child needs to complete a Think Sheet. Staff can ask SLT to support them if they are unsure if a child should complete a Think Sheet as a result of being asked to go to the Positive Reflection Bench. In addition and depending on the context or severity of the anti-social behaviour, children may be asked to call their parent / carer to explain what happened.

### **Phone call home to parent / carer:**

At Broadfield Academy, staff can ask pupils to call their parent / carer to communicate negative or positive behaviour. Asking the child to contact their parent / carer to communicate their anti-social behaviour promotes a sense of responsibility and reinforces the notion of being responsible for making the right choice to support pro-social behaviour for learning.

### **Special stickers from the Principal:**

Adults in the school can send children to see the Principal for positive reasons. Adults at Broadfield Academy recognise that all children make progress at different rates. Adults judge all children individually and within context. Some reasons for receiving a special sticker from the Principal may include:

- Excellent effort or progress
- High standards of work
- Following the Broadfield Bees (values)
- Making positive changes
- Positive citizenship skills

### **Class dojo points:**

Broadfield Academy has four houses:

- Red Squirrels
- Green Turtles
- Blue Whales
- Yellow Lions

Children receive class dojo points for day-to-day efforts. Each time a pupil receives a point, this contributes to the house totals each week. Our year 6 house captains monitor each classes' points each week and the winning house is announced in assembly. The winning house is awarded the house cup and it is placed on the house-point board.

### **Celebration Assembly – Gem of the Week:**

Each week, the Principal / Assistant Principal deliver a celebration assembly to announce the Gem of the Week. Each teacher chooses a pupil who has gone the extra mile to demonstrate the school's values (Broadfield Bees). This could also be linked to academic progress or social, emotional and behavioural progress. It is the teacher's discretion to decide which pupil they choose to be the Gem of the Week for that particular week.

The children who receive Gem of the Week are awarded a special rosette and a certificate. They also have a special hot chocolate with the Principal.

### **Principal's Brilliance Assembly:**

Each half-term, the Principal delivers a Principal's Brilliance Assembly. The Principal's Brilliance Award is awarded to pupils who have demonstrated exceptional values (Broadfield Bees), attainment, progress or any other reason the class teacher feels is suitable for putting a pupil forward for the award. Parents are also invited to attend the Principal's Brilliance Assembly if their child has been selected for the award. Pupils receive a certificate, sticker and a special wrist band.



## Behaviour Protocol

Level	Anti-Social Behaviour	Strategy (in class)	Strategy (break / Lunch)
<b>Level 1</b>  <b>Difficult Behaviour</b>	<ul style="list-style-type: none"> <li>• refusal to follow instructions</li> <li>• not following the Broadfield Bees (school values)</li> <li>• wandering around classroom</li> <li>• not sitting on chairs properly</li> <li>• not listening</li> <li>• calling out</li> <li>• inappropriate talking to peers</li> <li>• flicking items</li> <li>• interfering with the property of others</li> <li>• not taking care of school property</li> <li>• distracting others</li> <li>• fiddling</li> <li>• not sitting on the carpet properly</li> <li>• invading personal space</li> <li>• avoiding work</li> <li>• answering back</li> <li>• unkind remarks</li> <li>• name calling</li> <li>• encouraging others to misbehave</li> <li>• provoking another child</li> <li>• pushing / shoving</li> <li>• poking</li> <li>• leaving the classroom without permission</li> </ul>	<b>Verbal warning</b>  Talk to the child about the behaviour and why this is anti-social.  Explain what the child needs to do to change the anti-social behaviour to pro-social behaviour.	<b>Verbal warning</b>  Talk to the child about the behaviour and why this is anti-social.  Explain what the child needs to do to change the anti-social behaviour to pro-social behaviour.
<b>Level 2</b>  <b>step 1</b>  <b>Difficult Behaviour</b>	Choosing not to change Level 1 behaviour and behaviour is impacting peers/preventing learning from taking place	<b>Reflection Card 1:</b>  Remind the child about the behaviour and why this is anti-social.  Explain what the child needs to do to change the anti-social behaviour to pro-social behaviour.  Staff member to add incident to CPOMS	<b>Duty Staff:</b>  Remind the child about the behaviour and why this is anti-social.  Explain what the child needs to do to change the anti-social behaviour to pro-social behaviour.  Positive Reflection Bench  Think Sheet  Staff member to add incident to CPOMS
<b>Level 2</b>  <b>Step 1</b>  <b>Difficult Behaviour but un-social</b>	Continuing not to change Level 1 behaviour and not responding to Reflection Card 1 but behaviour is not impacting peers/preventing learning from taking place	<b>Class teacher/LSA:</b>  Remind the child about the behaviour and why this is anti-social.  Explore reason	<b>Duty staff:</b>  Remind the child about the behaviour and why this is anti-social.  Explore reason behind the anti-

		behind the anti-social behaviour.  Staff member to add incident to CPOMS	social behaviour.  Staff member to add incident to CPOMS
<b>Level 2</b> <b>Step 2</b> <b>Difficult Behaviour</b>	Continuing not to change Level 1 behaviour and not responding to Reflection Card 1 and behaviour is impacting peers/preventing learning from taking place	<b>Reflection 2:</b>  Remind the child about the behaviour and why this is anti-social.  Explain what the child needs to do to change the anti-social behaviour to pro-social behaviour.  Call SLT  Staff member to add incident to CPOMS and SLT to add their part  Complete Think Sheet with SLT	<b>Call SLT:</b>  SLT to remind the child about the behaviour and why this is anti-social.  SLT to explain what the child needs to do to change the anti-social behaviour to pro-social behaviour.  Staff member to add incident to CPOMS and SLT to add their part  Complete Think Sheet with SLT
<b>Level 3</b> <b>Difficult Behaviour</b>	<ul style="list-style-type: none"> <li>deliberately exposing genitals</li> <li>threatened violence</li> <li>vandalism incurring a cost to the school</li> <li>using offensive language</li> <li>minor deliberate damage to property</li> <li>spitting at staff/peers on purpose</li> <li>overturning furniture or throwing it into an empty space</li> <li>throwing sharp or large objects into an empty space</li> <li>use of racist/homophobic language</li> <li>manipulating others to behave badly</li> <li>physical assault: including kicking, biting, punching, hitting, slapping and pushing people to the ground, fighting</li> </ul>	<b>Call SLT:</b>  Investigate the matter  Think Sheet  Phone call home  Staff member to add incident to CPOMS and SLT to add from when they came to support	<b>Call SLT:</b>  Investigate the matter  Think Sheet  Phone call home  Staff member to add incident to CPOMS and SLT to add from when they came to support
<b>Level 4</b> <b>Difficult Behaviour</b>	Choosing not to respond to Level 3 strategy (not responding to SLT)	<b>Call Principal:</b>  (or in the absence of the Principal, call the most Senior person in the school)  Internal isolation (duration of the internal isolation is at the discretion of the Principal)  Phone call home to notify parents  Staff member to add incident to CPOMS	<b>Call Principal:</b>  (or in the absence of the Principal, call the most Senior person in the school)  Internal isolation (duration of the internal isolation is at the discretion of the Principal)  Phone call home to notify parents  Staff member to add incident to CPOMS



		and SLT to add from when they came to support	and SLT to add from when they came to support
<b>Level 5 Dangerous Behaviour</b>	<ul style="list-style-type: none"> <li>• leaving the school premises without permission</li> <li>• arson</li> <li>• serious deliberate damage to school property</li> <li>• possession of an object that may cause serious harm</li> <li>• sexual assault</li> <li>• smoking</li> <li>• substance abuse</li> <li>• throwing furniture at adults or peers</li> <li>• throwing sharp or large objects at adults or peers</li> <li>• inappropriate use of prescribed drugs</li> <li>• proven and persistent bullying</li> <li>• Serious physical assault towards adults and peers which leads to severe injury</li> </ul>	<p><b>Call SLT:</b></p> <p>SLT to take immediate action to ensure all parties are safe and have received first aid if required</p> <p>SLT to inform the Principal</p> <p>Principal to administer a suspension</p> <p>(each potential suspension is at the discretion of the Principal and individual circumstances are taken into account)</p> <p>Staff member to add incident to cpoms and SLT/Principal to update cpoms and add suspension document</p>	<p><b>Call SLT:</b></p> <p>SLT to take immediate action to ensure all parties are safe and have received first aid if required</p> <p>SLT to inform the Principal</p> <p>Principal to administer a suspension</p> <p>(each potential suspension is at the discretion of the Principal and individual circumstances are taken into account)</p> <p>Staff member to add incident to cpoms and SLT/Principal to update cpoms and add suspension document</p>

- **If pupils have a therapeutic Plan, this should be followed instead of the above**
- **If a behaviour has not been stated above and takes place, members of staff can use their discretion to decide the level of behaviour and corresponding strategy. Members of staff should seek advice from SLT or the Principal if they are unsure of what action to take**

# Reflection Card




?  
What did I do?

  
What do I now need to do?

# Reflection Card



  
Complete a  
**THINK SHEET**

  
Discuss your  
reflections with  
**SLT**

  
Call your  
parent / carer  
*(teacher / SLT discretion)*



# Broadfield Academy Think Sheet (Early Years)

Which Broadfield bee do I need to work on?



**Pupil:** \_\_\_\_\_

**Teacher/Adult:** \_\_\_\_\_

**Date:** \_\_\_\_\_

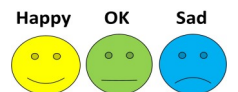
**Location:** \_\_\_\_\_

**Time:** \_\_\_\_\_



- 5 minutes of time out to think about what happened
- After 5 minutes of time out, talk through behaviour, impact on others and resolutions
- Possible example questions to use:
- How were you feeling when you.....?
- What made you feel that way?
- How do you think that made..... feel?
- How would you feel if it happened to you?
- What do you need to do now?
- What should you do when .....?

How do I feel now?



**What happened? (clear and concise facts about the incident)**



# Broadfield Academy Think Sheet (Key Stage 1)



Which Broadfield bee do I need to work on?

What did I do?

(draw a picture or write about it)

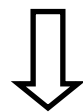


What can I do/say to make it better?

(draw a picture or write about it)

How do I feel now?

(tick)



Happy



OK



Sad



Signature: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_



# Broadfield Academy Think Sheet (Key Stage 1)



Which Broadfield bee do I need to work on?

**What did I do?**  
 Adult to circle as appropriate  
**Hurt someone**  
**Damaged property**  
**Saying unkind things to peers/staff**  
**Throwing objects**  
**Using equipment inappropriately**  
**Refused to listen to adult instructions**  
**Other:**

**First aid?**  
 Adult to circle as appropriate  
**First aid needed for the child**  
**First aid needed for anyone else**

**What can I do/say to make it better?**  
 Adult to circle as appropriate  
**Say sorry**  
**Think before I act**  
**Picking up the mess I have made**  
**Have a few days without using equipment**  
**Other:**

**Consequence?**  
 Adult to circle as appropriate  
**Time out**  
**SLT called**



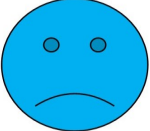
**How do I feel now?**  
(tick)



Happy

OK

Sad



Name: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Broadfield Academy Think Sheet (Key Stage 2)



Which Broadfield bee do I need to work on?

What did I do?

How did it make me feel?

How did it make the other person feel?

What can I say/do to make it better?



What have I learnt from this experience?

Signature: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

# Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**