

# Rokesly Junior School Rokesly Junior School Positive Behaviour Policy



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## Statement of Intent

At Rokesly Junior School, our behaviour policy is underpinned by our vision for all children to become responsible global citizens of the future. It runs through the whole school and its teaching, providing opportunities for children to learn how to behave appropriately in a range of circumstances. We are committed to providing a caring, friendly and safe environment for all of our pupils, so that they learn in a relaxed and secure atmosphere.

Children are taught the importance of behaving with high levels of respect and empathy for others. They play a highly positive role in creating a school environment where commonalities and differences are celebrated valued and nurtured. The school has high expectations for behaviour and these expectations are commonly understood and applied consistently and fairly. This is reflected in the children's positive behaviour and conduct.

At our school, promoting positive behaviour is a collective responsibility between parents, staff, the governing body and children. It is vital that our Positive Behaviour Policy is clear, well understood and consistently applied.

Key principles for behaviour:

- Promote a calm, purposeful and happy atmosphere within school
- Foster positive, caring attitudes towards everyone where achievements at all levels are valued
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- Provide a consistent approach to behaviour throughout the school with parental co-operation and involvement
- Communicate clear boundaries for acceptable behaviour to ensure all children learn
- Clarify what we consider to be unacceptable behaviour, including bullying and discrimination
- Consistent system of rewards and sanctions

As part of the school's consistent approach, a strong emphasis is placed on developing a positive attitude to learning. As a result, children demonstrate high levels of motivation and persistence in the face of challenges. We are proud of the consistently positive behaviour at our school and are committed to supporting all children to succeed in their education.

Staff set the tone by being positive role models of behaviour and conduct. Their consistency of attitude and response is the surest way to engender appropriate behaviour in children. Staff must always be seen to be consistent and supportive of each other so that clear messages are always given.

We therefore endeavour to maintain an environment where desirable behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem.

## Rokesly Rules

The above is achieved through the embedded and continuous reinforcement of the Rokesly Rules, which are central to our behaviour policy.

1. **RESPECT:** At Rokesly, we show respect by being caring and considerate to everyone and looking after our school environment.
2. **UNDERSTANDING:** At Rokesly, we understand that everybody's feelings and opinions matter.
3. **LEARNING:** At Rokesly, we learn by listening, sharing and working together.
4. **EXPECTATIONS:** At Rokesly, we expect to work hard, aim high and always try to do our best.
5. **SAFETY:** At Rokesly, we move around sensibly, use equipment carefully and follow instructions immediately.

Using the Rokesly Rules, we encourage all children to be the best they can be and support them to reflect on the choices they make. These rules are discussed at the beginning of each school year in every class. They are then regularly reinforced in assemblies and referred to in daily school life. The Rokesly Rules are reference points of expected behaviour for all who are present and they are displayed throughout the school.

## Behavioural support

During their time at school, some children will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support these children. The school will work closely with parents/carers to identify the reason for these behaviours and to support the child in making necessary changes.

There are a number of strategies we employ at Rokesly to support children with their behaviour, which can either take place as a whole class or can take the form of an intervention specific to an individual.

All the strategies below are designed to encourage and support children to think responsibly about their actions and be resilient enough to deal with issues as and when they occur:

- Circle time
- PSHE lessons
- Advice and interaction from the external agencies
- ELSA (Emotional literacy support assistants)
- 'Team around the family' meetings
- Therapeutic story writing

## Rewards

As a whole school, we value rewards and celebrations at an individual, class and whole school level. Our policy acknowledges that some approaches apply across the school whilst others are distinct to particular classes. The shared ethos is that whichever systems are applied in each class, positive reward and celebration will be more frequent and more prevalent than the application of sanctions.

Examples of the rewards given as a means to promote and celebrate positive behaviour are as follows:

- Certificates e.g. Good News
- Stickers
- Chance cards
- Marbles in a jar
- Extra playtime

Rewards may be instantaneous and directed towards an individual or may be earned by the whole class over a period of time as in the chance card system.

## Sanctions (Including lunchtimes)

The school works on developing responsibility and a positive approach through 'teaching' what is expected at each point in the school day. There are times when repeated lack of concentration and/or poor behaviour choices requires one of the following 'proportionate' approaches:

These are followed consistently throughout the school:

- |         |   |
|---------|---|
| Step 1: | Verbal warning  |
| Step 2: | Name on board/ Time out on wall   |
| Step 3: | Time out in another class and a "Thinking about my behaviour" sheet completed   |
| Step 4: | Class teachers will meet with parents if a child is sent to another class on more than 3 occasions  |
| Step 5: | The Headteacher or Deputy Headteacher will meet with parents if after the meeting between the parents and teacher the child is again sent to another class. |

Sanctions for unacceptable behaviour can be applied by all staff and will be appropriately set according to the steps mentioned above.

## **Serious offences**

There are occasions when a child will be sent to the Deputy Headteacher or Headteacher immediately. Examples of these instances include:

- Refusal to follow instructions
- Extreme verbal abuse including racism
- Bullying (see Appendix 1)
- Physical violence
- Possession of a weapon
- Or any behaviour that puts themselves or others at danger.

Continued disruptive behaviour and serious offences could lead to exclusion.

## **Special Educational Needs**

There are particular children whose special educational need may lead to them displaying emotional and behavioural difficulties. These children may have additional support which focuses on specific behavioural targets. These targets are usually agreed between the class teacher, the special education needs co-ordinator (SENCO), the child, parents and any additional staff working with the child. Parents are invited to formal reviews for children with an Educational Health Care Plan. The SENCO is also available by appointment to discuss any further issues which may arise. The school also works closely with external agencies, e.g. the educational psychologist who is able to give advice on specific targets and strategies.

## **Parental Involvement**

The school strongly believes in working in partnership with parents to ensure that all members of the school community contribute to the creation of a positive working environment. Prior to a child starting at the school, parents sign a home/school contract agreeing to support the school.

All staff are readily available and willing to make an appointment to meet with parents to discuss any concerns they may have.

Parents are asked to:

- Treat all members of the school community with respect and kindness.
- Support and work with the school to ensure that the school's policies are upheld and followed.

Parents/carers will be notified at an early stage if the behaviour of their child becomes a concern to the school.

We rely on parents to keep us informed of any changes in home circumstances which may be affecting their child and we welcome them as our partners in the learning process. It is important that children realise that home and school work together to affect positive changes and that the support of school by the home is vital.

The school refers families to the School Home Support Worker as a means of additional family support.

## **Pupil Involvement**

We recognise that children make valuable contributions to discussions on codes of conduct, rewards and sanctions. Circle Time is one of many forums used to successfully facilitate this.

We have a school council with representatives from each class who discuss ideas and concerns in class before the main meeting.

### Record Keeping

When children are sent to another class, they are given a 'Thinking about my Behaviour' sheet to complete. This sheet encourages them to reflect on their behaviour and what they can do to rectify the situation. These are then kept on file and destroyed when the child leaves the school.

Staff complete an incident form for serious behaviour incidents. Any racist or homophobic abuse is also kept on file. An electronic record is kept and monitored to ensure that children's needs are being met and to ensure that all pupils are being treated fairly at all times.

### Examples of Behaviours

Low level	Moderate level	Serious level
<ul style="list-style-type: none"> <li>• Fidgeting/ fiddling</li> <li>• Unkind remarks towards others or their family</li> <li>• Bad language (one off)</li> <li>• Spitting on the floor</li> <li>• Not handing in mobile phones</li> <li>• Consistently not having a PE kit</li> <li>• Running in corridors</li> <li>• Pushing in line</li> <li>• Poor sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently shouting out</li> <li>• Distracting others</li> <li>• Walking out of class</li> <li>• Hurting others</li> <li>• Stealing</li> <li>• Interfering with other children's property</li> <li>• Disregarding adults</li> <li>• Refusal to co-operate</li> <li>• Vandalism-graffiti etc.</li> <li>• Outside of school, bringing the school into disrepute</li> <li>• Not following agreed after-school procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Serious assault</li> <li>• Biting</li> <li>• Spitting at someone</li> <li>• Throwing/kicking furniture or equipment</li> <li>• Vandalism e.g. extreme damage to school property</li> <li>• Serious physical/verbal threats made to staff or children</li> <li>• Violent outbursts, verbal or physical to either pupils or adults</li> <li>• Stealing (major theft)</li> <li>• Carrying an offensive weapon</li> <li>• Leaving school without permission</li> <li>• Sexualised behaviour or language</li> <li>• Racist behaviour</li> <li>• Sexist comments</li> <li>• Homophobic abuse</li> <li>• Bullying (including cyber bullying)</li> <li>• Accessing or sharing inappropriate materials and/or websites</li> <li>• Filming or photographing other members of the school community</li> <li>• Not following school rules when on educational visits</li> </ul>

## **Exclusion**

Exclusion from school is a last resort and is avoided if possible. However, in order to maintain a safe environment for all within the school, it is sometimes necessary to exclude children on a fixed-term basis.

This can be given for:

- Violent behaviour towards staff members.
- Violent behaviour towards pupils.
- Abusive/aggressive/threatening behaviour towards staff.
- Abusive/aggressive/threatening behaviour towards pupils.
- Refusal to accept authority of the teacher/school.
- Repeated or extreme discriminatory behaviour e.g. racist, sexist etc.

In highly unusual cases, after numerous and repeated fixed-term exclusions, a child may be permanently excluded. As with fixed-term exclusions, statutory procedures will be followed, involving parents at every step and ensuring they are aware of the process, their rights and responsibilities.

## **Discipline of pupil misbehaviour outside school**

The school has a statutory power to discipline pupils for misbehaving outside of the school premises (Section 89(5) of the Education and Inspections Act 2006). We can therefore discipline pupils for misbehaviour under the following circumstances:

- If they are taking part in any school-organised or school-related activity
- when they are travelling to or from school
- If the child's behaviour could have repercussions for the orderly running of the school
- If their behaviour poses a threat to another pupil or member of the public.
- If their behaviour could adversely affect the reputation of the school.
- If their behaviour online is inappropriate.

In these circumstances a full enquiry will be carried out to establish the facts. Inappropriate behaviour will be dealt with in a consistent manner, referring to the school's Behaviour Policy. Parents will be informed depending on the severity of the incident.

## Appendix 1a

### Anti-bullying statement

#### Aims:

- To have an agreed and communicated definition of bullying so that children, teachers, non-teaching staff, parents and governors understand what bullying is
- To take steps to prevent incidences of bullying by developing children's social skills and emotional intelligence, through the day-to-day activities and curriculum of the school
- To have systems in place to identify bullying as early as possible and deal with incidents of bullying effectively and responsibly
- To have a clear and communicated procedures for dealing with bullying which prevents reoccurrence and supports pupils
- To support pupils and parents when incidents of bullying occur
- To have a consistent approach both in and out of school so that all governors, teachers, and non-teaching staff know what the school Anti-Bullying Policy is, and follow it when bullying is reported.

### School Ethos

At Rokesly Junior School, we value children's happiness and emotional wellbeing above all else. Children learn best when they feel secure and understood as individuals. We aspire to develop children to be independent and confident learners, who are ready to embrace new challenges and experiences in a positive way. We expect both children and adults to treat everyone with kindness and respect, act with thought and consideration for others, behave appropriately and treat property and the environment with respect.

As a school, we take bullying seriously. Bullying of any kind is unacceptable and will not be tolerated at our school. Pupils and parents should be assured that they will be supported when bullying is reported.

We have a listening and caring ethos where we endeavour to prevent bullying incidents from happening by Intervening immediately, consistently, equitably, and appropriately when bullying behaviour occurs. Through our curriculum, we explore issues in PSHE lessons, assemblies and Anti-bullying week. We teach and empower pupils to develop an awareness and the skills to prevent, appropriately intervene, and report bullying.

### Legal Position

The law says that every school must have measures in place to prevent all forms of bullying. Although bullying is not a criminal offence, some types of threatening behaviour or communications could be an offence e.g. Under the Malicious Communications Act (1988) *it is an offence to send an electronic communication with an intent to cause distress.*

Although this policy has been created for use within school, teachers have the power to

sanction pupils for misbehaving outside the school premises, *“to such an extent as is reasonable”*. This can relate to any bullying incidences occurring off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. Sanctions can only be carried out on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### **Definitions of bullying**

Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is negative behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups; for example, because of race, disability, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

And any bullying related to:

- Physical appearance
- Home circumstances (e.g. being a young carer, child in care)
- Physical/mental health conditions
- Prejudicial (based on prejudice towards people because of a particular aspect of their identity)
- Race, ethnicity, nationality or culture
- Special Educational Needs or Disability (SEND)
- Sexual orientation (homophobic/biphobia bullying)
- Gender, including transphobic bullying

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can happen anywhere - at school, outside of school or online. It is usually deliberate and repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying affects everyone, not just the bullies and the victims. We believe bullying is not an inevitable part of school life or a necessary part of growing up. No one person or group, whether staff or pupil, should have to accept this type of behaviour. It is wrong and will not be tolerated in our school.

The following principles apply to our management of behaviour:

- All staff are firmly committed to preventing bullying
- Allegations of bullying are taken seriously and investigated thoroughly

- Victims of bullying will be supported
- We plan activities through the curriculum to help children to develop positive relationships, and to provide opportunities to discuss issues related to bullying
- The school applies a range of sanctions, which can lead to exclusion
- Our approach to anti-bullying is underpinned by our Equalities Policy.

### **Involvement of professionals**

The school offers consultation and support to parents, and support in enhancing the pastoral systems across the school.

When necessary, and with the permission of parents, we involve outside agencies to advise and support children with behavioural difficulties. For example, we may seek advice from an Educational Psychologist or the Educational Welfare Office.

### **Raising a concern**

Any complaint should first be taken to the child's class teacher at the school, and then if necessary, to the Headteacher.

### **Equalities**

Rokesly Junior School complies with the Equality Act 2010 and has due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the above-mentioned Act.

### **Related policies**

Complaints Procedure  
Safeguarding  
Online Safety  
Equality

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**Review date:** Spring 2024

## **Appendix 1b: Information on bullying for parents and carers**

1. How do I know if my child is being bullied?
2. What should I do if I think my child is being bullied
3. What will school do?
4. What if my child is bullying others?
5. What should I do?
6. If you think your child is involved in bullying

### **1) How do I know if my child is being bullied?**

There are many changes in behaviour which could indicate that your child is being bullied. You might not see any physical injuries but there can be changes in mood, attitude or behaviour. Signs you can look for in your child include:

- not wanting to go to school and developing unidentifiable illnesses like a stomach ache
- being frightened of walking to or from school
- begging you to drive or walk with them to school
- doing poorly in their school work or dropping out of activities and clubs
- coming home with clothes or books damaged or destroyed, or with possessions “missing”
- becoming withdrawn
- stopping eating
- talking about killing themselves
- crying themselves to sleep or having nightmares
- having unexplained bruises, scratches, cuts
- refusing to say what’s wrong
- becoming more reclusive

### **2) What should I do if I think my child is being bullied?**

- Talk to them calmly. Gently ask about what has happened, who was involved, where and when the bullying took place
- Be prepared to listen and be patient. Your child may need some time to gain the courage to tell you. They might be frightened to tell you the truth for fear of retaliation so try to make it as easy as possible for them to talk to you
- If they can’t talk to you is there someone else they trust (such as a teacher or other member of staff in school, Childline, where they can choose to be anonymous)
- The important thing is that they begin to talk to somebody about their worries
- If you think that bullying is taking place, keep a log of events
- Look at different ways of supporting your child and enlist help where possible (e.g. from their school)
- If you are worried you can also talk to your local doctor who can offer advice on health issues

- Try to support your child in building up their self-esteem
- Take your child to the local library. Each library has a parent's collection containing useful materials for both children and parents regarding bullying and how to deal with it. It could be used to help your child understand and cope with what is happening to them. There will also be adult guidance about spotting bullying in the first place
- Children and adults can also access a whole range of websites offering support and advice. Computers are available in libraries. A number of these websites are bookmarked on children's computers
- Agree with your child what to do next. You may need to persuade them that to ensure their safety, you will have to pass the information to their school or the police.

### **3) What will school do?**

- We have a behaviour and anti-bullying policy which you can ask to see. The school will listen to you and take your concerns seriously
- They may ask you to monitor the situation and keep a log of incidents. Staff will also keep a record of incidents
- If the incident is serious, you will be asked to attend a meeting to discuss the problem
- If necessary, the police will be consulted
- The bullying behaviour or threats of bullying must be investigated and addressed using the appropriate sanctions, a variety of strategies will be employed to help the bully or bullies change their behaviour.

### **4) What if my child is bullying others?**

It can be very difficult to tell, particularly if your child denies it, but look for the following:

- Their views may change radically. They may openly express negative comments and feelings about individual people or groups, such as making racist or homophobic insults. This may be reflected in graffiti around the house, on books and on paper
- They become more secretive and withdrawn
- They have access to more money than usual
- They have new or different belongings that you didn't buy and they use unlikely reasons for having them
- You notice that other children's behaviour towards your child has changed because they are frightened

### **5) What should I do?**

Bullying is bad for the recipient and can have serious long-term consequences for the

perpetrator. Young people who bully may think that violence and aggression is a way to get what they want. They may fail to learn alternative strategies such as being able to form helpful, co-operative relationships and become violent and disruptive. If your child is bullying others the police could become involved. Bullying is not acceptable and if it is not addressed could have serious consequences for your child later on in their relationships at home and at work.

#### **6) If you think, your child is involved in bullying:**

- Talk to them calmly. Ask what happened? who was involved? where and when. They may deny it or try to justify it. Be prepared to listen and be patient. Avoid making judgments. Your child may need to gain the courage to tell you
- If they can't talk to you is there someone else, they trust? The important thing is that they begin to talk to somebody about their behaviour
- Bullying is often a sign of an underlying problem. Discuss with your child what else may be going on in their life
- If you think they are bullying, keep a log of events to discuss with your child. This needs to be done supportively
- Look at different ways that your child can be supported and enlist help, where possible
- Talk to your child about the possible outcomes of bullying. Use incidents that have been in the news recently as examples. Remember to include what happened to the bully as well as the person being bullied. It is important that they are aware that the police could be involved at any time with their behaviour
- Encourage them to see how their behaviour is affecting the other person and how it may feel. Developing empathy and understanding can help bring about change without asking for it
- Go to the school and explain your concerns. The school will take your concern seriously and work with you to address the problems.

## Appendix 1c: Useful Links

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
Childline: [www.childline.org.uk](http://www.childline.org.uk)  
Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)  
Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)  
The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)  
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)  
DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Cyberbullying

Childnet: [www.childnet.com](http://www.childnet.com)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
The UK Council for Child Internet Safety (UKCCIS):  
[www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis)  
DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)  
DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)  
Race, religion and nationality  
Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)  
Kick it Out: [www.kickitout.org](http://www.kickitout.org)  
Report it: [www.report-it.org.uk](http://www.report-it.org.uk)  
Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)  
Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)  
Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)  
Show Racism the Red Card:  
[www.srrc.org/educational](http://www.srrc.org/educational)

### LGBT

Barnardo's LGBT Hub:  
[www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)  
Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)  
EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)  
Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Appendix 2

## Thinking About My Behaviour

This section to be completed first by an adult:

<b>Name of child:</b>	<b>Member of staff:</b>
<b>Class:</b>	<b>Date:</b>
<b>Description of incident:</b>	
<b>Action taken:</b>	

This section to be completed by the child:

<b>Name:</b>	<b>Class:</b>
<b>What I did:</b>	
<hr/> <hr/>	
<b>Why I did it:</b>	
<hr/> <hr/>	
<b>Why it is wrong:</b>	
<hr/> <hr/>	
<b>Which school rule have I broken?</b>	
<hr/> <hr/>	
<b>What I could do next time:</b>	
<hr/> <hr/> <hr/>	