

# Keighley St Andrew's Church of England Primary School and Nursery

## BEHAVIOUR POLICY 2016-2017



At Keighley St Andrews Church of England Primary School our behaviour policy is rooted in core Christian Values which underpin every aspect of the school's life and work. These values are rooted in the teaching of Jesus Christ: central to our behaviour policy are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

*“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”*

This is known as 'The Golden Rule' and is our only school rule.

Our policy is supported by the promotion of 12 core Christian Values – these are:

Thankfulness  
Valuing the Environment  
Reconciliation  
Forgiveness  
Perseverance  
Truth  
Valuing Self & Others  
Compassion  
Love  
Humility  
Trust  
Courage

### **Our Behaviour Policy aims to:**

- foster a positive and **compassionate** environment in which all children can flourish and reach their full potential,
- develop relationships based on respect, **humility, truth** and **trust** between all members of the school community, including parents and members of the Governing Body,
- raise awareness of desired standards of behaviour by celebrating and rewarding when children have demonstrated the school's values
- make boundaries of acceptable/unacceptable behaviour clear and to ensure a safe learning environment

- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders
- give children the confidence that issues relating to behaviour will be referred back to the **Golden Rule** and the school's Christian values.

### **As a direct consequence of the Behaviour Policy:**

Children will:

- build positive and effective relationships
- develop a strong sense of **perseverance** and **courage**
- Learn to be **thankful** and **value the environment**
- Endeavour to reconcile for misbehaviour and fall-outs
- experience what it means to live as a member of an **loving**, generous and **forgiving** community
- benefit from a calm and secure learning environment

Teachers / adults in school have a responsibility to:

- model the school values in all that they say and do with children, parents and other staff;
- treat all children fairly and with respect
- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing
- Apply the behaviour policy clearly and consistently (rare exceptions/ differentiation will only be made in agreement with senior leaders / Special Needs Co-ordinator)
- convey clearly and with confidence expectations of behaviour to pupils and parents
- do all that they can to promote a calm and secure environment in which pupils can learn

Parents will:

- be fully informed about the school's core values and support the school in the implementation of this Policy
- feel confident that all the decisions regarding behaviour are **just**, unbiased, and informed by the Golden Rule and the school's values
- be confident that their child is developing personally, socially, spiritually and academically
- feel welcome in school to discuss their child's progress in a positive atmosphere.

### **Rewarding/ Promoting Good Behaviour**

- **Verbal praise and positive comments:** Praise and positive comments should be given readily. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. **compassion**, looks like in practice.
- **Values in Action Boards will be displayed in all classrooms.** Children/ teachers write the names of others who have demonstrated the 'values in action', on the Values in Action Boards. In KS2 the boards are brought into 'Values Champions Worship' on a Friday.

- **Values Champions:** Weekly, a Values Champion is chosen by the class. Values Champion's rewards are as follows:
  - Wearing the **golden sash / tie**
  - **Champion's tea** with the Headteacher
  - A **postcard** home
  - Name on the website
  - Child's photo displayed on the **Whole School Values in Action Board** (hall)
- **School Values Tree:** At the start of the school year, children decide on their aspirations for living out aspects of the values and write them on the leaves of the Values Tree – the tree will be displayed at the front of the hall and used as reference in worships to remind children of their aspirations.
- **Class Values Tokens:** In KS1 each class will have a behaviour board with a jar shape on the wall. When a child demonstrates a value their name will go on the values in action board AND a token with the value logo is placed in a jar. In KS2 a jar of marbles will be used. When the class have a full jar can choose a reward **from the rewards list**. This reward can be held on a Friday afternoon at 2:30/2:45 (it is not expected that there will be a class reward EVERY Friday)

## Sanctions and Consequences

Sanctions are applied appropriately to each individual situation, such as **disturbing lessons, talking at inappropriate times, not listening, off task, calling out, not following instructions**. When dealing with behaviour that falls below the **expected standard** throughout the school, **adults will:**

- ensure that children understand why their behaviour is not appropriate using the Golden Rule and Values to illustrate effects and how to improve
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable.

Always use praise to avert negative behaviour. If the behaviour seen is 'low level' disruption, eg: Talking at the same time as the adult. Praise the children who are listening well, usually this will focus the child on what good behaviours are expected.

A daily behaviour book/sheet will be kept by class teachers to keep track of pupils who do not follow the school rule / display negative behaviour. This will be monitored by the use of ticks against the child's name. See Appendix 2 for an overview of sanctions related to low level disruption (repeated calling out, not following instructions, not listening etc).

### Behaviour Book

1 tick: a warning

2 ticks: 5 minutes reflection time in class

3 ticks: 15 minutes reflection time out in a different class

4 ticks: Child discusses behaviour with SLT (Senior Leaders), spends time out of class with SLT, parents notified.

## **Friday Reflection**

Children will attend a reflection session on a Friday Lunchtime if they receive 3 ticks or more in a week. During this time they will complete a 'think sheet' to reflect on which values they should use and how they could improve their behaviour. Parents are notified by letter of this (on Thursdays).

If a child attends 3 reflection sessions in a half term, they will be invited to a meeting with the class teacher to discuss next steps. If their behaviour does not improve after this meeting the child will be placed on a Positive Behaviour Chart.

## **Behaviour Chart**

These are designed to improve the behaviour of any children who persistently engage in low level class disruption. Specific targets and rewards will be agreed with teacher, child and parents and progress towards achieving these targets will be monitored through the use of a daily (week to view) chart which chunks each day into sessions. The teacher will review how well the child has met their targets on a session by session basis. If the child does not meet specific targets a consequence could be 'missing breaktime'. The child will share their behaviour chart progress with parents and Senior Leaders daily. So that praise (and if necessary reprimand) can be given.

## **Serious Incidents**

Serious incidents include the following:

Violent aggression towards children/ staff, swearing (in class), racism, bullying, homophobia and extreme defiance (complete refusal to comply with instructions).

- If it is necessary for the child to be removed from class they will be taken to SLT. Inform the SLT who A meeting with parent/s and child will be arranged with either SLT and/or the class teacher (depending on the nature of the incident). Next steps / sanctions will be agreed at the meeting.
- These may include:
  - Short term internal exclusion (half day / full day) with a member of SLT to supervise.
  - Short – term exclusion from breaks (child with SLT / or class teacher).
  - After School Detention (with consent from parents and 24 hours notice)
  - Positive Behaviour Chart
  - Support from inclusion mentor
  - Multi-agency support

A record of this meeting will be recorded on the "Meeting with parents record sheet" and will be kept on file.

## **Exclusion**

- A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. However, where there has been a sustained period of unacceptable behaviour or a single extremely dangerous and/or violent act, exclusion may be necessary. The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account the circumstances and evidence available.

- Parents have the right to make representations to the governing body (or discipline committee) and an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have a right to appeal the decision to an independent review panel.
- All fixed term exclusions and permanent exclusions will follow a formal procedure as agreed by the Governing Body in consultation with the LA. Please see Appendix 7

## Children with Special Educational Needs

For some children with Special Educational Needs, an individualised behaviour plan is used instead of or in addition to the whole school approach to rewards and sanctions. This plan is shared with the child, parents and all relevant staff. Support from outside agencies is sought where necessary.

## Lunchtime Behaviour

Values in action will be promoted at lunchtimes by lunchtime staff. Lunchtime staff will encourage children to focus on:

- Valuing our environment - picking up litter/not dropping food in the dinner hall/taking care of equipment
- Reconciliation – Working through arguments with others and settling differences and not holding grudges

Lunchtime sanctions:

- **Visual/non-verbal warnings** identified as “a look”, thumbs down, shake of the head which let children know they are not acting appropriately
- **Verbal warning** – a reminder to think about the golden rule and a reminder of the consequences if the rule is broken
- 5 minutes timeout – stand next to fence – children encouraged to think about their behaviour and how they can reconcile. Staff to talk to the child after this time to establish what has been going on and how the problem can be worked out/avoided next time
- If the behaviour persists the child will be sent to senior lunchtime staff working outside and asked to remain with them for the rest of the lunchtime (or when senior staff deems it fit for them to return to play.)
- If there are persistent issues with pupils, the class teacher will (as part of their pastoral role) be expected to contribute to the formulation of a support for that pupil at lunchtime.

## Racism and Bullying

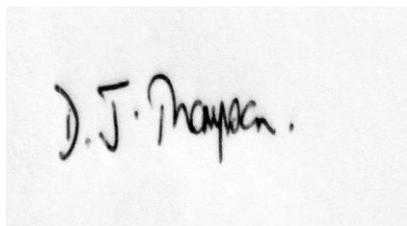
These should be referred to the **Head teacher** immediately and RI2 form completed. (See Racist Incidents Procedures)

## Appendices:

I – Rewarding good behaviour – Values champions sheets

- 2 – Consequences
- 3 – Think Sheets
- 4 – Home School Agreement
- 5 – Letters home
- 6 – Meeting with Parents record
- 7 - Exclusions

DATE: Nov 2016

A rectangular area containing a handwritten signature in black ink. The signature appears to be "D.J. Thompson" with a period at the end.

Signed: Chair of Governors

REVIEW: Nov 2017

# Appendix 1

## Rewarding Good Work & Behaviour in Key Stage 1 & 2

### Behaviour – Values in Action

#### Values in action board

 <p><b>Thankfulness</b></p>	 <p><b>Valuing the environment</b></p>	 <p><b>Reconciliation</b></p>	 <p><b>Forgiveness</b></p>
 <p><b>Perseverance</b></p>	 <p><b>Truth</b> <b>Truth</b></p>	 <p><b>Valuing self and others</b></p>	 <p><b>Compassion</b></p>
 <p><b>Love</b></p>	 <p><b>Humility</b></p>	 <p><b>Trust</b></p>	 <p><b>Courage</b></p>

- Values in action board will be displayed in all classrooms
- Teachers and children to write the names of those who display the 'Values in Action' with an increasing emphasis on it being child initiated/led as children become more independent.
- Values champion for the week decided by the class and/or class teacher
- Values board to be brought to Friday worship, 'Values worship'

# Appendix 1(b)

## Rewarding Good Behaviour in Foundation Stage

### Behaviour – Values in Action

#### Values in action board

 <p><b>SAYING THANK YOU</b></p>	 <p><b>LOOKING AFTER OUR WORLD</b></p>
 <p><b>BEING TRUTHFUL</b> Truth</p>	 <p><b>FORGIVING</b></p>
 <p><b>LOVE</b></p>	 <p><b>BEING BRAVE</b></p>

Values in action board will be displayed in all classrooms - the focus will be on 1 of the values each half term (these to be decided by the KS leader)

Teaching staff and children can write who they have seen demonstrating the values each week

Values champion for the week decided by the class teacher

Each class to have a visual reward system with a target of reaching 10 e.g. Jack climbing up 10 spaces to the top of the beanstalk or 10 ladybirds on a flower. When a child's name is put on the values in action board they will move up a space on the beanstalk. When a child reaches 10, they receive a small prize.

#### Sanctions

1. Verbal warning
2. Sad face recorded next to child's name in the behaviour book
3. Second sad face and a time out given – 5 mins on time out spot in classroom – parents informed
4. 3<sup>rd</sup> sad face – 5 mins time out in nursery/reception (depending on what class the child is in)
5. If behaviour persists contact SLT who will speak to child and parents after school

## Appendix 2

### Consequences KS2

Level	Action
1	Non-Verbal warning - a "look", thumbs down etc.
2	Tick next to name on behaviour sheet & verbal warning to change behaviour (be specific to help the child recognise the behaviour which needs to change)
3	2nd tick (in a day) : 5 minutes reflection time in class.
4	3 <sup>rd</sup> tick (in a day) - Pupil is taken to reflect in 'partner' class for 15 minutes. TA will take and collect child. Complete think sheet 3S - 4B, 3P - 4R, 5M - 6M, 5BF - 6W 3 ticks in a day/ week = Reflection
5	4 ticks in a day: Alert a member of SLT who will arrange for the child to work in isolation for the rest of the session (morning or afternoon). Meeting with Parents and class teacher. Record of meeting kept in behaviour file.

### Behaviour sheet

- For Serious incidents: Inform SLT who will arrange a meeting with the class teacher, parents and child. Sanctions/ Next steps will be agreed at the meeting. This may include internal seclusion and a record of this meeting will be kept on file (appendix 11) and recorded on CPOMs (electronic central record)
- If pupil has to attend more than three Friday lunchtime reflection sessions in any one half term, teacher to refer to SLT. Parents will be invited in to discuss future actions.

Note: Every day is a fresh start .

## Appendix 2(b)

### Consequences KS1

Level	Action
1	Non-Verbal warning - a "look", thumbs down etc.
2	Tick next to name on behaviour sheet & verbal warning to change behaviour (be specific to help the child recognise the behaviour which needs to change)
3	2nd tick (in a day) : 5 minutes reflection time in class.
4	3 <sup>rd</sup> tick (in a day) - Pupil is taken to reflect in 'partner' class for 15 minutes. TA will take and collect child. 1S - 2M      1H - 2S Parents advised at the end of the school day. 3 ticks in a week = Reflection
5	4 ticks in a day: Alert a member of SLT who will arrange for the child to work in isolation for the rest of the session (morning or afternoon). Meeting with Parents and class teacher.

### Behaviour sheet

- If a pupil has to attend more than two Friday lunchtime reflection sessions in any one half term, the class teacher will contact parents to arrange a meeting (using "Letter to parents C") to discuss concerns and agree a home-school contract. A record of this meeting should be kept in the class behaviour file.
- For serious incidents, the class teacher will inform the SLT who will arrange a meeting with the class teacher, parents and child. Sanctions will be agreed at the meeting. This may include internal seclusion and a record of this meeting will be kept on file (appendix 11)
- If behaviour is still an ongoing concern – seek advice from KS Leader.

Note: Every day is a fresh start with a clean board.

## **Appendix 3**

### **Think Sheet System**

To be used discriminately for maximum effect.

When a think sheet is issued the pupil should be made aware of the significance of this. The think sheet should be completed in full with the class teacher – The starting point should always be to refer back to the golden rule: how would you have felt if this was done to you? The child should be encouraged to think about what they could have done instead and how they are going to reconcile the behaviour.

All slips to be kept in plastic wallet in behaviour file (one wallet per pupil.)

### **Lunchtime Reflection sessions**

A child will have to attend a Friday lunchtime reflection session if they get 3 or more ticks next to their name in a week.

Held at Friday lunchtime 12 – 12:30 (KS2) in music room 12:15 – 12:30 (KS1) in KS1 shared area

Held by a member of SLT who will go through each behaviour book and discuss reasons for think sheets. This session will also be used to discuss future actions and how to reconcile for the behaviour.

Behaviour sheets will be handed to the member of SLT taking the session on or before Friday lunchtime and the TA for each class will escort the children to the small groups room where the session will take place.

Children at the session will eat their lunch after the session and should be escorted to the dinner hall by the member of SLT taking their reflection session.

Parents will receive a letter informing them that their child has to attend Friday lunchtime reflection session and a copy of this letter will be kept on file (Letter to Parents B).

If the child usually goes home for dinner then the letter home must be sent before the Friday of the session and the class teacher must check that the child has a lunch with them or has paid for a school dinner if they have not then Mr Kabir will need to call parents to arrange a lunch to be brought into school.

**KS2 Think Sheet**

Name:.....

Class:.....

Date:.....

Our golden rule:

*“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”*

**Which of our values have you not shown?**

- Thankfulness
- Valuing the Environment
- Reconciliation
- Forgiveness
- Perseverance
- Truth
- Valuing Self & Others
- Compassion
- Love
- Humility
- Trust
- Courage

What will you do to show this value for the rest of the week?

Signed \_\_\_\_\_

KS1 Think Sheet

Name:.....

Class:.....

Date:.....

Time:.....

Staff Involved:.....

<p>What did I choose to do?</p>	
<p>Was this a good choice to make?</p>	
<p>How would I have felt if this was done to me?</p>	
<p>What could I have done instead?</p>	
<p>What I am going to do to make up for the behaviour.</p>	<p>Say sorry</p> <p>Finish my work</p> <p>Do a kind thing for the person I upset</p> <p>Work really hard for the rest of the day</p>

Signed:.....(Pupil signature)

## Appendix 4

### Home School Agreement Keighley St Andrew's Church of England Primary School and Nursery *Home-School Agreement*

#### School will:

- Encourage the child to do their best at all times
- Encourage the child to take care of their surroundings and others around them
- Inform parents of the child's progress at regular meetings
- Inform parents about what teachers aim to teach each half term.
- Form a contract with parents (where appropriate) to help address behaviour issues

#### The family will:

- Make sure their child arrives at school on time every day
- Make sure their child attends regularly and provides a note/telephone call of explanation on the first day of absence
- Ensure that their child is wearing correct school uniform
- Attend parents' meetings to discuss their child's progress twice a year and other meetings as required
- Support homework and feedback to school through homework diaries/homework files
- Enter into a parenting contract with the school (where appropriate) in order to address their child's behaviour issues

#### The child will:

#### **Keep the school's Golden Rule: -**

*“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”*

#### Together we will: -

- Tackle any special needs
- Encourage each child to keep the school's Golden Rules
- Support each child's learning to help them achieve their best.

# Appendix 5

## Letter to Parents – A

Date

Dear Parents/Carers

RE:.....

I am writing to inform you that your child has been unable to follow our school rules and has had to complete a think sheet on **more than one** occasion this week for:

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In accordance with our behaviour management policy I am asking you to come into school to discuss your child's behaviour on:

.....

Please complete and return the reply slip below.

It is important that we work together to ensure that this behaviour improves and does not have an adverse effect on your child's education.

Thank you for your continued support.

Class Teacher

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Name of Child.....

Class:.....

I will be able to attend the meeting to discuss my child's behaviour in school on

.....

Signed:..... (Parent/guardian)

# Appendix 6

## Letter to Parents – B

Date

Dear Parents/Carers

RE:.....

I am writing to inform you that your child has had their name ticked on the behaviour sheet more than 3 times this week.

In accordance with our behaviour management policy he/she will now have to attend a Friday lunchtime reflection session on \_\_\_\_\_

Please ensure that your child has lunch in school on this day.

Please talk to your child about this letter in order to prevent this situation escalating and more serious sanctions being implemented.

Thank you for your support.

Yours sincerely

Class Teacher

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Name of child:.....

Class:.....

Date:.....

I have read this letter and talked to my child about his/her behaviour and they will have lunch in school on this day.

Signed:..... (Parent/Carer)

# Appendix 7

## Letter to Parents – C

Date:

Dear Parent/Guardian

Re:.....

Your child has recently had to attend a **third** lunchtime reflection session as part of our behaviour management policy. The reason for this session was:

.....  
.....  
.....

Unfortunately his/her behaviour has not improved I would therefore like you to come into school to discuss your child's behaviour on:

.....

Please complete and return the reply slip below.

It is important that we work together to ensure that this behaviour improves and does not have an adverse effect on your child's education.

Thank you for your continued support.

Class Teacher

\_\_\_\_\_

Name of Child.....

Class:.....

I will be able to attend the meeting to discuss my child's behaviour in school on

.....

Signed:..... (Parent/guardian)

# Appendix 8

## MEETING WITH PARENTS RECORD

Name of pupil:..... Date:.....

Present:.....

Reason for meeting: .....

Concerns:

Action Agreed - pupil:

Action agreed – parents:

Action agreed – teacher:

Arrangements for Review:

Signed:

Class Teacher:.....

Pupil: .....

Parent:.....

# Appendix 9

KEIGHLEY ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

## Parents and child think sheet

Name:.....

Class:.....

Date:.....

Time:.....

Staff Involved:.....

You have not been displaying good learning behaviour recently – what have you been doing?	
What happened to make you choose to behave in this way?	
How would you have felt if this was done to you?	
What can your parents/carers do to help you change this behaviour?	
What are you going to do to that you and your parents will be proud of next week?	

Signed:.....(Pupil signature)

# Appendix 10

## EXCLUSIONS

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

### Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents

Any exclusion will be at the recommendation of the Headteacher and the discretion of the Governors.

### Temporary exclusion

A temporary exclusion should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

### Persistent or cumulative problems

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

These could include:

- Discussion with the pupil
- Mentoring (adult support)
- Report card (Encouragement Card)
- Discussions with parents
- Target setting
- Checking on any possible provocation
- Detention
- Mediation
- Counselling
- Internal seclusion
- Multi Agency Support

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules).

### Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies.

### Permanent exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with a governor before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff

- Possession or use of an illegal drug on school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

### **The decision to exclude**

If the Headteacher decides to exclude a pupil he/she will

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- Ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

If the school considers that an exclusion may put the child at risk, the school will liaise with the appropriate authorities to ensure that the child's welfare needs are met while the child is not at school.

### **Behaviour outside school**

Pupils' behaviour outside school on school trips and sporting events is subject to the school's behaviour policy.

### **Pupils with special educational needs and disabled pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. Under the amended Disability Discrimination Act 1995 there is a legal duty not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability. 'Reasonable steps' should include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external help with the pupil
- Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

### **Procedure for appeal**

If parents wish to appeal the decision to exclude the matter will be referred to the Governor Body. Two governors, who were not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.

# Appendix 11

KEIGHLEY ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

## Serious incidents form

Name:.....

Class:.....

Date:.....

Time:.....

Staff Involved:.....

Record of the incident:  
What happened and who was involved?

Agreed Actions:

Teacher:.....

Pupil: .....

Parent:.....

# Appendix 12

KEIGHLEY ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

## KS2 Reflection Think Sheet

Name:.....

Class:.....

Date:.....

Our golden rule:

*“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”*

### Which of our values have you not shown?

Thankfulness  
Valuing the Environment  
Reconciliation  
Forgiveness  
Perseverance  
Truth  
Valuing Self & Others  
Compassion  
Love  
Humility  
Trust  
Courage

What will you do to show this value for the rest of the week?

Signed \_\_\_\_\_