



Edgeborough

CHARTERHOUSE FAMILY OF SCHOOLS

Behaviour Policy

(including EYFS and Boarding)

Contents

General Statement on rewards and sanctions.....	3
Responsibility for Behaviour Management	4
Expectations.....	4
Systems Years 3 - 8	5
Reward System Years 3-8	5
Sanctions	5
Sanction System Years 3-8	5
Neutral Points	8
Pupil Consultation.....	9
Regulation Policy: Behaviour in EYFS and Pre-Prep.....	10
Principles	10
Definitions	10
Approaches.....	11
Staff Training and Support	14
Partnership with Parents/Carers	14
Accusations against Staff	14
Boarders' Rewards and Sanctions.....	15
Roles and responsibilities	15
The Role of all Staff.....	15
The Role of Parents	16
The Role of the Governors	16
Record Keeping	16
Monitoring and Review	17
Bullying	17
'Misuse of technology'	17
Searching Pupils and their Possessions	17
Smoking, drinking and drugs.....	18
Extremism, racism and discrimination:	19
STATEMENT.....	19
Appendix A – PSB skill descriptors and Positive/negative/neutral Points (Years 3 – 8).....	20
Appendix B – Pupil Code of Conduct	23
Appendix C – ABC Chart	25

Context:

This Policy:

- Is compliant with the Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024).
- Should be read in conjunction with Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (DfE, 2017).
- Should be read in conjunction with the Equality Act 2010.

All members of the Edgeborough Community, including pupils, staff and parents should be guided by three main principles:

- First and foremost, everyone needs to obey the laws of the land.
- Secondly, all members of the school community should be respectful and inclusive particularly with regard to the protected characteristics outlined in The Equality Act 2010.
- Thirdly, everyone should be guided by common sense at all times.

In addition to these key elements, a member of the Edgeborough Community should:

- Be honest, courteous and friendly to others.
- Show respect for him/herself, for others, for property and for the environment.
- Show commitment to learning both independently and as part of a team.
- Contribute to the school positively and to the best of his/her ability.
- Maintain a neat and tidy appearance.

Finally, we expect all members of the Edgeborough community to keep the core school values at the forefront of their minds: Adventure, Responsibility and Kindness (ARK; see Aims and Ethos Policy).

General Statement on rewards and sanctions

Behaviour Management at Edgeborough is integrated into the fabric of the school. All members of staff need to exercise professional judgement when administering this policy. All pupils are reminded that the Code of Conduct (Appendix B) - and the reward and sanctions system - is active at all times when they are either in school or under the School's supervision. This includes travel to and from school and at all times when on trips organised by the School. Due consideration is given to those pupils with special educational needs and

disabilities where, in some instances, these policies may be suitably amended to suit the pupils' individual abilities and challenges.

Whole school behaviour management is reliant on positive relationships between members of staff and pupils (connect, correct). Teachers, teaching assistants and non-teaching members of staff all play a really important part in shaping and managing behaviour at Edgeborough. The school has a support system which provides clear guidance and outlines roles and responsibilities.

Further reference should be made to the Safeguarding Policy, Supervision Policy, Boarding Policy and the Anti-Bullying Policy.

Responsibility for Behaviour Management

Overall: The Head – Mr Daniel Cox

Prep School: The Senior Deputy Head – Mr Rob Smith

Pre-Prep: The Head of Pre-Prep – Dr Jayne Symons

Expectations

The following expectations are shared with all members of the community.

Classroom Expectations for Pupils	School Site	Staff Expectations
Arrive punctually, enter the classroom quietly, get their equipment and books out and are ready to learn. Ensure charged devices are closed on the desk until asked to do otherwise. Make contributions in a considered way, without calling out or speaking over others. Stand quietly behind their chairs at the end of the lesson, check the room is tidy and are dismissed in small groups.	Walk quietly around the school site. Hold open doors for others. Be polite and welcoming by greeting visitors and other members of the community. Respect the environment and leave areas neat and tidy.	Actively reward positive behaviour. Actively connect with pupils before correcting behaviour or conduct. Be punctual to lessons and duties, and positively welcome pupils into lessons. Finish lessons in plenty of time to check the room is tidy and a calm end to the lesson. Dismiss pupils from the door to supervise departure into corridor.

Systems Years 3 - 8

Reward System Years 3-8

The strategies listed below are those used more formally and so that they can be recorded for use in house or individual competitions:

- Positive points.
- Head's Commendation: Given for outstanding pieces of work / effort in any discipline.

All positive points and Head's Commendations are recorded on the school system. HC's are acknowledged with certificates. Rewards are monitored by the Form Teacher and Head of Year.

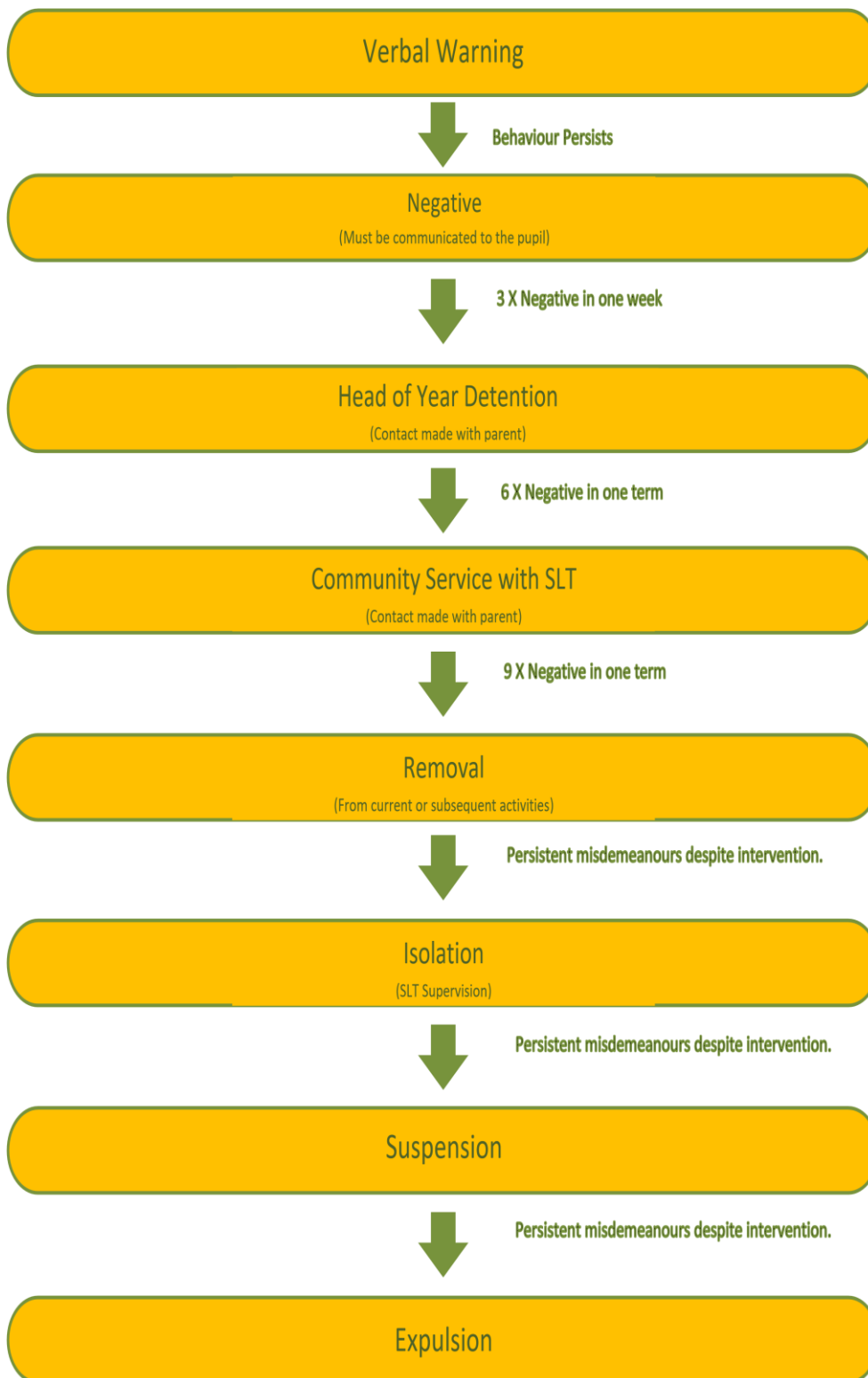
Sanctions

Corporal punishment is not used at Edgeborough School nor is the threat of such punishment permissible. Pupils are encouraged to play an active role in reviewing and addressing their own behaviour.

In all instances of persistent or more extreme cases, staff will work closely with the pupil's parents to develop a personalised plan to support the pupil's behaviour. Such may include time away from school, the involvement of specialist support, enhanced staffing.

Sanction System Years 3-8

Negative points and detentions are used to highlight and address negative behaviour. Where the behaviours cannot be successfully managed through the use of these tools, SLT work in partnership with parents to support the pupil until more positive behaviour is displayed. The following flow-chart outlines the procedures followed at the School:



NB: Where the behaviour persists and has a negative impact on learning, a second negative should be awarded. A member of SLT may be called to attend and, if necessary, remove the pupil to complete work in another location. The pupil will attend a lunchtime SLT detention and parents will be informed.

NB There may be circumstances where it is appropriate to award a negative without initial warnings. There may also be circumstances where a behaviour warrants escalation through this process, without the suggested number of negatives being awarded.

Detentions will be arranged between the pupil and the Head of Year. During this detention, the pupil will be required to reflect on their behaviour and where appropriate, will complete self-reflective activities in order to move forward in a positive manner. Any activities completed will be logged by the Head of Year.

Where a negative behaviour persists in the same lesson, the pupil will attend a fifteen-minute lunch time detention with a member of SLT. During this time the pupil will complete any work impacted by the behaviour and reflect on the behaviour. These detentions will be logged by SLT.

Community service will take place with a member of SLT. During this session, the pupil will be required to complete a task that serves the school community, as well as reflect on their behaviour. Any activities completed will be logged by the member of SLT. Parents will be informed.

Removal will involve, in consultation with the pupil and parents, removing the pupil from a current or subsequent activity. During this time, the pupil will be asked to reflect and complete a meaningful task, such as additional academic work.

Following consultation with parents, isolation with a member of SLT will involve completing all academic work set by teaching staff, supervised breaks and reflection time.

In extreme circumstances or where a pupil is not showing any improvement, it may be necessary to escalate to one of the following:

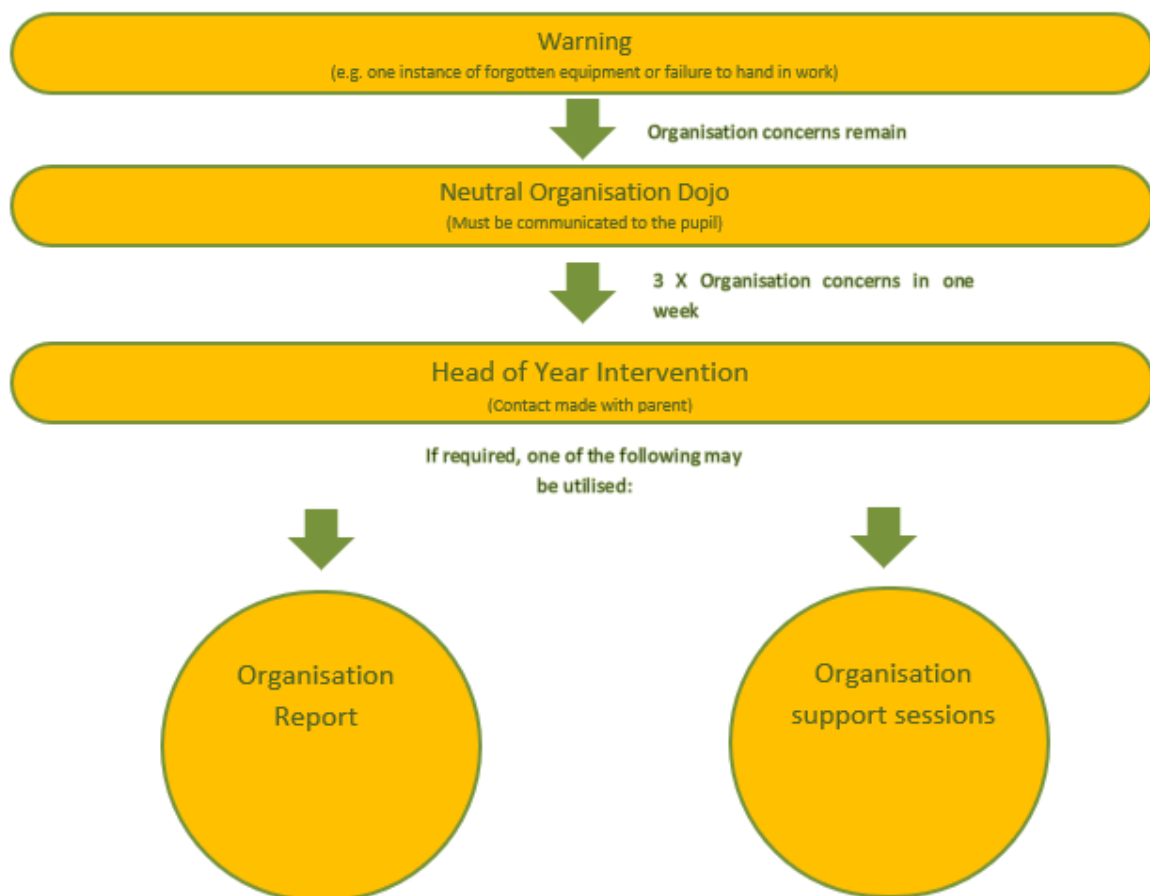
- remove a pupil from a representative opportunity (e.g. music, sport or drama) as part of a sanction
- remove a pupil from recreational opportunities (e.g. activities, clubs and trips) as part of a sanction
- suspension. This could be an internal or an external suspension
- exclusion/expulsion, either temporary or permanent
- in the case of serious illegal misbehaviour, the school may contact local authorities and outside agencies, including the police, where appropriate

All negative points are recorded on TrackIt Light. Sanctions are monitored by the Form Teacher and Head of Year.

More serious sanctions are recorded on CPOMS. There is a register of serious offences, which would include Suspensions and all Exclusions. This is maintained by the Head and the Senior Deputy Head.

Neutral Points

Where a pupil shows poor organisation on a number of occasions in the same lesson e.g regularly forgetting books, calculator etc. or where a pupil has not handed in the work that was asked for, a neutral, organisation, point will be recorded. These will be tracked by the Form Teacher and Head of Year. The following flow-chart outlines the procedures followed at the School:



NB Organisation concerns are neutral and carry neither a positive or negative weighting in terms of house points. The primary goal is to identify concerns and support pupils in developing the required skills to move forward positively.

Pupil Consultation

Focus groups are held annually, for example in learning council or school council, to discuss rewards and sanctions, and ascertain pupil views on the policy and processes in place.

Please see Appendix A for details of all points categories and criteria.

Regulation Policy: Behaviour in EYFS and Pre-Prep

At Edgeborough, we recognise across the EYFS and KS1 that behaviour is communication and that our role, as educators, is to support, guide and show compassion towards the developing child. By emphasising the importance of respect and empathy for one other, pupils are met as individuals and supported as such.

Most centrally, we prioritise the development of self-regulation skills and do so with an emphasis on co-regulation and an underpinning of child development. In turn, this promotes positive behaviours across the setting and nurtures class communities of respect.

Principles

Certain principles form the foundation from which positive behaviours are supported. These are:

- All behaviour is a form of communication
- Behaviour in the younger years is intrinsically related to neuro responses in the brain towards perceived stress, threat and anxiety
- Children are learning to regulate their emotions and actions
- Adults play a crucial role in co-regulation
- Positive, trusting relationships are key to successful behaviour management
- The environment is a critical resource in supporting regulation and positive behaviours
- All children are viewed and treated as individuals at different stages of development and with varying formative experiences, contexts and needs

Definitions

Self-regulation: The ability to manage one's own emotions, behaviour, and attention in accordance with the demands of the situation. The skills it involves enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and their emotions or feelings.

Self-regulation includes, being able to:

- Resist highly emotional reactions to upsetting stimuli
- Calm/regulate (independently or with adult support) 'big feelings'
- Tolerate and manage some stress and frustration
- Adjust to a new context or a change in expectations

Children develop self-regulation as an ongoing developmental process intrinsically linked to brain development.

Co-regulation: The warm and responsive interactions through which adults support and teach children how to understand and manage their emotions, thoughts, and behaviours. It involves an attentive adult providing support, coaching, and modelling to help a child achieve a regulated state and develop self-regulation skills over time.

The aim of co-regulation is to:

- Reduce stress for the child.
- Promote a state of calm.
- Offer strategies and understandings for future use

Co-regulation is **vital** in the child's acquisition of self-regulation.

Approaches

Self-Regulation Strategies

We teach and encourage children to use strategies such as:

- Deep breathing exercises
- Using a quiet corner or 'calm down' area where 'time-in' with the child can be offered or space given to the older child
- Identification of emotions and bodily signals that may show these feelings
- Using simple problem-solving steps to self-manage contexts which may cause anxiety or distress

Co-Regulation

Staff will:

- Build warm and nurturing relationships
- Model emotional regulation
- Anticipate needs and swiftly respond to cues for engagement
- Provide verbal guidance through challenging situations where appropriate
- Offer adult led choices to help children feel in control
- Provide coaching/mentoring/ELSA (akin to 'emotion coaching') to build understandings of emotions and to teach self-regulation strategies

- Protect their own emotional health (through lifestyle, awareness) and show awareness of their emotions

Classroom Environment

Staff will create an environment that supports regulation by:

- Establishing clear routines and expectations (not heavy structure but security for the child on what is to come)
- Using visual schedules and cues (i.e. Classroom Agreements, Zones of Regulation)
- Meeting the emotional and cognitive needs of the pupils
- Providing sensory tools (e.g., fidget toys, weighted lap pads)
- Creating quiet spaces for children to retreat when overwhelmed
- Keeping sensory stimuli calming and neutral where possible
- Offering adult led choice and reflecting diversity
- Being open to adaptation in timetabling, resources, activities and expectations to help limit triggers of anxiety
- Including the child's voice in classroom design and systems
- Making children aware of future events such as trips, changes in schedule or future changes to the environment

Positive Reinforcement

Behaviour will be modelled, taught and supported in the following ways:

- Praise for specific behaviours (descriptive praise), rather than general comments
- Reward intrinsic motivation
- Celebrate small successes in self-regulation
- Offer individual targets which reflect knowingness of the child
- Support behaviour with established awards (house points, ARK awards, stars of the week, stickers etc.)
- Use ARK lessons, assemblies, circle-times and stories to support identified aspects of behaviour for individuals and groups
- Offer individual social stories, sticker charts and diaries
- Communicate with caregivers all achievements and successes
- Encourage learning and growth from mistakes (growth mindset)

Addressing Dysregulated Behaviour

We help children understand the connection between their actions and the resulting consequences. When dysregulated behaviour occurs, the following principles (supporting the development of self-regulation and personal responsibility), apply:

- Recognition that young children are still developing impulse control and decision-making skills
- Awareness of SEND and the impact this might have on self-regulation
- Consideration of the child's circumstance and context (i.e. of ACES) that may affect self-regulation
- Consideration of the child's feelings in that moment (are they hungry, feeling unheard, tired, anxious?)

When approaching a situation where the behaviour is distressed or challenging, staff will:

- Approach the situation calmly in manner and voice
- Prioritise the safety of other children, the child and self
- Refer to the SAS approach of: **Say** what you see; **Acknowledge** the emotion; **Support** the child in managing the situation appropriately
- Use simple, clear language to explain cause and effect
- Offer physical/sensory comfort
- Provide logical consequences that relate to and are proportionate
- Guide the child to think about their choices and their impact
- Involve children in finding solutions to behavioural issues
- Use stories, role-play, comic strips to explore scenarios and consequences
- Consistently apply consequences that have been agreed-upon with the child
- Avoid punitive measures and always respect the child (never shame or humiliate)
- Help children identify alternative choices they could make in the future
- Seek assistance (from Room Leaders, Head of Pre-Prep or SENDCo) where needed
- Refer to Positive Touch Training/Policy where needed (physical restraint is only ever used as a last resort to prevent injury. In such a case the intervention is logged)

In cases where episodes of dysregulated behaviour are frequent or extreme, staff will:

- Work with the Head of Pre-Prep and SENDCo to draft a Pupil Profile and a Proactive Plan for the pupil which outlines potential triggers and recommended supports for the pupil.
- Make use of ABC charts to document incidents of distressed behaviour so that patterns may be identified and antecedents may form the focus

of responses (i.e. the cause of the behaviour/communication) - see Appendix C

Staff Training and Support

- Provide ongoing training in co-regulation techniques
- Offer supervision and support for staff in managing challenging behaviours
- Encourage staff reflection on their own emotional responses

Partnership with Parents/Carers

Parental and caregivers' support, partnership and awareness in behaviour and the development of self-regulation is vital and we work with families to help ensure a consistent approach to behaviour at home and school by working to:

- Share strategies used in school with families and encourage consistency in response, approach and message
- Partner with caregivers so they can co-regulate their child in the home setting
- Regularly communicate about children's progress in self-regulation and aspects that they find difficult
- Feedback on cases of inappropriate behaviour at school and the consequence given
- Inform and guide parents on interventions such as ELSA, social stories or adjusted timetables
- Work with parents to develop the best path forward for their child and to explore options in an open and transparent manner. Such may include support from the LA offering, staggered timetables, time away from the setting, external guidance or a discussion on options for alternative schooling

Accusations against Staff

All accusations made by pupils against staff will be taken seriously and a full enquiry made into the accusation. The School's Whistleblowing policy (see separate document) protects all who make accusations in good faith. Pupils

who make deliberately false and malicious accusations against staff will be subject to the School's sanction procedures which could include exclusion.

Boarders' Rewards and Sanctions

In the Boarding House, children are awarded boarding Dojos; these are separate from the points that the pupils receive in school during the day. In Boarding, positive dojos accumulate and the children earn rewards at every increment of 5. Negative Dojos link with aiding boarders to improve their organisation. They also have additional sanctions which are community based imposed at the teachers' discretion.

Fuller details can be seen in the Boarding Policy and the Boarding Staff handbook.

Roles and responsibilities

The Role of all Staff

All staff members have a responsibility to make the School a good place to be and to be role models to the pupils in terms of their attitudes and behaviour. The example set by staff and their relationship with the children is a crucial element in the formation and development of the children's own attitudes, standards and behaviour. All staff members need to be aware of the influence they can have on the children. The way staff members speak to and about each other and to the children and about children is reflective of what they believe about them.

Subject teachers/boarding staff are responsible for implementing the behaviour policy within their classroom/the Boarding House. Form Teachers must be informed of any problems relating to work or behaviour and along with the subject teacher and Head of Year, develop a positive, solution-focused strategy. The Form Teacher or Key Person/Head of Boarding have very significant and important roles in the implementation of this policy. The Form Teacher or Key Person acts as a guide and confidante to their pupils and therefore, has a unique opportunity to influence behaviour and attitudes. This relationship will naturally develop as the Form Teacher or Key Person spends time with the pupils in their class.

The Form Teacher or Key Person is also the first link between parents and the school. They must do all in their power to develop a rapport of mutual

understanding via telephone, e-mail and face to face meetings. It is very important that 'good news' is communicated to parents and the Form Teacher or Key Person should actively seek opportunities to congratulate and celebrate success with parents.

There is a weekly Staff Meeting (a separate meeting takes place in the Pre-Prep), where pupils can be discussed and strategies developed, additional factors (which may affect behaviour or learning) may be revealed and collective decisions made. At these staff meetings, a Pastoral Tracking Form is updated for tracking individual pupils and is reviewed and shared on a weekly basis by all staff members.

The School's SENDCo, Head of Pre-Prep, Deputy Head Academic and Deputy Head Pastoral meet on a regular basis to discuss strategies to best support those children requiring particular systems, resources and attention with behaviour.

The Role of Parents

It is expected that parents will support their child's learning and co-operate with the School. If the School has to use reasonable sanctions, parents should support the actions of the School. If parents have any concern about the manner in which their child has been treated, they should initially contact the Form Teacher who may seek advice from members of the Senior Leadership Team.

The Role of the Governors

The governing body has the responsibility of overseeing this policy and reviewing its effectiveness. The Head has the day to day authority to implement the behaviour policy, but the Governors may give advice to the Head on particular issues.

Record Keeping

The School keeps a record of rewards and sanctions. A confidential centralised register of sanctions imposed for serious misbehaviour is kept by the Head so that patterns of misbehaviour can be identified. Serious misbehaviour is defined as behaviour which leads to the direct involvement of the Senior Deputy Head/Head. This register includes exclusions, major detentions and disciplinary meetings with parents. The Head also keeps a record of any pupil who is suspended for a fixed-term, or who is expelled. Any Safeguarding concerns that come to light will be recorded on CPOMS and kept securely.

Monitoring and Review

The Behaviour Policy is reviewed annually by the SLT. The Senior Deputy Head reports to the Head on the effectiveness of the policy, having evaluated and analysed feedback from teachers, pupils and parents and the data recorded on the School MIS, under Pupil Profile. This process of monitoring and review takes place throughout the year.

Bullying

The school will not tolerate any form of bullying; including cyber-bullying, prejudice-based bullying or discriminatory bullying. Pupils are taught to respect each other and treat each other with dignity and kindness. A lot of work is done in form lessons, ARK (PSHE) lessons and assemblies to teach the children about how to treat each other positively and how to deal with conflict appropriately.

Please see the school's Anti-Bullying policy for further information.

'Misuse of technology'

Please see the Acceptable use of ICT policy and the E-Safety policy.

Searching Pupils and their Possessions

The Head and the staff he authorise have 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 listed below.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)
- tobacco and cigarette papers

- fireworks; and
- pornographic images

For further detail, please see the searching pupils and their possessions policy.

Smoking, drinking and drugs

There is a separate policy on smoking, alcohol, drugs and banned substances – this is available on request. Parents are especially asked to familiarise themselves with those parts of the School Rules and Regulations dealing with smoking, drinking and drugs, and to give full support to the School's stand on these matters.

The possession, use or supply of alcohol, tobacco and drugs at Edgeborough School is absolutely prohibited. Pupils who contravene this rule must expect to face severe sanctions.

Prevention:

The central aim of this policy is to prevent Edgeborough School pupils from abusing any form of substance and to prevent the spread of misuse within the school. We aim to do so by means of education, pastoral care, detection of users and a sanctions policy.

Education:

We educate pupils to understand that the use of illegal drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of personal development courses and by example, by discussion and by means of lectures from outside experts.

Pastoral Care:

We encourage the pupils to discuss their anxieties about drugs or substances in confidence with a member of staff or the School Counsellor. Matters brought into counselling by a pupil or their parents, in circumstances which are genuine, will be "ring-fenced" from disciplinary sanctions or adverse report but a pupil who is suspected of involvement with drugs or substances outside this context will face the full disciplinary consequences.

Detection:

Every complaint or report of involvement with drugs and substances will be followed up and investigated. A pupil suspected of involvement with drugs and substances may be excluded.

Sanctions:

In the case of alcohol and tobacco, first offences are likely to result in suspension – and in the case of supply, permanent exclusion. Repeat offences are likely to result in permanent exclusion.

Where drugs are involved, first offences are likely to result in permanent exclusion.

Extremism, racism and discrimination:

If behaviour or language of this variety is used within our school community, referrals may need to be made to the appropriate outside bodies which could include the Police or Channel (Prevent). An in-school review would accompany this and be dealt with at the top level of our school sanction system.

STATEMENT

The School believes that we have a positive, supportive learning environment where each child is valued as an individual and whose happiness and progress are most important. We aim for a consistent commitment to positive behaviour management within a caring environment that sustains our School Aims and Ethos.

Appendix A – PSB skill descriptors and Positive/negative/neutral Points (Years 3 – 8)

Positive Points

Thinking and Learning • I produce excellent work • I have a good attitude towards learning • I have shown understanding of a concept • I have shown creativity in my thinking and learning. • I have shown curiosity in my thinking and learning	Independence • Organisation- I am in the right place, at the right time, with the right equipment. • I have given a task a go before asking for help. • I have shown initiative • I have helped-out without being asked.	Collaboration • I have worked well within a team or group. • I have helped others when they come into class late or don't understand	Reviewing and Improving • I have shown resilience • I have edited and improved my work • I responded to feedback and improved as a result (I was 'coachable')
Community Kindness • I helped others • I demonstrated excellent manners • I picked up litter • I returned some lost property to its owner. • I let others go first • I tidied up after others	Communication • I gave an excellent answer (Speaking or writing) • I gave a well-structured answer (speaking or writing) • I was able to talk through how I or a friend was feeling. • I used appropriate manners when talking to others e.g. eye contact, language.	Leadership • I set an example to others • I directed others to a good outcome • I allowed others to communicate and encouraged others to join in. • I encouraged others to expand on an idea.	HMC

Negative Points

-1	-2	-3
• I was not in the right place, at the right time. • I called out in class • I was running in areas that I shouldn't be • I was not wearing my uniform correctly • I did not put as much effort into my work as is expected of me. • I dropped some litter and didn't pick it up	• I was rude to one of my teachers or peers • I was unkind to others. • I continually called out in class having been asked not to. • I did not behave in the way expected of me, after being asked to stop.	• I used violence against others • I defaced or broken someone else's property on purpose. • I used foul or discriminatory language. • I put myself or others in danger by my actions

Neutral Points

- I have shown poor organisation on a number of occasions in the same lesson e.g regularly forgetting books, calculator etc.
- I have not handed in the work that was asked for.

Appendix B – Pupil Code of Conduct

Introduction

Edgeborough has high expectations for pupil conduct. High standards of behaviour and work are expected at all times.

Our Pupils' Code of Conduct exists to enable the school to be a purposeful, happy and tolerant society where each member of the community can fulfil their potential. Our pupils are encouraged to show consideration and care for people and property.

Years 3-8

Expectations of Behaviour

I will always consider others' feelings and treat others as I would like to be treated.

I will uphold the school's aims and values of adventure, responsibility and kindness.

I will walk around school quietly, taking care to be helpful and courteous to others.

I will take pride in my environment and look after school property.

I will wear my uniform with pride.

I will ensure that I have the correct kit for all sport and activities.

I will act with dignity and show respect to my peers, staff and visitors.

I will accept sanctions when given and try to improve my behaviour.

Learning Expectations

I will arrive to lessons on time, enter the classroom quietly and greet the teacher as I enter the classroom.

I will stand quietly behind my chair, say good morning/ good afternoon. If the teacher is not there, I will sit down and get on with some work or reading quietly.

I will ensure I have all the correct equipment for my lessons.

I will ensure I work to the best of my ability in all subjects.

I will complete tasks on time.

I will listen when others are speaking and respect their contributions.

I will work well and co-operate with others, listen to them and respect their opinions and ideas.

I will listen to, reflect and act upon constructive feedback.

I will relish challenging targets which will help me progress.

In the case of an absence from a lesson, I will ask the teacher for support in catching up on any missed work.

I will endeavour to understand, reflect and develop the core skills of thinking and learning; independence; collaboration; reviewing and improving, community kindness, communication and leadership.

Acknowledgement

We, the pupils, agree to abide by the terms set out in this Code of Conduct.

Signed:

Appendix C – ABC Chart

Antecedents: <i>What seemed to trigger the behaviour?</i>	Behaviour: <i>What happened?</i>	Consequences: <i>What action was taken/by whom?</i>	The effects: <i>What happened as a result of the action taken?</i>
Independent work	Interruption of lesson, name-calling and property destruction	Ignore Verbal re-direct	Stopped
Dispute in play (mud kitchen) due to both children wanting to be 'sister'	Biting	Removed from play. Calming tent with adult providing lighting and music (Once calm) Discussion with teacher Self-initiated letter to other pupil	Safe zone in playground created (bench) to step away from play