



# New Whittington Primary School's Behaviour Policy



### **Monitoring and Review**

This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Policy reviewed November 2023.

The next scheduled review date for this policy is November 2024.

	Headteacher/Head of School		
	Chief Executive Officer		

## Aims and expectations

It is our aim at New Whittington Primary School that every member of our school community feels safe, valued and respected, and that each person is treated fairly. We are a caring and inclusive school community and as such our behaviour policy is designed to support all children in *working together to be happy and successful* in school.

Good behaviour needs to be taught and role modelled throughout school, and this should be supported by parents.

Central to our behaviour policy is our LEARNERS' Code. This is made up of eight key principles, all of which support children in being kind and responsible school citizens and successful learners. Details of the LEARNERS' Code can be found in our LEARNERS' Code policy which runs alongside this behaviour policy.

Good behaviour is an expectation and as part of that we encourage children to develop compassion, tolerance and empathy for others. 'Rainbow Learners' are rewarded with privileges in order to promote good behaviour, rather than merely to deter poor or unacceptable behaviour.

For further information on behaviour in mainstream schools, go to <https://www.gov.uk/government/collections/statutory-guidance-schools> .

## Rights and Responsibilities

### Rights

Parents/Carers	Children	Staff
<ul style="list-style-type: none"><li>• To be treated with respect</li><li>• To be kept informed about their child's progress &amp; behaviour</li><li>• To be listened to</li><li>• To have access to information on the school's approach to behaviour</li><li>• To have access to their child's behaviour record on request</li><li>• To have concerns taken seriously</li></ul>	<ul style="list-style-type: none"><li>• To be treated with respect and kindness</li><li>• To be treated fairly</li><li>• To be safe and feel safe</li><li>• To learn</li><li>• To make mistakes</li><li>• To be listened to</li></ul>	<ul style="list-style-type: none"><li>• To be treated courteously by all members of the school community</li><li>• To be supported by peers and leaders</li><li>• To be listened to</li><li>• To share opinions</li><li>• To be safe and feel safe</li><li>• To be made fully aware of the school's policies and expectations</li><li>• To receive appropriate training to increase skills in promoting positive behaviour and dealing with inappropriate behaviour.</li></ul>

## Responsibilities

Parents/Carers	Children	Staff
<ul style="list-style-type: none"> <li>• To behave respectfully towards others in the school community</li> <li>• To make sure their child attends school regularly</li> <li>• To talk to their child about what he/she does in school</li> <li>• To talk to teachers if they have any concerns about their child's learning or well-being.</li> <li>• To listen to others</li> <li>• To share concerns constructively</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully to others and the school environment</li> <li>• To show kindness and support for others</li> <li>• To behave in a way that keeps you and others safe</li> <li>• To attend school regularly</li> <li>• To be willing to learn and help others to learn</li> <li>• To take responsibilities for your own mistakes</li> <li>• To allow others to make mistakes</li> <li>• To give opinions in a constructive manner and listen to others</li> </ul>	<ul style="list-style-type: none"> <li>• To ask for support when needed</li> <li>• To offer support to colleagues and leaders</li> <li>• To listen to others</li> <li>• To give opinions in a constructive way</li> <li>• To model courteous behaviour</li> <li>• To recognise and acknowledge courteous behaviour in others</li> <li>• To seek information and use appropriate lines of communication</li> <li>• To support others in developing their skills in promoting positive behaviour</li> <li>• To recognise the need for professional development</li> <li>• To try new approaches</li> </ul>

### Definitions

For the purpose of this policy, the school defines "unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage property or the reputation of the school within the wider community, and/or anything that constitutes illegal behaviour.

### Pupil Expectations

Pupils will be expected to follow the LEARNERS' Code of Conduct (see Appendices) which requires pupils to:

- Listen to others
- Empathise with others
- Have positive attitude
- Show respectful behaviour
- Keep themselves, their work and the environment neat
- Have high levels of effort

- Be ready for learning

### **Rewarding Good Behaviour**

The school recognises that pupils should be rewarded for their display of good learning behaviours and mature attitudes.

The school will use the following rewards for displaying good behaviour:

- Moving up the LEARNERS' Code
- Use of electronic communication
- Verbal praise
- Extrinsic rewards
- Headteacher awards
- Dojo points

The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.
- Attending Reflection Time at breaks/lunchtimes
- Placing the pupil on report for constant monitoring or other consistent behaviour checks
- Excluding the pupil either temporarily or permanently, in extreme cases.
- Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. Refer to the Learners' Code.
- Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, should report this on CPOMs.
- The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- Following an allegation of serious unacceptable behaviour, the pupil may be removed from the classroom whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true, the Headteacher or Deputy Head Teacher will issue the appropriate disciplinary action.
- Any decision made to exclude a pupil will only be done so by the Headteacher in accordance with the school's Exclusion Policy, or in the absence of the Headteacher, the Deputy Head Teacher in consultation with the Trust Partner.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy and recorded on CPOMs.
- Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

**Outside school and the wider community**

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

# Appendices

## SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

### Reception Class

In the EYFS it is the responsibility of the staff as a team to manage behaviour, led by the Phase Leader – Jane Humphries.

When dealing with behaviour, as in any situation, all communication with learners should be at the child's level and appropriate to their stage of development.

The Reception Class follows the school's behaviour policy. If necessary, children who are unable to behave appropriately are given 'Time Out' - i.e. removed from an activity, sitting apart from the others for a period of time. EYFS staff work very closely with parents and outside agencies in dealing with children who may be experiencing difficulties.

It is also appropriate for any member of staff to stop whole groups and whole classes (with some small consultation) to deal with inappropriate behaviour or if they believe basic rules need reinforcing – e.g. choose it, use it, put it away.

It is an expectation that staff will plan for successful behaviour of all children, putting provision in place to avoid conflict or breakdown of learning e.g. access to a calm quiet space to reduce the opportunity for escalation.

Any child who is causing a consistent concern will have appropriate behaviour plans implemented to be shared with staff during phase meetings.

#### **Step 1**

If unacceptable behaviour occurs:

- A **yellow card as a reminder** which highlights the element of the LEARNERS' Code not being met should be given and a reminder that if it happens again they will have to have 'Time Out' (a specific area or spot) - this applies over reasonable timescales, to instil a consistent approach for all pupils (use of visual yellow reminder cards in line with Learners' Code).

#### **Step 2**

- A **second yellow card** will be given, repeating step one from above. This will serve as a final reminder. Time out may be given at this stage.

### **Step 3 – Red card issued / removal of Band**

If unacceptable behaviours continue:

- The pupil will be taken to '**Time Out**' with an appropriate sand-timer (3 minutes for nursery, 5 minutes for reception) – the member of staff at the incident, deals with the behaviour, this is to ensure all staff have equal 'respect' in the eyes of the learners.
- At the end of the time-out session, a short discussion will take place with the pupil: Staff must say why they have had timeout, what the impact of the poor behaviour (label the behaviour not the child) and what they must do in the future.
- Pupils will apologise if appropriate and hand the band over to the member of staff.
- Parents informed of band loss. The incident will be recorded on CPOM's when a band is removed. Pupils will lose their rainbow band privileges.
- Pupils will then return to learning.
- Reception pupils will spend 15 minutes in reflection at lunchtime if they have had a band removed 12:45pm – 1:00pm.
- The following day, the Class Teacher will speak to the relevant members of staff to decide whether the band should be returned.

### **Step 4**

If after loss of band during the following 24 hours the pupil is to exhibit non-learner behaviour, steps 1-3 are repeated.

#### **For children with recurring incidents:**

- Analyse monitoring to identify areas of concern / possible causes/ appropriate targets. (CPOMS and Children's Learners' Code charts)
- Reduced Learners' Code
- Discussion with Team Leader and/or SENCO
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

### **Step 5 (SENCO / Pastoral Support Program)**

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Early Help support.
- Pastoral Support Program (PSP) Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Individual Behaviour Plan produced and followed when it is clear that the behaviours displayed are of greater concern than those linked to age and developmental stage expectations

### **Step 6 (Headteacher / Deputy Headteacher) Fixed Short Term Exclusion (up to 5 days per term)**

- Parents, Chair of School Champions informed.
- Parents may make representations at a meeting.

- Chair of School Champions may meet but cannot reinstate.
- Upon return to school, child uses their Individual Behaviour Plan with up to 3 clear targets to follow for a minimum of two weeks.
- The above IBP will be discussed at the re-integration meeting and updated if needed.

**Step 7 (Headteacher/Deputy Headteacher) Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair and Clerk of Governors / School Champion informed.
- Panel meeting arranged (parents/child or representative may attend/make representations).
- Trust Officer must be invited to attend but may not reinstate.
- Panel either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on an Individual Behaviour Plan for a school term.

**Step 8 (Pupil Discipline Committee) Permanent Exclusion**

- Parents, Chair and Clerk of Governors / School Champion.
- Panel meeting arranged and consider all representations and reports (parents may attend).
- Panel either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on an Individual Behaviour Plan for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

**KS1 and KS2**

The following points detail the hierarchy of sanctions available to the children who do not follow the LEARNERS' Code:

All staff must follow these non-negotiables

<b><u>Warning behaviours</u></b>	<b><u>Instant removal of band</u></b>
Shouting out	Aggressive behaviour – hitting / fighting / kicking / unkind words
Not listening	Swearing
Rocking on a chair	Racial comments
Running down the corridor	Sexualised comments
Being inside without permission	Disrespectful to staff
Throwing small objects	

Fidgeting Walking around the room when the class are talking Taking a long time to get ready for P.E Pushing and shoving outside Refusing to work	
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**Step 1 Give a verbal warning:**

A verbal prompt, which highlights the element of the LEARNERS' Code not being met, should be given and a warning that a further incident of non-LEARNERS behaviour could result in loss of LEARNERS band..

**Step 2 Give a final warning – yellow card:**

Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

**Step 3 – red card / removal of band**

- Child loses band
- If the loss of band happens before playtime the child misses their playtime.
- Child has 24 hours reflection time

Loss of band before am playtime...	Loss of band after am playtime...	Loss of band during afternoon sessions...
<b>Reflection at morning playtime and lunchtime</b>	<b>Reflection at lunchtime and morning playtime next day</b>	<b>Reflection at morning playtime and lunchtime the following day</b>

- Class teacher / adult responsible for teaching the class communicates with the parents to tell them about the incidents and records on CPOMs.
- Reflection time is completed in the child's classroom.
- They will then continue with their learning either in their seat or on another table.
- The band will be returned after 24 hours.
- Bands will be returned to the pupils within the timescale appropriate to the band (Rainbow = 24 hours, Blue = one week, Yellow = two weeks, Red = four weeks.)
- Pupils who have lost their band at any level will lose Rainbow privileges for the following 24 hours; playtimes and lunch break will be spent in the 'Reflection area', reflecting on the choices they've made. (See appendix)
- Any pupil without a Rainbow level LEARNERS band will lose Rainbow privileges and stay in the 'reflection area / room' during breaks until they get their band back.
- Decisions will be made by all staff involved regarding exceptional circumstances (such as indefinite short term loss of band)
- Class Teacher informs parents of band loss.

- At morning playtime at KS1 and KS2 an adult will take the child to the designated reflection area.
- At lunchtime, at KS1, the lead midday supervisor will choose where the child will eat his/her lunch in the dining hall. At 12:45 they will be taken to the allocated classroom to spend their reflection time with a member of staff.
- At lunchtime, at KS2, the child will hand a post it note to the senior midday supervisor who will advise the child where to eat his/her lunch. At 12:30 they will be taken to the reflection room to complete their reflection time.

If after loss of band during the following 24 hours the pupil is to exhibit non learner behaviour, steps 1-3 are repeated. The child may be moved to another class / location if necessary.

**For reoccurring behaviours (ie someone who regularly loses their band):**

- Learners' Code charts will be completed by the children highlighting what and when the problems occur. These will then become the targets for the child's individualised behavior plan.

**Step 4**

**For reoccurring behaviours: (3 band losses within one term)**

- Analyse monitoring to identify areas of concern / possible causes/ appropriate targets. (CPOMS and Children's Learners' Code charts)
- Discussion with Team Leader and/or SENCO
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement where appropriate.
- IBP produced and followed

**Step 5 (SENCO / Pastoral Support Program)**

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Early Help support.
- Pastoral Support Program (PSP) Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.

**Step 6 (Headteacher / Deputy Headteacher) - Behaviour Review**

A last step before exclusion

- Clear specific expectations which the child **must** meet in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents / Chair of School Champions informed, Behaviour Support informed.
- Class teacher to provide weekly updates to parents

**Step 7 (Headteacher / Deputy Headteacher) Fixed Short Term Exclusion** (up to 5 days per term)

- Parents, Chair of School Champions informed.
- Parents may make representations at a meeting.
- Chair of School Champions may meet but cannot reinstate.
- Upon return to school, child stays on Individual Behaviour Plan for a minimum of four weeks.

*If behaviour improves remove from Individual Behaviour Plan. If not move to **Step 8**.*

**Step 8 (Headteacher/Deputy Headteacher) Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair and Clerk of Governors / School Champion informed.
- Panel Meeting (parents/child or representative may attend/make representations).
- Trust Officer must be invited to attend but may not reinstate.
- Panel either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Individual Behaviour Plan for a minimum of a school term.

*If behaviour improves remove from Individual Behaviour Plan. If not move to **Step 9**.*

**Step 9 (Pupil Discipline Committee) Permanent Exclusion**

- Parents, Chair of School Champions.
- Panel Meeting meet and consider all representations and reports (parents may attend).
- Panel either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on an Individual Behaviour Plan for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

**Sanctions Procedure: Playground**

If unacceptable behaviour occurs:

**Step 1 (Dinner Supervisor/Duty Staff) Use normal strategies:**

- Polite but firm request, discussion, separation etc.
- Use agreed phrase, 'This is your final warning. Do you understand?'

**Step 2 (Dinner Supervisor/Duty Staff) Give a warning**

- **KS1** – Child to spend 10 minutes in a shape on the playground
- **KS2** - Child to have Time Out on the wall

### **Step 3**

- Second offence leads to a post-it note and a further 10 minutes on the 'Time Out' wall
- Pass on the post-it note and discuss with teacher during hand-over
- Teacher records on to CPOM's where appropriate

If behaviour improves return to playground.

If a child refuses to comply or if behaviour is more serious a member of SLT will be informed and the sanction procedure will be followed. (see above)

### **Alternative Provision**

For children who may struggle to cope emotionally or behaviourally over dinner time, alternative provision may be offered as an alternative. This is not to be used as a punishment but as a way of supporting children over lunch who may otherwise find it difficult and support their own mental health and wellbeing. This is a designated classroom, accessible to a limited number of children where activities are available in a quieter and calmer area. Supervision is provided by a member of staff at all times.

## **BEHAVIOUR MANAGEMENT TIME LINE**

### **INITIAL CONCERNS (STEP 1)**

- Warning given and consequences explained

### **LOSS OF BAND (STEP 3)**

- Class teacher phones parents
- Child loses play time and privileges for that band
- Recorded on CPOM's

### **ON REPORT- 2 weeks to 16 weeks (STEP 5)**

- Individual Behaviour Plan produced
- Headteacher/Pastoral Team contacts parents requesting a meeting
- 3 targets agreed for report with reward/sanctions included
- External agencies approached for support
- Pastoral support program agreed
- Child receives daily feedback, parents receive weekly feedback from class teacher

### **FINAL WARNING (STEP 2)**

- Final warning given and consequences explained. Refer to LC

### **REPEATED BAND LOSSES (STEP 4)**

- If the pupil continues to exhibit non learner behaviour steps 1,2 and 3 are repeated and the child may be moved to another area for the remainder of the session.
- Teacher completes 'Individual Behaviour Plan' if necessary
- Teacher contacts parent to discuss concerns and consider alternative strategies

### **BEHAVIOUR CONTRACT (STEP 6)**

- Clear and specific rules which the child must uphold in order to remain in school
- Reviewed weekly by Headteacher
- Parents, Behaviour Support and Chair of School Champions informed

### **EXCLUSION PROCESS**

Fixed Short Term Exclusion- up to 5 days per term

**(STEP 7)**

Fixed Long Term Exclusion – up to 45 days per year

**(STEP 8)**

Permanent Exclusion **(STEP 9)**

• LEARNERS Apology

1) I am Sorry

2) I made a mistake with... (Please circle which letter you had to have your band removed for)

L E A R N E R S

3) This made me feel...  
(please circle)



Angry



disappointed



happy



scared



sad

4) This made (other children/adults) feel...  
(please circle)



Angry



disappointed



happy



scared



sad

5) I promise to try harder with the **Learners' Code** (write your name) .....

Discussion with reflection staff

Signed.....Date.....

## Learners Code Rewards and Expectations

<b>New Whittington Primary School LEARNERs' Code</b>				
	Learning to Learn	Learning Champion	Going Further Learner	Learner Ambassador
<b>L</b> isten	I stop talking, look at and listen carefully to others. I listen carefully to instructions and follow them straight away.	I always listen carefully. I always follow instructions promptly.	I listen to my friends, in and out of class. I listen to the needs of others and help them understand STOP.	I am an excellent listener and actively help to solve problems.
<b>E</b> ffort	I try my best and complete my work. I have a 'can do' attitude towards my school work.	I always complete my work in time to the best of my ability and respond to teachers comments in my book.	I go the 'extra mile' in everything I do in school.	I set an example to others. I encourage others succeed by 'going the extra mile'.
<b>A</b> chieve	I know my targets and work hard on them. I make healthy choices.	I consistently complete work that meets my targets. I achieve my steps to success.	I exceed my targets because I practise. I reflect on my learning; I know how to improve.	I am a successful learner. I am always trying to do my very best and exceed my targets.
<b>R</b> espect	I have kind hands, feet and words. I say please and thank you. I care for everyone and everything. I always stay on task and help my teacher.	I am always kind in everything I say and do; I understand how my actions affect others. I always use polite manners.	I calmly help others to follow the rules, particularly younger pupils.	I am an outstanding role-model and my behaviour inside and outside of school is exemplary at all times.
<b>N</b> eat	I make my work look neat. I wear the correct school uniform.	I always do neat work and keep my work area tidy.	I help to keep school tidy. I help others become neat.	I have beautiful presentation in all of my work and take pride in everything I do.
<b>E</b> njoy and <b>E</b> ngage	I have a positive approach to all aspects of school. I will ask for help when I need it.	I am always positive both in class and in the playground. I will take part in class discussions, listen to others and answer questions.	I help my friends stay happy with my positive approach and helpfulness. I am a good group member and able to take on different roles and co-operate with others.	I will put myself forward to take on extra responsibilities around school.
<b>R</b> eady	I am in the right place at the right time with the right resources. I do my homework. I will always have my PE kit.	I am always ready and organised and I care about being on time. I always do my homework on time.	I am always ready and organised, choosing the resources I need. I challenge myself when doing homework. I use my time well.	I help teachers and other pupils become organised and ready. I always challenge myself when doing homework.
<b>S</b> afe	I move safely and sensibly around the school. I know how to keep myself safe.	I can talk about how to keep myself safe both in and out of school, including online.	I can help others stay safe in school	I can teach others about how to stay safe both in and out of school, and online.

## KS2 Reflection Sheet

Name \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Class \_\_\_\_\_

Reason for reflection

Three warnings

Unacceptable behaviour

Instant removal of band

Over play time and lunch time you will be in the reflection area. This will give you the opportunity to look back at what has happened, why it happened and if there was anything you could have done to stop it getting to this point.

**Can you tell me what happened?**

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

**Can you think of different ways you could have handled this situation?**

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

The adult who removed your band is going to call your parents / carers. How will they feel about you being in reflection?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_