

Waterfield Primary School



Aiming High and
Achieving Our Best

Behaviour Policy

June 2025

Date	Revision	Signature
June 2025	June 2026	J. Purveur

Waterfield Behaviour Policy

Waterfield Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that positive behaviour and positive behavioural reinforcement is crucial to a child's social, emotional and educational development.

This policy is built on the foundation of the values of our School Community Agreement:

- Kindness
- Respect
- Demonstrating a hardworking attitude

At Waterfield, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and strategic interventions that support learners and adults in *aiming high and achieving their best*.

Whilst this policy provides guidance, Waterfield recognises every child and every situation is unique and therefore in cases where there is a need for elevated pastoral input to support behaviour the school and Senior Leaders will use discretion and adapt as they feel appropriate: maintaining the core purposes of safety for all and everyone's right to learn/work in a kind, respectful and hardworking environment.

Aims of the policy:

- Create a positive culture of exceptionally good behaviour: for learning, for our community and for future life, underpinned by the Waterfield values of Kindness, Respect and Hard Work
- Ensure that all learners are treated fairly, shown respect and are SAFE
- Promote good relationships
- Help learners take control over their behaviour and be responsible for the consequences of it by offering clear guidance and expectations
- Build a community whose values and beliefs echo those of modern-day Britain in which democracy, liberty, mutual respect and the rule of law are embedded in a culture that supports a global outlook
- Aim for excellent behaviour to be an expectation for all
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied with equity and equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- result in a positive, safe environment where everyone feels happy and valued
- encourage positive re-enforcement with children celebrating success for positive conduct
- provide guidance on resolving situations through reflection, restorative justice and a collaborative solution-focused approach

At Waterfield, children follow three core values and three rituals/routines which support them in developing self-discipline and empower their emulation of the school's motto – Aiming High and Achieving Our Best:

<u>Values</u>	<u>Rituals/Routines</u>
<i>Kind</i>	<i>The Attention Bell or '1, 2, 3 Eyes on Me – 1-2 Eyes on You'</i>
<i>Respectful</i>	<i>Transition and Manners Matter</i>
<i>Hardworking</i>	<i>Voice Levels – Independent, Partner, Table /Attention reminders</i>

In our Early Years Department, this is supported by 'SHOW ME FIVE' as a basic introduction to learning behaviours. We also support the children in using visual reminders to support positive behavioural choices.

Pupil Transition

At the start of each academic year, teachers, with the pupils create a class set of expectations – to sit alongside the behaviour ladder (see below). Whole school behaviour expectations are consistently re-enforced along with positive rewards. The focus at the beginning of each year is on building trusting relationships in classrooms and setting high expectations in line with the 3 school values of **kindness, respect** and **hard work**. Children who join mid-year, are given an allocated classmate to buddy up with who acts as a peer mentor and ensures (alongside school staff) that the new pupil is aware of behaviour expectations and consequences.

Positive Behaviour – Highlighting Good and Acceptable Choices

At Waterfield, focus will always be placed on highlighting positive behaviour choices.

To be kind and respectful at Waterfield, the adults **clearly communicate their expectations at key points through a lesson/academic day/week/term** and give pupils the opportunity to modify their behaviour by issuing reminders and/or allowing space for reflection time.

Each half term will start with re-visiting the 'Class Promise' – a document drawn up in conjunction with the children to create their own interpretation of the School Values.

At all times, positive praise is used to highlight good behaviour and reward children. This is verbally given with a 'thank you' and, when exceptional, highlighted through the STAR. (The 'Star' is an area of the whiteboard where children's names can be written to highlight positive praise). Children will be shown the star/have their names written by the star to show they have clearly exhibited positive behaviours aligned with the School Values.

Other Positive Behavioural Rewards:

- Stars of the Week – A reward presented relating to the school values (fortnightly in celebration assembly)
- House Points – Children collect house points for their house – promoting a sense of belonging and healthy competition/community
- Work presented and shared with middle and senior leaders
- Classes/teachers may also initiate other small reward techniques such as: table points, line leader, stickers etc
- Opportunities to model positive behaviour to other pupils

Behaviour management strategies

At Waterfield Primary, adults act as excellent role-models and emulate the school's values by using these 'Five Pillars' as a guide for supporting children's behaviour:

1. Calm and consistent approaches that uphold the school values
2. Positive re-enforcement through clear routines that support an orderly and respectful environment
3. Clear, planned reflective conversations
4. Communication of positive behaviour to parents and children
5. Early identification of 'Barriers to Learning' so the curriculum can be adapted accordingly

At Waterfield, you will see/hear adults:

1. using the least intrusive support interventions with non-compliant learners
2. praising pupils who have met the expectations with a, 'Thank you' and/or positive reinforcement
3. using a monotone, emotionless voice when managing behaviour
4. using whole-class rewards to encourage positive behaviour from all learners
5. emulating the school values during every part of the day
6. supporting pupils in understanding how their behavioural choices go beyond the situation itself and may require a deeper level of pastoral support
7. allowing a 'fresh start' for each morning/afternoon/day except where a behaviour modification programme is in place or where it has not been possible to implement sanctions on the previous day
8. relentlessly following through with consequences and never giving up on pupils even when initial attempts to improve behaviour do not work.

Children are encouraged to reflect on their behaviour choices and to use strategies to reregulate themselves. These strategies are explicitly taught to children through PSHE sessions, with additional work being done in class, a group or individually if required.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuous professional development. Staff are given regular opportunities to discuss effective practice and raise any issues or concerns they have about the behaviour of a pupil in school. Identified staff are fully trained in Positive Handling and this is renewed regularly.

Consequences for poor behaviour

Where behaviour does not meet the school expectations, the steps in the behaviour ladder (next page) are followed.

ALERT CARDS

At any point, adults may issue a red ALERT CARD to **SLT/Office** if they deem a child's behaviour is compromising the safety and welfare of others. Upon receiving an 'Alert Card', assistance will be directed to the location required and intervention will be used to alleviate/support the situation.

Waterfield recognises every child and every situation is unique and therefore the behavioural steps below will be adapted and used flexibly, where pupil needs require it to be.

<i>Category</i>	<i>Behaviour</i>	<i>Possible Actions</i>	<i>Consequences</i>
1	First incidence of poor behaviour choices <ul style="list-style-type: none"> • Calling out, tapping, fidgeting and swinging on chairs • Persistent talking • Preventing other children from learning • Refusing to do learning or doing the extreme minimum. • Disrespecting the school property or environment 	<ul style="list-style-type: none"> • Verbal reminder given to child. • Look of disappointment • Praising another child 	<ul style="list-style-type: none"> • Verbal warning • Possible 2-3 minute timeout in own class/ playground if appropriate
2	Second instance of poor behaviour choices that day <ul style="list-style-type: none"> • Continuing to be disruptive/repeating category 1 behaviour -2 reminders given • Accidental damage to property through carelessness. • Offensive language • Rough play or interactions that hurt or upset others. • Intentionally preventing other children from learning. • Being disrespectful to adults 	<ul style="list-style-type: none"> • Separation from the group • Second verbal warning • Expression of disappointment 	<ul style="list-style-type: none"> • 5-10 minutes time out with class teacher/ learning coach during break or lunch. • Reflection Sheet to be completed
3	Third instance of poor behaviour choices that day <ul style="list-style-type: none"> • Continually behaving in any of the above ways and/or drawing others into negative behaviour • Deliberately creating a disturbance • Persistent rule breaking • Intentionally leaving the classroom without permission. • Intentional damage to pupil's or school's property. • Harmful/offensive name calling. • Minor challenge to authority 	<ul style="list-style-type: none"> • Send child to another class for 10 minutes reflection time. • The child should complete their reflection sheet before returning to class. • Behaviour to recorded on CPOMs • Write a letter of apology. • Class teacher to meet/call parents. 	<ul style="list-style-type: none"> • 10-15 minutes time out in another class • Reflection Sheet to be completed • Phone call home
4	Forth instance of poor behaviour choices that day <ul style="list-style-type: none"> • Striking another child or adult. • Verbal abuse to any member of staff • Serious rudeness/abusive language. • Vandalism/stealing. • Deliberate damage to property • Inappropriate use of digital resources/social media 	<ul style="list-style-type: none"> • Immediate removal from session by red alert card sent to SLT/Office • Phase Leader/Assistant Principal informed. • Phase Leader and class teacher to phone or meet with parent/carer. • Possible behaviour tracking card 	<ul style="list-style-type: none"> • Reflection time with Phase Lead/Assistant Principal for 15-30 minutes. • Reflection Sheet to be completed
5	Fifth instance of poor behaviour choices that day <ul style="list-style-type: none"> • Fighting and intentional physical harm to other children • Severely disregarding the school community values • Bullying behaviour – consistent, repeated, targeted. 	<ul style="list-style-type: none"> • Immediate removal from session by red alert card sent to SLT/Office • Deputy Principal/Principal informed. • Possible internal exclusion • Possible Fixed term exclusion • Parent/carer review meeting held. • Behaviour tracking card 	<ul style="list-style-type: none"> • Reflection time with Deputy Principal/ Principal • Possible internal exclusion • Possible Fixed term exclusion • Parent/carer review meeting held.

Reasonable Adjustments

Every child and every situation are unique. Waterfield Primary fosters an inclusive environment and therefore acknowledges that support programmes and interventions may be required to support some children who require additional education and support regulating their behaviours. This will take place with the Inclusion Manager and may result in:

- additional pastoral support through the Learning Mentor Team, SLT and/or teachers
- behaviour incentive programmes with a positive behaviour focus
- liaison and support work with families/carers
- external support through Childhood Mental Health Services
- elevation of support requirements/SEN status through the SENDCo
- other solution-based actions resulting in a 'Behavioural Support Plan' that is shared with parents/carers

The school recognises its legal duty under the Equality Act 2010 to prevent certain pupils from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. Therefore, Waterfield is an inclusive school, which prioritises the need for an equitable education. We recognise that some pupils may, at times, require adults in the school to make reasonable adjustments when applying our behaviour policy, in order to support individual needs. It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations.

Examples of such students might include:

- Students experiencing SEED (Social, Emotional, Economic Disadvantage)
- Students with SEND
- Looked After Children and Previously Looked After Children
- Students with English as an additional language
- Students who act as Young Carers
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students with an assigned social worker

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as an excuse for significantly inappropriate behaviour. All students are expected to adhere to the behaviour policy at all times and will be supported to do so by all adults within the school.

Where it has been identified that a child's behaviour is directly affected by their additional needs, designated staff will be responsible for creating bespoke behaviour adjustments to support these children. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Parents will always be consulted, advised of this involvement and outcomes will be shared.

Regulation Spaces

The school utilise the following spaces to enable to regulate:

- The Sensory Room which is an areas which combines a range of stimuli to help children develop and engage their senses as part of a calming strategy
- The NEST -This is room used to enable children to de-escalate and then regulate in a secure and safe place. The NEST is a space for children to reflect on their behaviour and to help them understand the consequences of this behaviour. It is staffed by a member of the Nurture Team. While they are in the NEST, children will be supported to reflect on their behaviour and consider: - Why they made the behaviour choice; the impact on them and the people around them; how they could make a better choice going forward.
- Break – Out rooms and seating areas outside classrooms to allow time and space to reregulate their behaviour.
- The school Community Garden (only if supervised by an adult).

Citizenship – Anti-Bullying

Waterfield fosters positive citizenship both physically and digitally through the School Values and this Behaviour Policy.

Waterfield School will NOT tolerate bullying and advocates a proactive, preventative approach through fostering positive friendships – kindness and respect.

Bullying is defined as: **consistent, repeated and targeted action** against an individual/group with a desired/premeditated outcome that physically hurts, intimidates, excludes or negatively impacts emotionally on the targeted party.

Through the curriculum, pastoral support and upholding our school values, Waterfield Primary teaches the children about friendship, citizenship and anti-bullying. We acknowledge the requirement of children to understand the importance of both physical and digital citizenship and recognise anti-social behaviour/bullying can occur in both.

Children are actively encouraged and taught to verbalise when they find behaviours inappropriate and should:

1: Say ‘Stop – I don’t like that/that is unkind to me’.

2: Put up their hand to gesture a stopping sign and move away from the situation. (Blocking in the digital world, followed by step 3 - reporting).

3: Find an adult to tell/discuss what has happened.

Knowing what acceptable behaviour is, as friends or from peers, and when repeated behaviour becomes bullying are all taught at school through ‘keeping yourself safe’ and ‘positive friendship’ assemblies, lessons and circle times.

When bullying is identified, this is immediately elevated to SLT. The child/group/person who has suffered the negative effects of this behaviour are supported. If appropriate, mediation and restorative justice approaches are utilised between the ‘bully’ and the ‘targeted recipient’. An assessment of school life is conducted by the Inclusion Team and teachers to alleviate fears and support re-establishing the feeling of safety for the ‘targeted recipient’. All support mechanisms are discussed with parents.

Management of bullying aligns to Category 4 (above). Children and families should be aware that, depending on the severity of harm caused/incident, it may be appropriate for the Principal to consult with the Child Protection Team and/or the Police.

Pastoral support is also offered to the ‘bully’ to establish reasons for the anti-social behaviours exhibited. Waterfield Primary will endeavour to support and re-educate the child/children concerned in order to reduce the risk of this behaviour becoming an accepted social behaviour by the ‘bully’. (Please see below: Behavioural Support).

Each incident of reported bullying is individually evaluated and will be action-planned accordingly with the involvement of the Principal and Chair of Governors (CoG) as appropriate.

At Waterfield, we believe our entire community should **SPEAK UP and **TELL SOMEONE**
if incidents of bullying have occurred.**

Positive Handling, Restrictive Interventions and Training

The Trust is committed to creating a safe, supportive and inclusive environment where pupil behaviour is managed through positive relationships, early intervention and de-escalation strategies.

Restrictive interventions, including the use of reasonable force, must only be used in exceptional circumstances, where other strategies have been exhausted or are not practicable, and where there is an immediate risk of harm.

Any use of restrictive intervention must be lawful, proportionate, necessary, reasonable and in the best interests of the child.

Legal Framework

In accordance with the Education Act 1996 and associated guidance, school staff may use reasonable force to prevent a pupil from:

- committing a criminal offence
- causing personal injury to themselves or others
- causing damage to property
- engaging in behaviour that seriously prejudices the maintenance of good order and discipline

This applies on school premises and during any school-led activity.

Definition of Positive Handling and Restrictive Interventions

Positive handling refers to a carefully considered physical intervention used to support a pupil where there is a risk of harm, with the primary intention of protection and de-escalation, not punishment.

Restrictive interventions may include:

- physical restraint
- non-physical restriction of movement
- separation or removal from a situation to reduce immediate risk

Seclusion (preventing a pupil from leaving a space alone) must only be used in line with statutory guidance and must never be used as a disciplinary sanction.

All restrictive interventions must:

- be used for the shortest possible time
- aim to restore safety and re-establish verbal control
- be carried out as an act of care and safeguarding, never as punishment

Prevention and De-escalation

Staff are expected to prioritise:

- early identification of behavioural triggers
- reasonable adjustments for pupils with SEND
- trauma-informed approaches
- clear behaviour plans and risk assessments
- verbal and non-verbal de-escalation strategies

Where pupils are known to be at increased risk of distress or dysregulation, restrictive interventions must form part of a planned, reviewed and proportionate approach.

Authorisation and Training

All members of school staff have a legal power to use reasonable force in certain circumstances. Specifically, to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use restrictive interventions must be authorised by the Principal, and appropriately trained in their safe and lawful use.

Training must be proportionate to the staff member's role and the likelihood of involvement, and must include:

- the lawful use of reasonable force
- safe physical techniques
- prevention and de-escalation strategies
- safeguarding responsibilities and post-incident support

No member of staff is expected to place themselves or others at risk.

The absence of training does not prevent staff from taking reasonable action in an emergency to prevent serious harm.

The Principal is responsible for ensuring that training needs are identified, recorded and reviewed, and that appropriate oversight arrangements are in place.

Recording, Reporting and Monitoring

Any incident involving positive handling or other restrictive intervention must be recorded on the school's safeguarding system as soon as practicable.

Records must include:

- names of pupils and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has identified special education need or disability and their SEN status code
- the time, date, location of the incident
- the approximate duration of the intervention
- an account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force and details of any physical injuries sustained.
- a brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- confirmation of when and how parents were notified and what follow-up has taken place

The DSL must be notified of all such incidents and is responsible for:

- ensuring appropriate safeguarding review
- parental notification as soon as practicable, unless this would place the child at additional risk
- identifying patterns or concerns requiring further action

A report of the incident made to parents should include the following details:

- time, date, location and approximate duration of the intervention
- an account of why the intervention was assessed as necessary in that instance
- an account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Schools should ensure that parents are notified verbally and this the above communication is followed-up in writing using the Trust's Positive Handling Incident Report Form. Parents should be invited to have a follow-up discussion about the incident where appropriate.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Incidents are tracked, monitored and reviewed by senior leaders to inform training, policy development and safeguarding assurance.

Post-Incident Support

Following any restrictive intervention:

- the pupil must be supported to regulate and reflect
- staff involved must be offered appropriate support and supervision
- behaviour plans and risk assessments must be reviewed where necessary

Further Guidance

This policy has regard to Department for Education guidance: [Use of reasonable force and other restrictive interventions guidance](#) (Statutory guidance effective from 1 April 2026)

Searching, Confiscation and Banned items

If school staff have reason to believe or suspect a pupil has a banned item (see list below) in their possession – SLT will follow the latest DfE guidance on searching and confiscation (latest guidance on searching, screening and confiscation) to ensure the safety of everyone in school. Any banned items found in pupils' possession will be confiscated. These items will not be returned to pupils. Banned items may include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes and related items
- Tobacco
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will only be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile Phones - children are not allowed to use mobile phones or any other digital smart communication device once on school premises. Yr5 and Yr6 pupils are permitted to bring a mobile phone to school if they walk home alone. These are kept securely in locked safes in the Year 5 and Year 6 break out rooms throughout the school day. Any child in possession of a phone that hasn't been handed in – will have it confiscated.

Exclusion

Internal Exclusion (IE) may be used to assist in keeping children safe from harm and to allow children to focus on their learning. Such measure will only be used after other avenues of support have been explored. This course of action will be directed by the Principal and communicated to the parents/carers. This action is time limited and involves work with the Inclusion Team to facilitate a personalised 'Behavioural Support Plan' and/or 'At Risk of Exclusion' plan.

Waterfield will only use Fixed Term (FTE) or Permanent Exclusions (PE) as a last resort. Avenues of 'Support' will have been explored and the decision for FTE will be taken and approved by the Principal (who will inform Chair of Governors through informal conversation).

Prior to FTE and PE, ideally children will have had an 'At Risk of Exclusion' plan put into place where all parties involved in the pastoral care of the child know that unless the support on offer is successfully engaged with, actions may result in a FTE or PE.

For extreme behaviours, the Principal reserves the right to immediately exclude a pupil on a fixed term basis so that a 'Risk of Permanent Exclusion' plan can be put into place.

Parents have a right to appeal the decision of exclusion to the Governing Body, although ideally should have been working in partnership with the school before this point is reached.

For further information please refer to the TCT Suspension and Exclusion policy

Behaviour Outside the School Premises

At Waterfield Primary, we believe our School Community Agreement extends beyond the classroom and school premises. As a member of the Waterfield community, we expect the children to behave with kindness and respect even outside school. As per Section 89(5) of the Education and Inspections Act 2006, the Headteacher/Principal may support the regulation of children's behaviour to 'such extent that is reasonable'.

Monitoring

Behaviour is diligently and carefully monitored at Waterfield, so that we can best support the children in our care. All occurrences of Stage 3 (and above) behaviour (see behaviour ladder) are recorded on CPOMS. This allows patterns and trends to be identified and analysed. Consequently, further support strategies can be implemented.

The Behaviour Policy will be regularly reviewed in line with behaviour and contextual data.

Roles and Responsibilities

The Local Governing Body (LGB)

- The LGB is responsible for monitoring the effectiveness of the schools Behaviour Policy and for holding the Principal to account for its implementation.

The Principal

The Principal is responsible for:

- Reviewing this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied appropriately

Designated Staff

Designated staff are responsible for:

- Ensuring that certain children are not at a disadvantage due to their identified needs (such as SEND)
- Making suitable adjustments to implementation of this Behaviour Policy
- Sharing these adjustments with all relevant parties

All Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- consistently modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately and in a timely manner
- Ensuring all Stage 3 behaviour (and above) is recorded on CPOMS and that their phase leader is informed
- Recording all serious incidents on CPOMS
- Providing a challenging, interesting and relevant curriculum
- Treating all children fairly and with respect

Parents

Parents are expected to:

- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may impact their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be aware of, support and uphold the school rules and expectations
- Maintain effective communication with the school regarding behaviour

Pupil Responsibilities

Pupils are expected to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect and kindness
- Take good care of property and the environment around the school
- Follow instructions of school staff
- Speak out if they are worried or concerned about any kind of abusive behaviour they have experienced or witnessed, inside and outside of school, including peer-on-peer

This policy has been outlined to ensure that Waterfield Primary School is a happy, safe and inclusive institute of learning where everyone can 'Aim High and Achieve their best'.

Appendices 1

Name	
Date	
Class	



Behaviour Reflection Sheet 2

What happened?	<hr/> <hr/> <hr/>
What did I do?	<hr/> <hr/> <hr/>
What did other people do?	<hr/> <hr/> <hr/>
How did I feel?	<hr/> <hr/> <hr/>

**What could I
have done
differently?**

**What did
I achieve?**

**What could have
gone better?**

**What have
I learnt?**

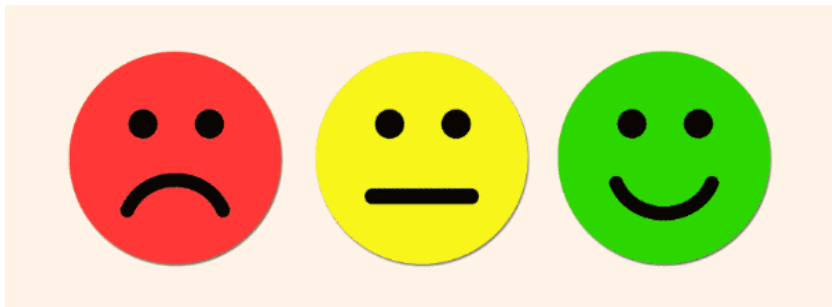
Name	
Date	
Class	



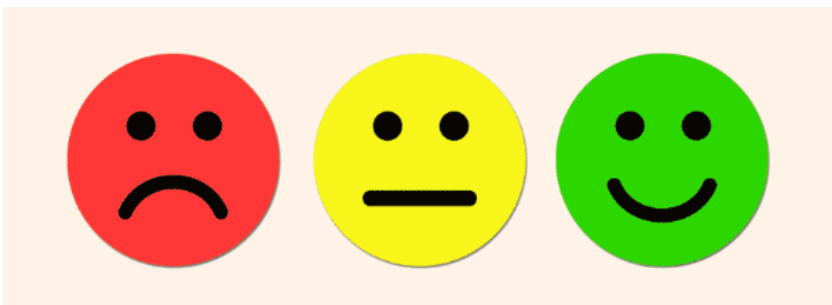
Behaviour Reflection Sheet 1

What happened?

How did you feel?



How would you like to feel?



What should you do now?
