

# Greenwood Academy



## Promoting Positive Relationships Policy



## Aspirational Statement

Pupils at Greenwood Academy will receive high quality feedback to support them to become effective learners. Pupils will fully engage and take responsibility for their own learning. They will feel confident to challenge themselves and be determined to achieve success and develop key skills. Teachers will facilitate learning conversations and actively participate in moderation activities which develop professional practice to enhance pupil outcomes. Progress will be tracked within classes, departments and across the school to ensure timely interventions if required. We will work in partnership with health professionals and other partners to ensure pupils receive support and are motivated to learn.

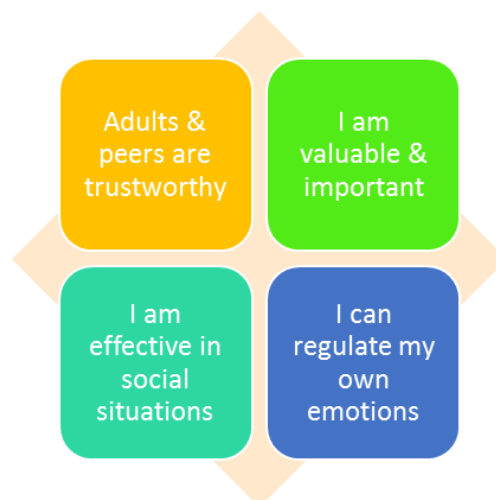
## Promoting Positive Relationships – Rationale

There is an expectation that pupils take responsibility for their own behaviour but as professionals we are the most effective role models for shaping relationships in our school. Our experience and life skills can have a very positive influence on pupils and can empower them to behave in socially acceptable ways. Reinforcement of positive social values combined with the setting of clear boundaries for behaviour will have played a huge role in the development of this policy.

The effectiveness of any agreed procedures depends very much on them being applied by all staff at every level. Regular discussion at Faculty meetings, Faculty Leaders' meetings, Senior Leadership Team meetings and joint forums is crucial to ensure evaluation and review.

It is important that there is a high degree of trust and understanding of respective positions and that we all work on the assumption that everyone is doing their best to deal appropriately with situations as they arise. Communication is absolutely vital across all levels. This must be open, honest, non-judgemental and carried out with the young person's wellbeing and development at the core. We must strive to ensure that staff relationships remain professional, collaborative and cordial and that all parties aim to engage in solution-focused practice.

Our key aspirations for our children and young people are outlined below.

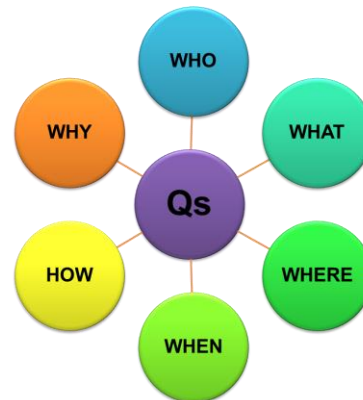


## Key Assumptions

Where a child or young person is experiencing difficulties we do not give up on them. They are a member of our community and they need our ongoing support. Our view is always child centred and governed by the question – is this decision or approach in the best interest of the child?

Most social behaviour is learned and therefore staff have to model behaviours and actions at all times. Staff have to support reflective behaviours through restorative conversations in order to promote self-regulation.

What happened?  
What were you thinking?  
How did you feel?  
Who else has been effected?  
What do you need / need to do now?



## Positive relationships and connection to learning is promoted through our culture and ethos:

- ✓ Young people are proud of their learning, their progress, attainment and achievements.
- ✓ Pupil achievement is displayed in classrooms, public areas and within the wider community.
- ✓ Achievement both within and out with school is recognised, valued and celebrated.
- ✓ Staff are committed to creating a positive and purposeful climate characterised by mutual respect and trust.
- ✓ Interaction between all members of the school community are positive and focus on the needs of children and young people.
- ✓ All staff, learners and parents have high expectations. These standards are clear, unambiguous and shared by all.
- ✓ Children and young people demonstrate self-discipline in their interactions with staff and with each other and respectful of each other.
- ✓ Positive behaviour approaches are applied consistently.
- ✓ Staff understand factors which affect the motivation of young people and take action to improve and encourage an enthusiasm for learning and positive behaviour.

## Meeting Pupil Needs

Class Teachers should be aware of the information provided by the Pupil Support Faculty and demonstrate how they are using it to meet the needs of pupils in their class. Where there are clear Additional Support Needs, including those which impact pupils' behaviour (e.g. ADHD, Autistic Spectrum Disorder, Adverse Childhood Experiences) there is a responsibility on all staff to take this into account and to be mindful that parents and the range of professionals in Health and Social Care who may be supporting these children will have a view of how individual youngsters' needs are being addressed in school.



## **Core Standards for Positive School Ethos and Effective Learning**

### **Before a lesson/lesson changeover**

- Teachers should stand at the entrance to their teaching area to meet and greet their pupils.
- Mobile phones and similar media devices should be on silent and out of sight unless directed by the class teacher.
- Headphones are to be removed completely from any item of uniform.
- Pupils are to be seated according to the seating plan, or under the direction of classroom staff in practical subjects.
- Pupils should not wear outdoor clothing inside the classroom at any time.

### **Beginning/during a lesson**

- Pupils should line up quietly outside the classroom in single file.
- A class register should always be taken within 5 minutes of the start of the lesson.
- There should be established routines for learning resources (pencils, pens and other equipment etc.)
- Pupils should engage fully in the learning activities and not cause interruption to the learning of themselves and others.
- Mobile phones and similar media devices should be on silent and out of sight unless directed by the class teacher.
- Pupils arriving late to a lesson without a note are to be spoken to at an appropriate time to ascertain the reason. This must be marked on SEEMIS.
- Pupils should not eat or chew in lessons.
- Only still, unflavoured water may be consumed during a lesson, where health and safety conditions dictate this is appropriate.
- Reasons for leaving the classroom during learning time should be minimised. Pupils should always be given a permission slip.
- Pupils should not wear outdoor clothing inside the classroom at any time.

### **At the end of a lesson/lesson changeover**

- Lesson activities should be completed with enough time to ensure pupils are ready to leave the teaching space on the bell.
- Pupils should end the lesson behind their seats, waiting to be dismissed.
- Dismissal should be prompt, but not before the bell (unless department protocol dictates otherwise), with pupils leaving the classroom in an orderly fashion under staff direction.
- Classrooms should be left in a clean and tidy state at the end of each lesson.

## Greenwood Academy Staff Roles & Responsibilities

“The restorative approach is a philosophy, not a model and ought to guide the way we act in our dealings with others.”

*B. Hopkins*

### Staff can promote positive behaviour through:

- ✓ A positive start to the lesson – Classrooms should be well organised with clear routines for the management of pupils and resources that encourage consistency of experience for pupils. Expectations will include:

- ❖ Meeting pupils at the door of the classroom as they arrive. This also maintains a significant staff presence in corridors during period changes.
- ❖ Settling pupils during the process of registering at the beginning of the period
- ❖ Monitoring very carefully the number of pupils who leave the classroom during the period and sticking rigorously to the use of notes, passes, etc.
- ❖ Dismissing pupils from class at the end of the period from where they are seated and only after the bell has gone

- ✓ Verbal praise and regular encouragement
- ✓ Humour and positive relationships
- ✓ Re-direction and distraction
- ✓ One-to-one support (Class Teacher, Classroom Assistant or peer)
- ✓ Positive feedback
- ✓ The use of class/departmental rewards and strategies
- ✓ Consistent use of the school Merit system
- ✓ Promoting ‘fresh starts’ to foster positive relationships
- ✓ Consistent application of this Policy

Readiness to learn, and ongoing positive relationships and behaviour, depend upon social and emotional wellbeing. Health and wellbeing across learning is a responsibility for all.



Early intervention and the provision of support represent a long-term investment in promoting positive behaviour and creating successful learners, confident individuals, responsible citizens, and effective contributors.

## Class Teacher Role & Responsibilities

If a pupil is disengaged and is having an impact on other pupils' learning, the Class Teacher should follow the 3 steps below.

ASK	TELL	CONSEQUENCE
<p><b>ASK</b> the pupil to correct their behaviour outlining the expectations (Core Standards).</p> <p>Highlight that you are <b>ASKING</b> then to engage in learning.</p>	<p><b>TELL</b> the pupil to correct their behaviour outlining the expectations (Core Standards).</p> <p>Highlight that there will be a consequence to their actions.</p>	<p>Select an appropriate <b>CONSEQUENCE</b> from the list below. Staff may choose to give a demerit at this point.</p> <p><i>*This is <u>not</u> an ordered list.</i></p> <p>If persistent non-engagement in learning then a referral may be submitted. See referral advice on p7.</p>

### Time Out

Pupils may be asked to step outside the classroom to calm down. A one-to-one conversation provides an opportunity for the pupil to share if something is wrong. This should be followed up with a restorative conversation referring to the Core Standards (maximum of 5 minutes outside the learning space).

### Move the Pupil to a Different Seat

A move may not be possible in every classroom and staff may choose to plan in advance an arrangement with another teacher.

### Detention

Pupils may be given interval or lunchtime detention. During this time pupils must complete classwork or a reflective exercise.

(Interval detention – up to 10 minutes, lunchtime detention – up to 15 minutes)

### Reflective Exercise

Pupils may be asked to complete a reflective exercise on their own or as part of a restorative conversation focusing on the interruption to learning. The exercise must be signed by the parent/ carer if it is completed at home. This can form the basis of a restorative conversation at a later time.

### Move of Classroom (temporary) and Restorative Conversation

Pupils must be given work to complete. If a young person refuses to move between classes, the Class Teacher must seek support from another Class Teacher or Faculty Head.

### Demerit

Pupils may be given a Demerit. **The reason for the demerit must be explained to the pupil.**

### Phone Home

Classroom Teachers may contact parents directly over concerns or for information, particularly when discussions would involve subject specific content.

(Teachers may wish to liaise with Guidance Teacher to ensure contacting home is appropriate)

### Restorative Conversation

Low level disruption should be dealt with by the Class Teacher using the CONSEQUENCES detailed above. After any **CONSEQUENCE** the class teacher should engage in a restorative conversation and relationships should be restored quickly so things can move forward.

## Referral

If pupil behaviour does not improve or if it becomes a repeated pattern, staff can seek support from their Faculty Head or another member of staff. Class Teachers can seek support from the Senior Leadership Team if immediate support is required.

Referrals should include only the following information:

**Description:**

Details of the incident

**Actions:**

Actions taken by the Class Teacher/Faculty Leader/Senior Leader

Emotional language, personal opinions on the character of pupils and demands for particular actions at the next stage should be avoided as this can complicate matters when, for example, parents view referrals. If members of staff have an opinion on the situation this should be discussed with the appropriate Faculty Head/Senior Leader rather than recorded on the referral.

No other pupils should be named on referrals and whole class or group referrals should not be made under any circumstances.

Referrals should not be routinely passed backwards and forwards as a vehicle for discussion.

Any referrals containing errors will be expunged and the staff member will be asked to resubmit.



## Faculty Head Role & Responsibilities

### Faculty Heads can encourage positive relationships by:

- ✓ Continually re-enforcing Faculty ethos and school vision
- ✓ Being visible across the department – including informal drop ins to support staff
- ✓ Offering advice and support to individual staff
- ✓ Praising pupils – specific focus on individual pupils
- ✓ Providing opportunities for pupils to give feedback regarding learning & engagement
- ✓ Working in partnership with Pupil Support, Guidance and the Senior Leadership Team
- ✓ Working closely with Pupil Support Faculty Head and Classroom Assistants to ensure additional support is effective
- ✓ Discussing inclusion and meeting pupil needs as a standing item at the Faculty meeting
- ✓ Discussing particular pupils at Faculty Head meetings

**If there is no improvement in pupil engagement and a pattern is forming, the Faculty Head may seek the support of the Senior Leadership Team.**

ASK	TELL	CONSEQUENCE
ASK the pupil why their behaviour has impacted on their learning and that of others.	TELL the pupil about expectations across the Faculty and school.  *Refer to Core Standards.	Select an appropriate <b>CONSEQUENCE</b> from the list below.  <i>*This is <u>not</u> an ordered list</i>  Add the <b>CONSEQUENCE</b> to the referral.

**Faculty Heads should use the following CONSEQUENCES.** *\*This is not an ordered list.*

#### **Removed from the class**

Pupil may be asked to work with the Faculty Head for the remainder of the lesson or for an arranged period of time.

Forward Planning – in order to reduce disruption to learning, there should be an agreed plan in place for pupils who are likely to struggle to engage in learning. This may include the pupil working in another classroom within the Faculty if the Faculty Leader is not available. This plan should be shared with SLT on TEAMS.

#### **Detention**

Faculty Head can issue an interval, lunchtime or after school detention where the pupil will complete subject specific work or a reflective exercise.

(Interval detention - up to 10 minutes, lunchtime detention - up to 20 minutes, after school – up to 1 hour)

#### **Reflective Exercise**

Faculty Head can issue a reflective exercise to be completed. The exercise must be signed by the Parent/ Carer if the pupil is asked to complete it at home.

#### **Departmental Behaviour Monitoring Card**

Pupils may be placed on a behaviour monitoring card.

At the end of the period the class teacher will sign and comment on the behaviour of the pupil.



### Text

Faculty Head can contact parents to seek support in working with the pupil to improve their behaviour in class.

(Faculty Heads may wish to liaise with Guidance Teacher to ensure contacting home is appropriate)

### Phone Call

Faculty Head can contact parents to seek support in working with the pupil to improve their behaviour in class.

(Faculty Heads may wish to liaise with Guidance Teacher to ensure contacting home is appropriate)

### Restorative Conversation

After any **CONSEQUENCE** the Faculty Head will facilitate a restorative conversation between the Classroom Teacher and the pupil at a convenient time. This should mean that relationships are restored quickly for learning to continue.

**Information about CONSEQUENCE must be added to the Class Teacher SEEMIS referral.**

### Referral to Senior Leadership

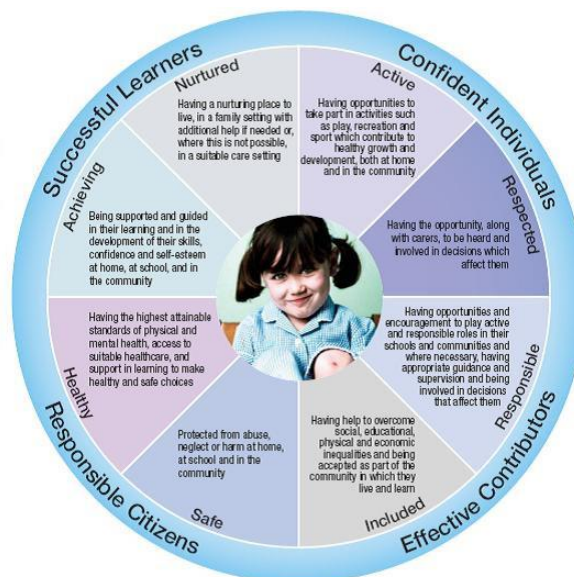
If the incident is deemed to be very serious then the Faculty Head can seek support from any member of the Senior Leadership Team without moving through the **CONSEQUENCE** stages.

### This must be followed up by a SEEMIS referral.

Faculty Leaders may choose to complete referrals without involvement of Senior Leaders if they feel that the situation is resolved. These should then be passed to Guidance 'for information only'. Guidance staff may then close these or send them on to Senior Leaders for information.

Faculty Leaders may choose to use a system of delegated responsibility for dealing with referrals.

**Serious incidents** such as racism, foul/abusive language, sexualised language, violence/aggression or child protection issues must be reported to the Senior Leadership Team. This may prompt situations to be dealt with under the guidance of other policies – Anti-Bullying, Child Protection or Health and Safety. Some situations may require formal investigation.



## Senior Leadership Team Role & Responsibilities

The Senior Leadership Team can encourage positive relationships by:

- ✓ Continually re-enforcing school ethos and culture
- ✓ Being visible across the school – including informal drop ins to support staff & corridors
- ✓ Speaking to pupils who are out of class during class time
- ✓ Monitoring Demerits – period 4 to identify pupils who are disengaged across several subjects
- ✓ Working in partnership with Faculty Heads and Class Teachers
- ✓ Praising pupils – specific focus on individual pupils
- ✓ Working in partnership with Pupil Support, Guidance and Partners

Each incident is reviewed individually and a number of different interventions may be adopted before finding one that is effective. This solution-oriented approach is designed to help pupils change the way they behave without being stigmatised.

ASK	TELL	CONSEQUENCE
ASK the pupil why their behaviour has impacted on their learning and that of others.	TELL the pupil about expectations across the Faculty and school.  *Refer to Core Standards.	Select an appropriate <b>CONSEQUENCE</b> from the list below.  <i>*This is <u>not</u> an ordered list</i>  Add the <b>CONSEQUENCE</b> to the referral.

### Detention

Senior Leader can issue an interval, lunchtime or after school detention where the pupil will complete subject specific work or a reflective exercise.

### Behaviour Monitoring Card (Senior Leader level)

Senior Leader can place the pupil on a Behaviour Monitoring Card. This must be monitored daily.

### Temporary Removal from Class

Senior Leaders may take the decision to remove the pupil from class for a period of time.

### Case Conference

Case Conferences may be arranged to allow all involved to express their concerns, discuss further the needs of the particular child and the supports currently in place, share good practice and be informed of the plans being considered to support the child in future.

\*For pupils whose needs are particularly demanding of staff time and resources a number of these conferences may be arranged as part of the Working Time Agreements to facilitate maximum staff engagement. In other cases attendance at these conferences will be voluntary but recommended.

### Flexible/Alternative Timetable

Senior Leaders may decide to review pupil pathways in consultation with Guidance Teachers. However, this must be implemented via a School Team Around the Child (STAC) meeting and regularly reviewed.

## Exclusion

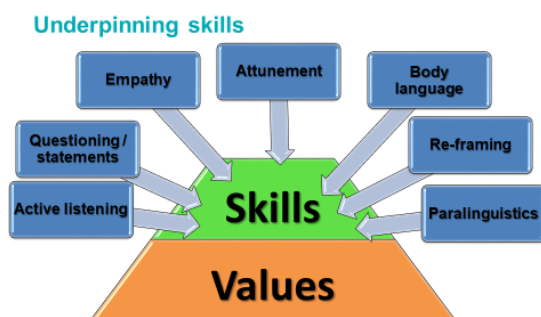
Exclusions from school are entirely at the discretion of the Head Teacher. There is also an obligation on the part of the Head Teacher to demonstrate to the Local Authority that all possible in-school options have been exhausted. Some groups of children (e.g. Care Experienced (previously 'Looked After')) require authority authorisation for exclusion.

Senior Leaders will conduct a 're-admission meeting' with parents and discuss specific behaviour targets.

## Team Around the Child Meeting

External support or provision may be sought through formal School Team Around the Child (STAC)/Extended School Team Around the Child (ESTAC) meetings. This may ultimately involve referral to the Local Authority Inclusion Group and/or the Reporter, Child and Adolescent Mental Health Services, Health and Social Care (Challenge Team, Service Access, Young Persons' Support Team, etc.)

At Greenwood Academy we work in partnership with our i.e. Campus Police Officer, Health and Social Care staff, CAMHS, School Nurse, School Counsellor to meet the needs of our pupils.



## Restorative Conversation

After any **CONSEQUENCE** the SLT member will facilitate a restorative conversation between the Faculty Leader/Classroom Teacher and the pupil at a convenient time. This should mean that relationships are restored quickly for learning to continue.

## Communication

Staff can request immediate support by contacting the Main Office or by using the Walkie Talkie (Faculty Heads with handset).

Faculty Heads work in partnership with Senior Leaders to identify and monitor areas of concern.

Senior Leaders identify and communicate times for Learning Walk Rounds.

It is important that staff receive feedback about consequences and supports being put in place. This should be communicated to staff members via email **before** the pupil returns to the class/department. Faculty Leaders and the Class Teacher will be included in the communication to ensure all staff previously involved are aware of the action taken.

## Referral from Faculty

When referrals are made to the Senior Leadership Team they will be dealt with as quickly as possible and the outcome communicated via the SEEMIS referral. Classroom teachers are encouraged to follow the outcome on the SEEMIS system and remain involved in dealing with the behaviour and, where further information is needed, seek out the Year Head involved. Comments may be included in referrals detailing action taken and then these may be saved pending the outcome of the action. This gives a record of actions to date and an indication that the matter is ongoing but being dealt with.

## Anti-Bullying

Greenwood Academy has an Anti-Bullying policy to promote positive relationships and give guidance on what to do if bullying is reported.

### Reminder - Prejudice-Based Bullying (summary)

Prejudice-Based Bullying is when bullying behaviour is motivated by prejudice, based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. For example, prejudice arising from socio-economic background or a child or young person's appearance.

### Reporting Bullying

All incidents of suspected bullying must be reported to a member of Greenwood Academy staff -

- Face to face conversation
- Email
- Guidance Box (in the Reception area of the school)
- SEEMIS Referral (staff only)



Guidance Teachers or a member of the Senior Leadership Team will fully investigate the incident and take appropriate action.



Greenwood Academy staff will work in partnership with the Campus Police Officer where appropriate.

All bullying incidents will be logged on the Seemis Bullying Log by Guidance Teachers or a member of the Senior Leadership Team.

The bullying log will be monitored for patterns and PSE courses will support and promote positive relationships, adapting where required.

## **Contract for Respectful Learning**

**All children have rights. No child should be treated unfairly on any basis (Article 2)**

- Everyone in a classroom should expect to be treated in a fair and respectful way.
- All pupils should be aware of their rights and the rights of everyone else in the classroom.
- Everyone should be aware that their behaviour can impact on the rights of others.

**Children have the right to give their opinion, and for others to listen and take it seriously (Article 12)**

- All pupils should be free to contribute their ideas.
- No-one should say or do anything that makes someone else feel bad, or insignificant.

**All children have the right to privacy (Article 16)**

- No-one should touch anyone else's property. Pupils' belongings are their own and should be respected.
- Phones must not be out in a classroom, unless permission has been granted by the class teacher.

**Children have the right to be protected from being hurt and mistreated, physically or mentally (Article 19)**

- No form of physical or verbal abuse will be tolerated in a classroom, at break or lunch.

**Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people (Article 29)**

- All pupils in a classroom should be able to contribute to their own learning, discuss their progress with others and ask questions when appropriate.

**Pupil reflective comments:**

**Parent/carers comments and signature:**

## Reflective Exercise

The United Nations Convention on the Rights of the Child states that every child should have their rights respected.

**How has my behaviour affected my own rights and learning?**

**How has my behaviour affected the rights of others and their learning?**

**How could I improve my behaviour in the future to ensure I respect the rights of myself, others in the school and learning?**

**Parent/carer comments and signature:**

## Restorative Meeting

You have been asked to attend a restorative Meeting for the following reason/s

*Tick the relevant reason/s below*

1. **Repetitive Negative Behaviour in the classroom** (not co-operating with the class teacher, disrupting other peoples' learning, using inappropriate language and having a mobile phone out when I have been asked to put it away etc.)
2. **Poor work ethic on more than one occasion** (not achieving my best.)
3. **Difficulties interacting with my peers** (bickering, falling out with, being upset with peers or upsetting your peers.)
4. **Being upset or needing an adult to talk to.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject the Restorative Meeting refers to: \_\_\_\_\_

Teacher for this class is: \_\_\_\_\_

You are now going to have a discussion around the following questions, after which, you will be asked to write down in the spaces below, some of your thoughts.

1 What has been happening?

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2 What were you thinking?

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3 How did you feel at the time?

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4 How do you feel now?

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5 Who else has been affected?

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6 What do you need to do?

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7 Do you need help from the class teacher to improve things? If so, what can the classroom teacher do?

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**Review date:** \_\_\_\_\_

**Pupil to sign:** \_\_\_\_\_ **Teacher to sign:** \_\_\_\_\_



## Thinking about my behaviour...

Name: \_\_\_\_\_ Room: \_\_\_\_\_ Date: \_\_\_\_\_

Read the question and then gauge yourself:	Not good									Great
	1	2	3	4	5	6	7	8	9	10
Do I always listen to the teacher and others?										
Do I always follow instructions the first time I am asked?										
Do my teachers have to tell me off, ask me to be quiet or do my work?										
Do I work hard during lessons and make an effort with the work I produce?										
Do the levels and praise I get reflect what I am truly capable of?										
Do I cause problems for my friends with distractions in class?										
Does my teacher have to talk to me frequently to keep me on track with school-life?										
When I go into a lesson is the teacher impressed with my motivation to learn?										
Do I feel pleased with my attitude towards school and my education?										
Do my friends look to me for support in lessons and as someone who can help them when they feel challenged?										
Do the teachers see me as someone who can be trusted to undertake key tasks for them?										
Do I treat my teacher and other pupils with respect at all times?										
Would I like to teach me?										

What happened?

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What were you thinking when this happened?

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How has this affected you and other people?

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What can you do to begin to put things right?

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What else would you like to say?

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Signed: \_\_\_\_\_

*Faculty of Social Subjects*

**Reflective Exercise**



**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **To be returned on:** \_\_\_\_\_

**Issued by:** \_\_\_\_\_

Convention of Rights for the Child

**Article 2: All children have rights. No child should be treated unfairly on any basis.**

Universal Declaration of Rights

**Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of mutual respect.**

- Everyone in a classroom should expect to be treated in a fair and respectful way
- Everyone should be aware that their behaviour can impact on the rights of others

**Which questions from the table below apply to your behaviour? Mark a cross in the box beside those, which best describe your actions.**

You have been late to class more than once?	<input type="checkbox"/>	You repeatedly interrupted the lesson by shouting out or talking when you should have been listening to your teacher and/or peers?	<input type="checkbox"/>
You made little or no effort to engage in the lesson promptly?	<input type="checkbox"/>	You threw an item across the class?	<input type="checkbox"/>
You did not follow your teacher's instructions?	<input type="checkbox"/>	Your phone was out during the lesson after being told to put it away?	<input type="checkbox"/>
You were not focused on your work?	<input type="checkbox"/>	You were carrying on with others?	<input type="checkbox"/>
You were cheeky/insolent to your teacher?	<input type="checkbox"/>	You behaved in an unsafe manner?	<input type="checkbox"/>
You continued to talk when you had been asked to listen?	<input type="checkbox"/>	You used inappropriate language?	<input type="checkbox"/>
You were aggressive or lost your temper?	<input type="checkbox"/>	You damaged school property?	<input type="checkbox"/>
You continued to eating or drinking in class, after being told to put it away?	<input type="checkbox"/>	You didn't make enough effort to achieve your very best?	<input type="checkbox"/>
You repeatedly disturbed others?	<input type="checkbox"/>	Other?	<input type="checkbox"/>

**How do you feel about what happened?**

**What do you plan to do in future lessons to help you and your peers achieve?**

**Is there anything your teacher can do to help you make good choices?**

**Parent or Carer's Signature:**

# Greenwood Academy

## Reflective Exercise



**Name:**..... **Class:**.....

**Date:**..... **To be returned:**.....

**Issued by:**

**Convention of Rights for the Child Article 2:** All children have rights. No child should be treated unfairly on any basis.

**Universal Declaration of Rights Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of mutual respect.

**Everyone in a classroom should expect to be treated in a fair and respectful way  
Everyone should be aware that their behaviour can impact on the rights of others**

### What happened?

You were late.		You threw an item across the class.	
You didn't settle down quickly and get ready to work.		You repeatedly interrupted the teacher by shouting out.	
You didn't follow instructions.		Your phone was out during the lesson.	
You repeatedly got out of your seat without permission.		You were carrying on with others.	
You were cheeky to the teacher.		You didn't make enough effort.	
You repeatedly talked when asked to listen.		You used inappropriate language.	
You lost your temper.		You damaged school property.	
You ate/drank in class.		You behaved in an unsafe manner.	
You disturbed others.		Other:	

### How do you feel about what happened?

**What do you plan to do in future lessons to help you and your classmates achieve?**

**Is there anything your teacher can do to help you make good choices?**

**Parent or Carer's Signature:**

