

SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— D U B A I —

Positive Behaviour Policy

Whole School

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INDEX

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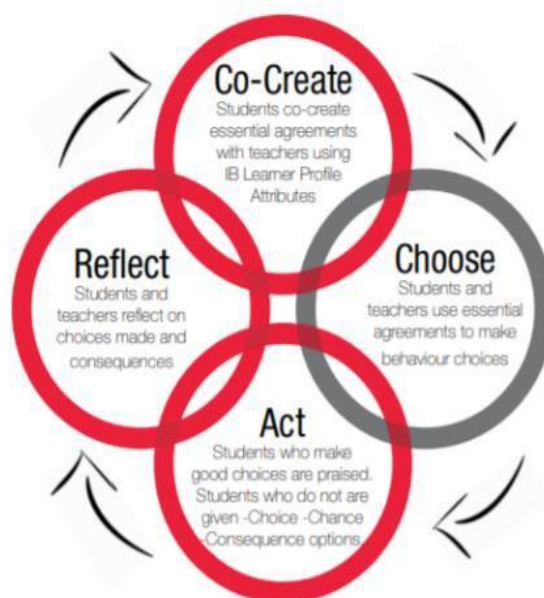
Positive Behaviour Policy

At SISD pastoral care and well-being is at the heart of everything we do, supporting our core value of togetherness. Our goal is for students to take ownership of their actions and begin to understand the link between their behaviour and its effects on others. Student attitudes to learning expectations are co-constructed with students and teachers and are in line with our core values. We believe co-constructing these agreements results in students who are intrinsically self-motivated to be positive members of our community. This policy outlines procedures related to positive behaviour management, rewards, and consequences.

PHILOSOPHY

Behaviour Agreements

SISD upholds the IB Learner Attributes and use these as our code of conduct character development foundation. We believe that a positive academic and social climate is necessary for the success of student learning. We co-create essential agreements nurturing intrinsic motivation in students which allows them to understand self-regulation and decision making. The purpose of behaviour agreements at SISD is to co-construct a positive learning environment that is safe, nurturing and allows for personal, social, physical, and academic growth.



SISD Culture for Learning

The SISD culture for learning is focused on the three R's: Responsible, Respectful and Ready.

Responsible

Be Safe

Be in the right place at the right time

Do the 'right thing'

Catch up if you have been absent

Respectful

Be polite and courteous to staff and students

Treat others with dignity, as you would like to be treated

Respect your school environment and community

Ready

Be on time

Looks smart

Be fully equipped

Have a water bottle and lunch

Have your home learning done

Be ready to learn

The Positive Behaviour policy is applied to all students on school premises and students outside school such as the school trips, overnight trips, and/or any events.

Role of the teachers:

- To create a positive learning environment with lots of praise and provide students with informed choices
- To co-construct in-class behaviour agreements with students in all lessons including subject specialist and classroom teachers at the beginning of the year and review as needed
- To communicate the class agreements to the class students, grade leaders, pastoral team, and parents through a newsletter at the beginning of the year and displayed in a learning space for easy reference
- To provide continuous reminders on essential agreements and specific positive feedback
- To be consistent, treating each student with the same respect and understanding, use positive statements and avoid using negative statements that may insult or humiliate the student
- To record and report behaviour concerns on ISAMS
- To complete incident reports for verbal or physical peer-on-peer abuse
- To share concerns with parents via a telephone call or an email. All telephone calls must be followed up with an email
- To discuss wellbeing and behaviour issues in grade level meetings; collaboratively supporting each other with strategies, methods, and success stories
- To be a positive role-model, demonstrating positive relationships with community members
- To follow the escalation procedure described in the levels below in Appendices 2 and 4

Role of the students:

- To respect the behaviour agreements co-constructed with all adults and students in school
- To maintain positive relationships with all members of the community
- To display calm, safe, and respectful behaviour in all areas of the school and in wider school activities
- To always work towards achieving their full potential and seek support from adults in school when needed

Role of the parents:

- The school works collaboratively with parents as partners to ensure there are consistent messages about behaviour expectations and related consequences
- Participate in discussions and meetings regarding their child's wellbeing and behaviour
- Have a role in implementing behaviour management strategies for their child which have been agreed and advised by school as necessary
- We expect parents to be aware of and support behaviour agreements that have been co-constructed, cooperate with the school, support their child's journey through social and emotional development
- Support the school's decision when applying consequences to deal with any specific incident/ issue
- Parents are expected to formally acknowledge disciplinary procedures involving their children. This may include visiting the school about documentation and binding agreements with signatures

Positive Reinforcement and Consequences:

At SISD, consequences are defined as results or effects that can be positive or negative. These are implemented and reinforced through the IB learner profile attributes, our Moral, Social and Cultural curriculum, Personal and Social Education and our House Point system and are co-constructed and directly related to essential agreements.

Positive Reinforcement

Positive behaviour is rewarded with a positive consequence to promote a happy and healthy learning environment for our students.

Examples of rewards can include:

- Verbal praise and positive feedback
- Celebrating excellence through class, grade, or whole-school assemblies
- Teacher email, discussion, or phone call with parent
- Meaningful additional recreational time
- House points
- Positive behaviour notes on ISAMS

House Point System

The students are distributed into four houses:

- Bern
- Geneva
- Lugano
- Zurich

- Each house has student representatives from Grade 1 to Grade 12 as well as teachers
- Children of a family are assigned to the same house to develop identity and support togetherness
- The house point system allows for accumulation of points weekly and are celebrated in weekly assembly
- The house teams work together to earn points as individuals, small groups and as a whole House under four categories- Sport, Academic, Culture and Spirit. The winning house with the most accumulated points is rewarded
- All staff members of the school community are responsible for awarding house points. The points are collected per child by the class teacher using reward charts in the classroom. The points for each house are added up and displayed publicly in the school. The winning house wins the reward for the respective period

Consequences:

Restorative Practices

At SISD we foster and enable students to engage in restorative practices. These promote inclusiveness, relationship-building and problem-solving and accountability, through methods such as:

- Reminders of essential agreements and have a conversation with the student confidentially
- Reflection: Student discusses their behaviour with the teacher (class/subject/teaching assistant/on duty). In some cases, a student will complete a reflection form which will be sent home to be signed by a parent
- Student led consequences such as orally or writing an apology letter, project-based work which requires student to reflect on social skills
- Student co create their plan of action which might include community service, supporting adults/children around the school
- Teachers use their grade level meetings to discuss strategies to support students with behaviour concerns

Pastoral Support Plan and Monitoring Plan

The aim of a Pastoral Support Plan is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP is aimed as a supporting mechanism for the students, and the following will be/could be considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- behaviour monitoring chart
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- discuss difficulties with student
- discuss difficulties with parents
- consult colleagues in department, key stage, pastoral team and/or SENCO
- regarding special educational needs
- additional staff training
- referral to and liaison with SLT and any other Outside Agencies
- withdrawal from lessons

- flexible curriculum and/or individualized timetable
- use of IT
- risk assessment
- allocation of a key worker / mentor
- internal exclusion
- restorative approaches work

Monitoring Plan:

A monitoring period is implemented in which a student's behaviour is regularly reviewed by his or her homeroom teacher, in the first instance. If necessary, this monitoring will escalate to the Grade Coordinator, then to the Deputy Head Pastoral Care, and thereafter to the Head of Section.

Monitoring is designed to serve as a support mechanism for students who have come to require a formal system by which they can reflect upon their behaviour with the goal of personal development. Students under monitoring will discuss and agree upon goals to work toward and will receive regular feedback on their progress. While monitoring is part of the behaviour plan, it is important to note that it is a support mechanism and not a punitive measure.

Three academic notices in a month will trigger a review of the student's academic standing by Grade Coordinators. Should it be deemed necessary, this may result in the student being placed on Academic Monitoring.

Vaping and smoking

SISD is a smoke-free campus. Students are strictly forbidden from possessing, consuming, or distributing any vaping or smoking materials on campus. If a student does not comply with this expectation, they will receive a Verbal Reprimand in the first instance (for possessing or consuming) or a written reprimand (distributing). Subsequent breaches would be handled as per the defined escalation ladder under "Major Disciplinary Measures".

In addition to students being referred to the behaviour protocol, incidents of vaping and smoking will be treated as potential threats to students' well-being. Students will be counselled about the ill effects of such activities and given support in their efforts to cease. Students may also be asked to conduct research and make a presentation on vaping, smoking, tobacco, nicotine etc.

Steps in Investigation of Incidents

- Once an incident is reported, a person in charge (PIC) is allocated to the incident.
- The students involved in the incident must be separated immediately to allow a risk assessment of the situation.
- The PIC must complete an incident report form (appendix 9). The students involved must record their versions of events and this is documented in the case file on Teams PY.
- Students must complete an incident report form (appendix 9). This can be scripted by a staff member where support is required but signed and dated by the student SY.

- Parents of the students involved must be notified of the details of the incident before the end of the school day.
- If there are other students and/or staff who witnessed the incident, they complete the incident report form to ensure multiple perspectives of the incident (appendix 9).
- If CCTV footage is used in the investigation, the staff member who observes the footage must complete an incident report form (appendix 9).
- All incident report forms must be stored securely in the section specific SharePoint under the correct filing code.
- Once the investigation is complete, the PIC must collaborate with the Deputy Head pastoral and apply the Positive Behaviour policy.
- Parents should be updated by a phone call off the outcome of the investigation and action to be taken by the school.
- Students are updated in person of the outcome of the incident and the action to be taken by the school.
- The outcome of the investigation is be logged on Isams and the PIC will communicate the outcome to the homeroom teacher, GC and DH Pastoral via email.

Appendix 1 - Positive Behaviour Incentives Matrix (EY and PY)

Award	Description	Awarded By	Frequency
House Points	Awarded for positive behaviour *Pre-K to use marbles in a jar.	All staff	Daily
Student of the Week	Awarded based on the learner Profile attributes	Homeroom Teachers	Weekly
Excellence Award	Grade Leader's award for students who display all Learner Profile attributes.	GC	Bi-termly
BEST Award	Awarded for acts that embrace the core values of SISD	GC	Termly
BEST Time	BEST Time is given to all classes for 15 mins weekly. Students can earn additional BEST Time minutes for their class by collecting marbles for successful transitions	Teacher	Weekly

Pastoral Merit	Awarded because of outstanding effort as a Global Citizen, contributions to service learning or community initiatives	Deputy Head of Primary (Pastoral)	Units/Special Events
Head of Section Award	Awarded because of outstanding effort over the term	GC/AH/DH	Termly
Principle Award	Awarded because of exceptional academic or pastoral commitment	Leadership	Units/Special Events

Appendix 2- Behaviour Intervention Matrix (BIM) EY and PY

The Rule of 3:

The rule of 3 is applied to each level of the behaviour policy for repeated cases and escalation purposes

- 3 intervention points = alternative break arrangements and behaviour monitoring
- 3 escalated interventions= Internal reflection for a period of the day/parent meeting
- 3 Internal reflections = Warning letter/parent meeting
- 3 warning letters = disciplinary panel meeting to discuss external suspension, expulsion change of school or re-enrolment denial

Possible Interventions	Nature of Behaviour	Reporting and Communication Expectations
Teacher Intervention Strategies Reflective Conversation: <ul style="list-style-type: none"> • Focused on agreements to improve behaviours • Co-construct a reset of agreements for behaviour and restorative next steps via reflection form • A restorative and caring approach to the conversation 	<ul style="list-style-type: none"> • Disruption in class and difficulty following essential agreements • Arguing with a peer (Low level) • Mistreating equipment • Screaming or running in the corridors • Resistance to following instructions • Uniform violation • Littering • Unauthorized use of elevators/fire escape/restricted areas • Other Low-level behaviours 	<ul style="list-style-type: none"> • Teacher responsible for the student at the time • Intervention logged on Isams • Inform class teacher/GC • Students of concern, demonstrating low level behaviour concerns, are discussed in Grade level meetings and added to Grade level minutes, including actions next steps and follow up • Note to parents on Toddle

<ul style="list-style-type: none"> Review of Essential Agreements <p>Next Steps:</p> <ul style="list-style-type: none"> Verbal apology Written apology Calm down cards/corners Supervised break away from the class with one teacher Class or group re set – carpet time 		
<p>Escalated Teacher intervention strategies supported by Leadership</p> <ul style="list-style-type: none"> Repeated Teacher intervention strategies Alternative lunchtime reflection including Community Service Move to another seat/space in the class but never sent outside alone Play shift – revision of team games 	<ul style="list-style-type: none"> Disrespectful behaviour Inappropriate conduct during break/transition time Inappropriate use of language, using abusive language, derogatory or racist remarks Inappropriate use of technology, equipment, or materials Low level behaviours which exceed the rule of three 	<ul style="list-style-type: none"> Intervention logged on Isams with a note of the nature of the behaviour Parent phone call and follow up email via Isams by AH All minutes of meetings and phone calls are logged on Isams Incident Report filed and CPOMS log if Peer on peer abuse Deputy Head informed for monitoring
<p>Assistant Head and/or Deputy Head Involvement</p> <ul style="list-style-type: none"> Lunch time reflection Behaviour contract Loss of personal time to complete tasks 	<ul style="list-style-type: none"> Escalation from subject teacher Direct defiance to staff request Inappropriate use of language towards staff Using abusive or racist language Derogatory comments or gestures Inappropriate 	<ul style="list-style-type: none"> Intervention logged on Isams with a note of the nature of the behaviour. Parent phonecall and follow up meeting All minutes of meetings and phone calls are be logged on Isams Incident Report filed and CPOMS log if Peer on peer abuse Flagged on MS Teams incident

<ul style="list-style-type: none"> • Conflict resolution and mediation • School community service • Internal reflection days 	<ul style="list-style-type: none"> • use of language towards staff • Damaging school property via carelessness • Low level violence, not resulting in injury • Threatening or intimidating behaviour 	<ul style="list-style-type: none"> • reports group • Student care and support audit carried out on PULSE Pastoral and Academic data • Round Table with all teaching and support staff • Reported to Head of Primary
<p>Deputy Head Pastoral and Head of Primary Involvement</p> <ul style="list-style-type: none"> • Student monitoring card • School community service • Internal reflection days • External Suspension 	<ul style="list-style-type: none"> • Repeated or serious misbehaviours • Unsafe behaviour • Bullying • Fighting – deliberate physical or verbal abuse • Theft • Moderate violence, resulting in minor injury • Vandalism of personal items belonging to others • Vandalism of school environment and/or its contents • Repeated or extended verbal abuse of another students or member of staff 	<ul style="list-style-type: none"> • Escalation from the Assistant Head • Warning/ Reflection with AH • A signed agreement/document or email confirmation is required from the parents to be recorded on the student's file/ISAMS • Student action plan review PULSE ,Pastoral and Academic data • Parent meeting • Warning letter • Students subject to physical harm sent to clinic • Risk Assessment
<p>Head of Primary, Principal and KHDA Involvement</p> <ul style="list-style-type: none"> • Third KHDA re-enrollment warning letter 	<ul style="list-style-type: none"> • A permanent exclusion will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt 	<ul style="list-style-type: none"> • Intervention logged on Isams with a note of the nature of the behaviour • Parent meeting • Monitoring card and/or KHDA letter uploaded to Isams. • All minutes of

	<p>to modify their behaviour despite being given opportunities to do so.</p> <ul style="list-style-type: none"> If the behaviour aligns itself with an external exclusion or above, the KHDA will need to be involved in the sanction. 	<p>meetings and phone calls are be logged on Isams.</p> <ul style="list-style-type: none"> Communication by DH Pastoral, to Head of Primary and Principal.
<p>A permanent exclusion is applied by the Principal or Head of Section when approved by the Governing Body and the KHDA. Parents retain the right to appeal to the Governing Body and the KHDA against a decision of a permanent exclusion.</p>		

Appendix 3- Behaviour Intervention Matrix (BIM) SY

Award	Description	Awarded By	House Value	Points
House Points	Awarded for positive behaviour	All staff	1	
3 R's: Respect, Responsible and Ready	Award for students demonstrating the culture of learning values	All staff	2	
Excellence Note	An Excellence Note is awarded by teachers for an individual instance of excellence which is not recognized through a formal grade	All staff	3	
BEST Award	Awarded for acts that embrace the core values of SISD	Grade & Subject Coordinators, SLT	5	
Academic Merit	Awarded because of outstanding academic effort which goes well above and beyond that of which would merit an excellence note. Examples of such effort might include achieving high marks across criteria in a range of subjects, contributions to Interdisciplinary units or service learning or other academic projects	Deputy Head of Secondary (Academics) MYP Coordinator DP Coordinator CP Coordinator	10	

Pastoral Merit	Awarded because of outstanding effort as a global citizen, contributions to service learning or community initiatives	Deputy Head of Secondary (Pastoral)	10
Commendation	Awarded because of exceptional academic or pastoral commitment over a range of various areas	Head of Secondary	20

Appendix 4 - Behaviour Intervention Matrix (BIM) Secondary

The Rule of 3:

The rule of 3 will be applied to each level of the behaviour policy for repeated cases and escalation purposes.

- 3 intervention points in a week = after school reflection.
- 3 after school reflections in a half term = Internal reflection for a full day and a monitoring card
- 3 Internal reflections = KHDA warning letter
- 3 KHDA warning letters (with each case being issued a KHDA warning) = disciplinary panel meeting to discuss expulsion, change of school or re-enrollment denial.

** A student can enter the Rule of 3 at any stage and does not need to be escalated through the entirety of the ladder

**Reflections take priority over internal and external co-curricular commitments.

Interventions	Nature of Behaviour	Reporting and Communication Expectations
Teacher Intervention Strategies <ul style="list-style-type: none"> • Restorative conversation • A discussion with the student around the values expected at SISD and the importance of being principled and caring • Loss of personal time to complete tasks • Student to make a verbal or written apology 	<ul style="list-style-type: none"> • Chewing gum/eating/drinking in unauthorized areas • Wearing earphones • Disrupting the learning of others • Uniform violation • Incomplete class/homework • Littering • Missing lesson equipment • Non-compliance to instructions • Tardiness • Non engagement in lessons • Unauthorized use of elevators/fire escape/restricted areas 	<p>Intervention logged on Isams with a note of the nature of the behaviour.</p> <p>Communication to both the SubCo and GLC</p>
Escalated Teacher Intervention Strategies	<ul style="list-style-type: none"> • Disrespectful behaviour 	Intervention logged on Isams

<ul style="list-style-type: none"> • Lunch time reflection. • Notification to parents via email or a phone call. • After school reflection • Parent meeting • Loss of personal time to complete tasks 	<ul style="list-style-type: none"> • Inappropriate conduct during break/transition time • Inappropriate use of language, using abusive language, derogatory or racist remarks • Inappropriate use of technology, equipment, or materials • Formative assessment non submission • Summative assessment non submission 	<p>with a note of the nature of the behaviour.</p> <p>Parent email via Isams</p> <p>All minutes of meetings and phone calls are be logged on Isams</p> <p>Communication to both the SubCo and GLC</p>
<p>Subject Coordinator / Grade Learning Coordinator</p> <ul style="list-style-type: none"> • Lunch time reflection. • Notification to parents via email or a phone call. • After school reflection • Parent meeting • Loss of personal time to complete tasks • Student action plan to review PASS, Pulse, Pastoral and Academic data • Conflict resolution and mediation • Student monitoring card • School community service • Internal reflection days • Academic honesty contract 	<ul style="list-style-type: none"> • Escalation from subject teacher • Direct defiance to staff request • Inappropriate use of language towards staff • Using abusive or racist language • Derogatory comments or gestures • Leaving school without authorization • Unauthorized absence from class • Damaging school property via carelessness • Ordering external food providers such as Deliveroo / Uber Eats • Selling items such as food item on campus • Refusal to complete after school reflectio • Low level violence, not resulting in injury • Threatening or intimidating behaviour • Unauthorized sale or distribution of goods on school grounds, school transport and/or at school sanctioned events • Plagiarism/academic dishonesty 	<p>Intervention logged on Isams with a note of the nature of the behaviour.</p> <p>Parent email via Isams.</p> <p>All minutes of meetings and phone calls are logged on Isams.</p> <p>Communication to both the SubCo, GLC and DH Pastoral.</p>
<p>Grade Learning Coordinator and Deputy Head Pastoral Intervention</p> <ul style="list-style-type: none"> • Student action plan review 	<ul style="list-style-type: none"> • Escalation from the subject coordinator • Bullying 	<p>Intervention logged on Isams with a note of the</p>

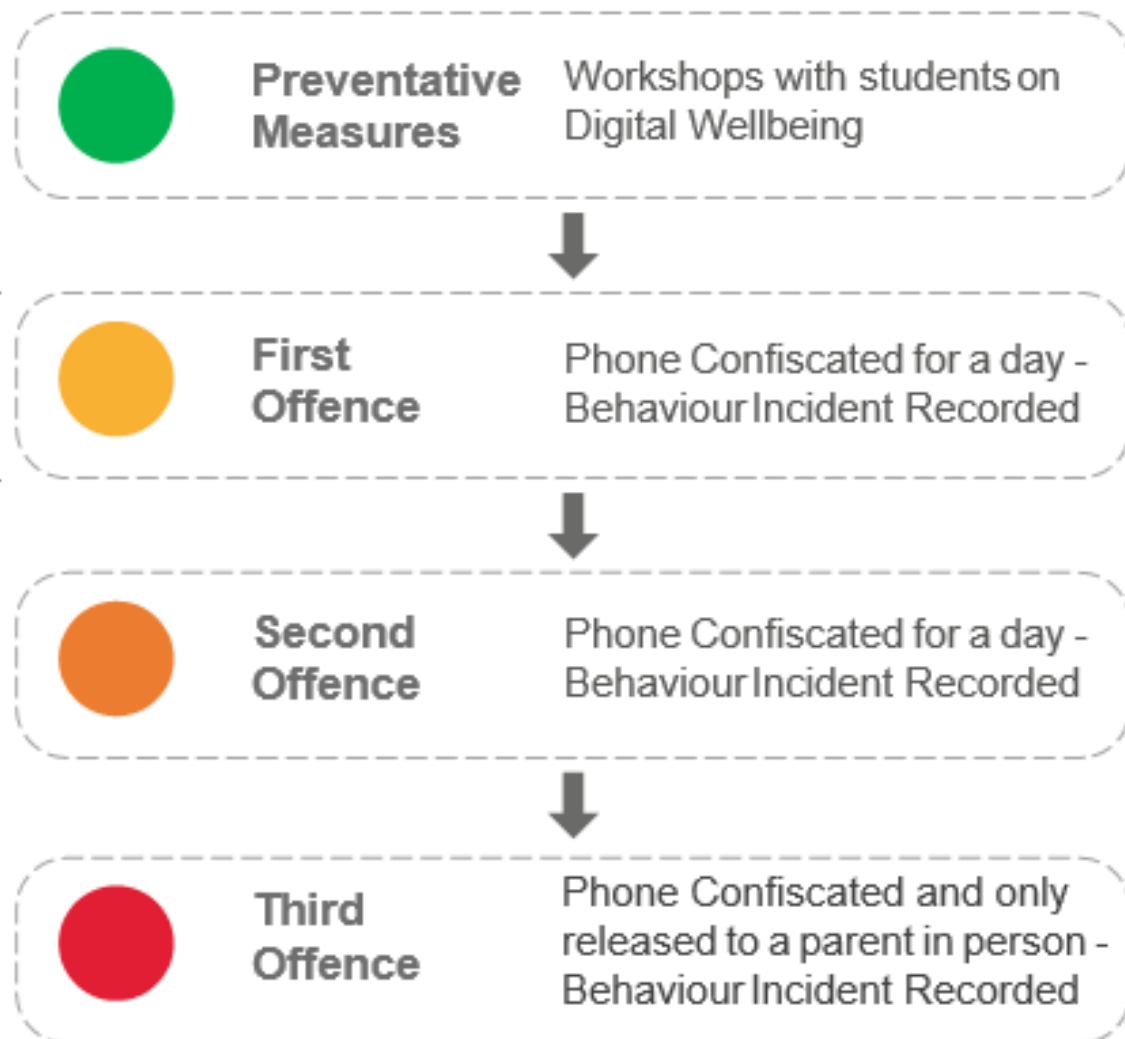
<p>PASS, Pulse, Pastoral and Academic data</p> <ul style="list-style-type: none"> • Parent meeting • Student monitoring card • School community service • Internal reflection days • First KHDA re-enrollment warning letter 	<ul style="list-style-type: none"> • Fighting • Theft • Moderate violence, resulting in minor injury • Vandalism of personal items belonging to others • Vandalism of school environment and/or its contents 	<p>nature of the behaviour.</p> <p>Parent email via Isams.</p> <p>Monitoring card and/or KHDA letter uploaded to Isams.</p> <p>All minutes of meetings and phone calls are logged on Isams.</p> <p>Communication to both the SubCo, GLC and DH Pastoral and Head of Secondary.</p>
<p>Deputy Head Pastoral and Head of Secondary Intervention</p> <ul style="list-style-type: none"> • School community service • Internal reflection days • External exclusion • Second KHDA re-enrollment warning letter 	<p>Repeated behaviours</p> <ul style="list-style-type: none"> • Actions that threaten the health, safety and/wellbeing of others • Altering/tampering with assessments/school records • Possession of weapons of any kind • Premeditated attack on another person • The possession, use, sale or distribution of tobacco, alcohol, vape, and/or drugs on school property, school transportation and/or at school sanctioned events • Violation of school guidelines that endangers the reputation of the school or other students • Refusal to attend after school reflection 	<p>Intervention logged on Isams with a note of the nature of the behaviour.</p> <p>Parent email via Isams.</p> <p>Monitoring card and/or KHDA letter uploaded to Isams.</p> <p>All minutes of meetings and phone calls are logged on Isams.</p> <p>Communication to GLC ,DH Pastoral, Head of Secondary and Principal.</p>
<p>Head of Secondary, Principal and KHDA</p>	<p>A permanent exclusion will result if a student persistently exhibits serious</p>	<p>Intervention logged on Isams with a note of the</p>

<ul style="list-style-type: none"> • Third KHDA re-enrollment warning letter 	<p>unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so</p> <p>If the behaviour aligns itself with an external exclusion or above, the KHDA will need to be involved in the sanction.</p>	<p>nature of the behaviour.</p> <p>Parent email via Isams.</p> <p>Monitoring card and/or KHDA letter uploaded to Isams.</p> <p>All minutes of meetings and phone calls are logged on Isams.</p> <p>Communication to GLC ,DH Pastoral, Head of Secondary and Principal.</p>
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A permanent exclusion is applied by the Principal or Head of Section when approved by the Governing Body and the KHDA. Parents retain the right to appeal to the Governing Body and the KHDA against a decision of a permanent exclusion.

Mobile Phone Escalation Policy

Policy: Students must switch off mobile phones and place in their bags from 7:30am to 3:30pm



Appendix 6– Reflection

Reflection

A after school or lunch reflection is scheduled:

- when a student has three interventions recorded in a week.
- when a teacher, subject coordinator or GLC deems it necessary to escalate the intervention
- when behaviour falls far short of reasonable expectations

Lunchtime reflections take place Monday through Thursday from 13:00 until 13:30. Students are required to complete a reflection form where they reflect on their behaviour. Students are not permitted to choose what they work on, and laptops are prohibited.

After school reflections take place each Monday through Thursday from 15:45 to 16:45. Parents are informed at least 24 hours in advance. An after-school reflection replaces any scheduled After-School Activity (either internal or external) and the school bears no liability for lost fees in this regard. Moreover, parents are responsible for organizing pick-up from school and communicating this to the Secondary School administration team. A failure to attend a after school reflection results in immediate internal suspension.

Appendix 7 – Behaviour Contract Template

Date: **/**/****

Notice of Written Warning

Student: Name

Grade: Grade and Homeroom

We hope this behaviour contract will enable Student Name to focus fully on his studies, fulfil his potential as a successful member of the school community and be a positive role model to others.

Commencing Date, this contract also serves as an official first written warning.

Issue: Identification of behaviour concerns

Agreement:

1. Student Targets are identified

Consequences if contract is breached:

1. The issuing of a second letter of warning which may impact the student's future enrollment at SISD after getting KHDA approval.
2. Continued internal sanctions in line with SISD positive behaviour policy.

By signing this contract, all parties agree to ensure all SISD policies is adhered to. The targets will be reviewed by the Grade Coordinator , Deputy Head Pastoral and a parent.

Student Name: _____ Signature: _____ Date: _____

Parent/Guardian Name: _____ Signature: _____
_____ Date: _____

Kind regards,

Staff Name

Staff Title

Date

Appendix 8 – Incident Report Form**Incident Report Form**

Student's Name	
Class	
Date & Time of Incident	
Location of Incident	
Other Persons Involved	

Incident Details

Name of Student Completing Report	Student Signature
Name of Staff Completing Report	Staff Signature
Date of Report	

Appendix 9 – Reflection Grade 1 & 2

Draw What happened?

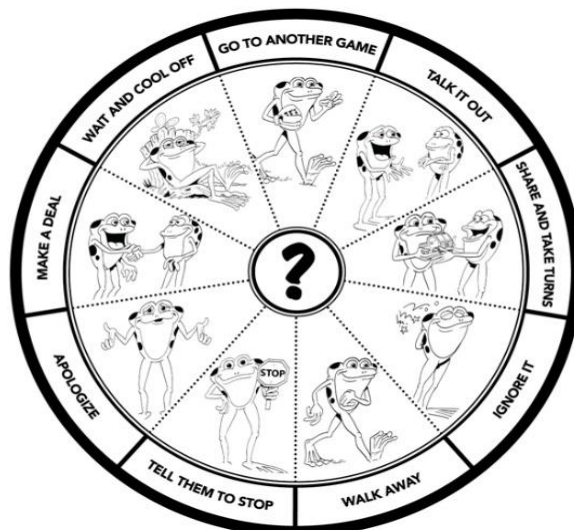
My teacher said:

1.	Write a letter of apology
2.	Tidy up an area / fix the damage caused
3.	Have a timeout and think about my actions
4.	Other:
5.	Tell my parents and discuss better options at home (Take this sheet home and show parents)

Can Kelso's Choices help me?

I have spoken to my parents about this situation. They replied:

Parent signature:



Appendix 10– Reflection Grades 3 to 5

I would like to reflect on my:

• Behaviour:
• Choices:
• Action taken:

What action can I take now? (Choose one or more-highlight)

6. Write a letter of apology
7. Tidy up an area / fix the damage caused
8. Have a timeout and think about my actions
9. Other:
10. Tell my parents and discuss better options at home (Take this sheet home and show parents)

What would I like to improve:

Can Kelso's Choices help me? What can I choose next time?

Being more **balanced**

Being more **principled**

Being more **open-minded**

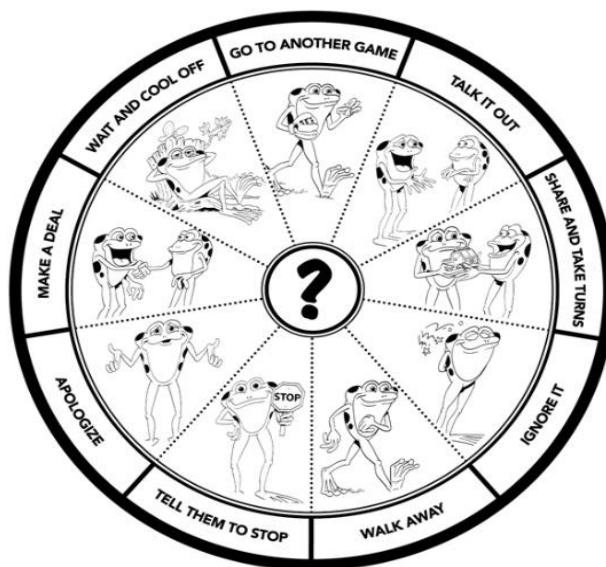
Being a better **communicator**

Being more **reflective**

Being a better **role model**

I have spoken to my parents about this situation. They replied:

Parent signature:



Linked Policies	Boarding Behaviour Policy Safeguarding and Child Protection Policy Search and Confiscation Policy Attendance Policy Missing Child Policy Boarding Search and Confiscation Policy Boarding Exeat Policy Boarding Missing Child Policy Supervision Policy Sports Teams Code of Conduct Trips Code of Conduct Acceptable Use Policy
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