



Buckstones Community Primary School

Policy for Positive Behaviour

Written and agreed by staff: Wednesday 26th. November 2025

Agreed by Governors: Tuesday 25th. November 2025

Review: September 2026

Mission Statement

- At Buckstones School, we aim to promote the development of our children academically, physically, socially, morally and spiritually, by providing a high quality of teaching and varied learning experiences within a well-ordered and stimulating environment, which supports equality of opportunity.
- We teach the National Curriculum, planning for and presenting the children with challenges that support differentiation.
- We aim to nurture individual skills and talents within an environment which values self-worth, confidence, independence, self-motivation and co-operation, and in which our children have respect for each other's differences. We aim to give the children a love of learning.

School Aims

We aim:

1. To be an inclusive school and ensure that all pupils are given equality of opportunity and treated fairly.
2. To promote and achieve high standards for all by providing teaching and learning of the highest quality.
3. To treat pupils as individuals and to differentiate teaching and learning to take account of their individual needs.
4. To provide well for pupils' physical, mental, personal, social, moral and cultural needs.
5. To provide well for pupils' care, health and safety.
6. To ensure that all pupils benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
7. To teach basic skills and core subjects well and to give great emphasis to the foundation subjects and R.E. as well.
8. To make connections between subjects and to apply basic skills across the curriculum.
9. To give responsibility to the pupils and to develop their self-confidence by contributing to the community.
10. To make parents and the wider community equal partners with the school and to involve them in the evaluation of its success.
11. To build an ethos marked by a welcoming, friendly, bright and lively happy place where learners feel secure. A school where good behaviour is expected and where pupils enjoy growing up.
12. To make their school a place of enjoyment where success is encouraged, rewarded and celebrated.

Introduction

At Buckstones we like to work alongside parents to encourage children to develop as fully as possible. We want to help children to:

- Grow socially
- Grow personally
- Grow academically

This policy is particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so. We want Buckstones to be a place where each child can learn and grow in a calm and safe atmosphere, a place where people care for each other and where we all feel good about ourselves. To make sure this happens we need to ensure we create a happy, positive, inclusive school culture in which we promote our pupils' moral development. We promote tolerance, mutual respect and forgiveness within British Values, encouraging children to make reflective choices.

This policy is about how we aim to do this.

The policy has been reviewed with the School Councillors and Year 6 House Captains to ensure we have listened to the pupil voice.

Philosophy

Buckstones Primary School is a safe environment where all can teach and learn in a happy atmosphere. All who are involved with our school show respect and consideration for others; everyone should feel safe and free from physical and emotional harm. The school property and the property of those within school is looked after. Everyone in Buckstones Primary School takes responsibility for making our school a happy place in which to work. If pupils, staff and parents feel proud of Buckstones Primary School then we are well on the way to raising the self-esteem of all involved.

How will we achieve our aims?

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in Buckstones Primary School.

Pupils

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the Golden Rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

Parents

- Parents and visitors to the school feel valued, safe and secure.
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra curricular activities.
- Parents can contribute to the wider aspect of school life through the School Governors and the Friends of Buckstones.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

Staff

- Staff identify strongly with the school, and are proud to be part of it.
- Staff will actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Staff have high expectations of pupils' achievement, attendance and behaviour.
- Staff use praise to motivate pupils and praise permeates all aspects of school life.
- Staff treat pupils and parents equally, with respect and in a fair and just manner.

Governors

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This would include:

- Ensuring that the school complies with this policy.
- Ensuring that the school's policy and its procedures and strategies are carried out and monitored.
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address the issues arising.

- Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- The Chair will reasonably consider any appeal against a decision made in relation to this policy.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Equality and Fairness

At Buckstones all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the pupil School Council.

Teaching Rights and Responsibilities

We believe that all children in the school have a right to learn and that teachers have the right to teach in a caring and secure environment where good behaviour is the norm. However, we recognise that all behaviour is learnt and appropriate behaviour cannot always be taken as given and therefore has to be taught in school. Holding children to account and applying logical consequences helps children to learn and take responsibility for their behaviour. At Buckstones Primary School responsibility is taught through the following process:

1. The school has clear expectations of appropriate behaviour which are regularly communicated to the children.
2. With the knowledge of these expectations, children have the opportunity to make good or bad choices.
3. All choices should be noticed using the rewards system to ensure that good choices become habits.
4. Support strategies are used to hold children accountable for poor behaviour. They should start with the least intrusive.
5. Negative consequences are always administered fairly, unemotionally and explained as coming as a result of the child's choice.
6. Consistency, day to day and person to person is critical to the success of this process.

Rewards and Sanctions

All classrooms and the dinner hall will display a copy of the Golden Rules and the Rewards and Sanctions. Staff actively reward good behaviour through a variety of measures.

The sanctions provide staff with a progression of procedures. Certain extreme misdemeanours will automatically by-pass the agreed progression, for example, homophobic, sexist or racist behaviour, physical aggression or bullying, and the child will be internally excluded and spend time in the head's office. Parents will be informed on these occasions. The ultimate sanction for extreme behaviour, available to all schools is Formal Exclusion. This is a legal document whereby a parent is asked to remove their child for a fixed period from school. This is of course an extreme measure and used very rarely at Buckstones. Our

Positive Behaviour and Anti-Bullying Policies provide most of Buckstones children with a structure which promotes good behaviour within our school.

Rules

Buckstones pupils follow 6 Golden rules

- be gentle
- be kind and helpful
- work hard
- look after property
- listen to people
- be honest

But we also expect children to:

- come to school every day
- wear their school uniform
- have their P.E kit in school
- move around the school building calmly and quietly
- play sensibly, safely and cooperatively outside

If a child breaks the rules we use **the language of Choices and Consequences**.

We recognise the reality that you can't make pupils do things - they choose their behaviour. A choice always brings a consequence. We reward positive choices too!

Our rewards and sanctions are consistent throughout school, so that children have continuity from class to class and have a better understanding of acceptable behaviour. We promote positive behaviour and recognise and reward helpful and cooperative behaviour, in addition to good work and achievement.

Rewards

- **Smiles, kind words or praise.**

A verbal acknowledgement of the many positives a child brings to school goes a long way. The mere fact of a teacher or member of staff noticing something that children have done well or in which they have shown improvement can be very affirming of self-esteem. In addition, we can also make positive written remarks about good work, and send a pupil to the KS Leader/Deputy/Head for praise. All staff should make a conscious effort to acknowledge positive behaviour inside and outside of the classroom.

- **Stickers, stampers, house points or certificates.**

Apart from Reception each child is allocated to a House and they earn housepoints/stampers for their house and for individual certificates. Treat at the end of the year for the winning house.

During Celebration Assembly children will be awarded with individual certificates depending on how many they have collected.

<i>Bronze</i>	<i>25 housepoints</i>
<i>Silver</i>	<i>50 housepoints</i>
<i>Gold</i>	<i>75 housepoints</i>
<i>Super Gold</i>	<i>100 housepoints</i>
<i>Platinum</i>	<i>150 housepoints</i>
<i>Diamond</i>	<i>200 housepoints</i>
<i>Headteacher's Award</i>	<i>250 housepoints</i>

- **Golden time.(Year 2-6)**

Each pupil receives some Golden time from their teacher, where a menu of activities are on offer for approximately 30 minutes. (Golden time can be lost but can be re-gained with positive behaviour.)

- **Sharing your achievement with another teacher or Miss Healey.**

Pupils can visit members of staff to share their achievements and this will be recognised with a sticker.

- **Captain's Table**

During Tuesday's assembly, winners of 'Captain's table' are announced. The Midday Supervisors will reward good behaviour by inviting one child from each class to sit with a friend at the Captain's Table during Wednesday lunchtimes. To earn a place at Captain's Table, children will have demonstrated that they are a helpful person showing a positive attitude during lunchtimes.

- **Stars of the Week**

During the Friday Assembly pupils are chosen and celebrated for each class. Their photographs appear on a display in the Hall. The pupils will be awarded with a certificate. The theme is different each week.

- **Chance to win a prize in the good behaviour raffle.**

At the end of every half term all the children who have continually followed the six rules will have their name put into a raffle draw; this will be drawn during the Friday assembly. There will be three prizes: Infant/ Lower Junior/ Upper Junior.

- **Miss Healey letter.**

Each half term a child who shows consistently good behaviour and hard work will be chosen by their teacher to receive a Miss Healey letter and book token. These children will also wear a badge on their uniform.

- **Being nominated for a trophy.**

*At the end of each year two children will be nominated for a trophy:
Infants is for most progress*

Juniors is for most contribution to school.

Sanctions in class

We have adopted a graduated response:

1. Stern look or warning and name placed on the whiteboard.
2. After 2 warnings, children will lose 5 mins of Golden Time. During this time the pupils will have the opportunity to reflect with the class teacher.
3. After 3 incidents of unacceptable behaviour (15 mins loss of Golden Time), the child will spend their lunch time or playtime in the reflection room with a member of teaching staff and will complete a 'Reflect and Repair' sheet (See Appendix 2). More serious incidents will result in the child being sent to reflect in the Reflection Room including eating their lunch in there. * If a pupil is consistently showing poor choices, they will not be chosen to represent the school in sporting and other events.
4. After being sent to the reflection room 3 times within a half term, there will be a meeting with the child's parents, class teacher and member of the SLT.
5. If there is no improvement then targeted, specialist support may be sought.
6. Stage 6 is the pupils may be at risk of exclusion and the Local Authority will be contacted.
7. Stage 7 is when there is increased risk of permanent exclusion and a suspension is issued.
8. Stage 8 is permanent exclusion.

All sanctions imposed will consider vulnerable groups and reasonable adjustments should be made to this policy when dealing with incidents involving such pupils. (See Single Equality Plan.)

(Please refer to Behaviour in Schools DFE 2022 for more detailed guidance on suspension and exclusions.)

NB in exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence where the learning or the safety of the school community has been severely compromised. Serious incidents need to be treated on an individual basis and the circumstances investigated according to policy.

Serious examples of misbehaviour will be recorded on CPOMS by the member of staff who has dealt with the incident.

We have a strict NO HURTING RULE which includes name calling. Any child who has chosen to deliberately hurt another pupil will automatically be placed into Stage 3 and complete a Reflection and Repair.

Serious Offences

In many cases of serious unacceptable behaviour there are offenders and victims, e.g. bullying, homophobic, sexist or racist behaviour. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any unacceptable behaviour is confirmed, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the offenders.

(See also the schools Anti Bullying Policy, and Single Equality Plan.)

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be escorted to and from the School premises.

We also discipline, yet try to help the offenders in the following ways:

- By talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the class) or possibly with the victim present - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem.

The most powerful sanction is the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened.

- By continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);

Removal from a classroom

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is different to a pupil being asked to step outside the classroom whilst a member of staff speaks to them and then returns together. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom for a length of time and following a serious or persistent breach.

The school will consider an alternative approach to behaviour management for any pupil who is frequently removed from class, this may include:

- Use of teaching assistants

- Pastoral support
- Short term behaviour cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on C Poms.

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Lunchtime Rewards

- Smiles, kind words or praise
- Stickers
- Extra playtime

Extra play time rules

Any child, who has been stood at the wall for 5 minutes on more than 1 occasion during a week, will miss extra play time. They will be sent inside to complete work.

Any child who has been sent inside for time out or to the reflection room that week will also miss extra play.

Points to contribute to extra play earned by class as a whole:

- *Good behaviour of individuals or a class as a whole.*
- *Being kind and helpful to others.*
- *Thinking about others.*
- *Helping staff.*
- *Looking after the school inside and outside.*

- Captain's table

Sanctions outside at playtimes and lunch times

- Stern look or warning.
- 5 minutes standing against the wall.
- Continued unacceptable behaviour or in more serious incidents, after the initial 5 minutes of time out at the wall, children will be sent inside to a member of staff. This will also result in the child's name being written in the book to miss extra play time.

- Serious incidents will result in a child spending their lunchtime in the Reflection Room.

Home Learning, Including Reading

Where a pupil has not completed their home reading or home learning then pupils will be required to complete this during their free time (Year2-6). Should the same pupil be required to complete home learning or reading in school on a regular basis then parents will be contacted, initially by their Class Teacher. This will be monitored and recorded by the Class Teacher.

Behaviour Off School Site

Children at Buckstones are expected to behave positively when 'off school site' in accordance with our Golden Rules. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school

- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Behaviour Management and Safeguarding

The class teacher (or member of staff on duty including the Lunchtime Supervisor) has the prime responsibility for behaviour management and safeguarding. This includes:

- Giving rewards and sanctions.

- Watching out for pupils who are behaving out of character.

- Looking for signs of distress and upset.

Lunch times are the immediate responsibility of the midday supervisors, however a member of the Leadership Team will be available if they are needed (normally the Headteacher, but in her absence the Deputy Headteacher or Senior Member of Staff).

Violence and Aggression

Buckstones Primary School has developed the following procedure in the event of an assault by a pupil, parent or visitor to the school:

- Remove children if possible
- Seek immediate help (ask a child to go to call Headteacher or Deputy Headteacher)
- The Head or Deputy should be accompanied by an additional adult.
- Remain calm
- Upon arrival, supporting member of staff should remove any children • In extreme cases involving pupils, the aggressor should be restrained (this must not be done alone) * see notes below on restraint Dealing with Aggressive and Abusive Adults:
 - Seek assistance immediately (from a senior member of staff)
 - Ask the aggressor if they would like to sit down to discuss the problem
 - If the situation is at risk of escalation, police should be called
 - If the aggressor leaves the premises, all doors must be locked
 - The headteacher will inform the aggressor (in writing) of the expected code of behaviour in school
 - The headteacher may forbid the aggressor from further contact with the teacher or school
 - No comment will be given to the media and the press officer will be informed In The instances of abusive behaviour from pupils or adults
 - The headteacher should be informed (if not at the scene and the Deputy Headteacher in her absence)

NB Reasonable force The Education Act 1996 enables staff to use reasonable force to restrain pupils. Examples of when the use of reasonable force would be permitted include instances where:

- A pupil attacks a member of staff or another pupil
- A pupil is causing, or at risk of causing, injury or damage by misuse of dangerous materials or objects.

Further clarity on this point:

There is a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil

- Pupils are fighting
 - A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
 - A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Examples of situations that fall into the third category are:
- A pupil persistently refuses to obey an order to leave a classroom
 - A pupil is behaving in a way that is seriously disrupting a lesson.

Data Protection

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

- a) All behaviour records are kept confidentially and securely in the Headteacher's office and are kept separate from pupil records.
- c) All behaviour records for pupils will be retained for until the pupil leaves the school and then securely disposed (documents must be shredded)

Reference should be made to each related policies for specific details on how information is managed and store in this area.

This policy

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements

Policy will be reviewed annually.

Appendix 1: Record sheet for children who have been sent to me because of their poor behaviour (copy kept on cpoms)

Name of child:		Class:		Date and Time :	
Number of times this term? Number of times this year?					
Details of the incident:					
Reported by:					
Witnesses:					
Is this a racist incident? And reported to the L.A.				Yes/No	
Is this a hate incident? And reported to the L.A.				Yes/No	
Have parents been informed?				Yes/No	
Have the victim's parents been informed?				Yes/No	
Consequence:					

Signed:




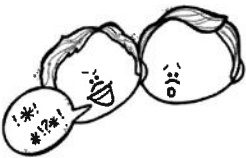




Appendix 2 : Reflection and Repair Sheet

Reflection Sheet

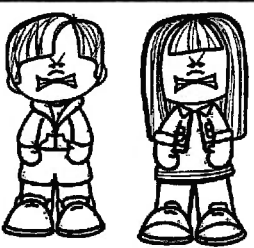


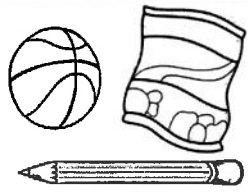
Name: _____

Date: _____




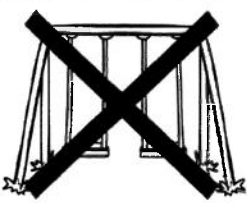
Which choice did you make?

 <p>Did not follow directions.</p>	 <p>Hurt someone's body</p>	 <p>Touched things that don't belong to me</p>	 <p>Hurt someone's feelings</p>
 <p>Played instead of doing my work</p>	 <p>Left my space without permission</p>	 <p>Being unsafe</p>	 <p>Talking instead of listening</p>




What was happening BEFORE you made the choice?

 <p>I was feeling angry.</p>	 <p>I was feeling sad.</p>	 <p>I was feeling worried.</p>	 <p>I wanted someone to give me attention.</p>
 <p>I wanted to get away from someone or something.</p>	 <p>I wanted to have fun.</p>	 <p>I wanted to have something.</p>	 <p>I didn't want to do my work or I didn't know how to do it..</p>

This is how my choice hurt me:

 <p>I didn't get to learn as much.</p>	 <p>I feel more upset now.</p>	 <p>My classmates got upset with me.</p>	 <p>I lost a privilege.</p>
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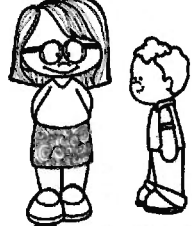






This is how my choice hurt someone else:

			
It hurt their feelings.	It hurt their body.	They didn't get to learn as much.	They felt disrespected.


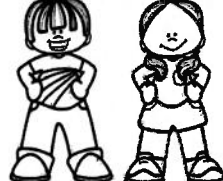


I can make it better. This is what I can do:

			
Apologise.	Do my work.	Clean up the mess.	Ask what I can do to make it better.

I can make better choices. Next time I will:

			
Ask an adult for help.	Take some deep breaths.	Keep my hands and feet to myself.	Try my best to do my work.
			
Follow directions.	Use kind words.	Stay where I am supposed to.	Listen

This is why I want to make better choices:

			
People will want to be around me.	I will be proud of myself.	I will learn more	Everyone will be safer.

Reflect and Repair Sheet

Name: _____

Date: _____

MY CHOICE 😞

What happened? Which choice did you make?

- ☐ I used unkind words
- ☐ I hit, punched, pinched tripped someone
- ☐ I took something that didn't belong to me
- ☐ I damaged someone's else's belongings
- ☐ I refused to follow an adult's directions
- ☐ Other: _____

REASONS FOR MY CHOICE 🤔 😞 😡 😠 😫

How were you feeling BEFORE you made that choice?

- ☐ Sad
- ☐ Angry
- ☐ Disappointed
- ☐ Worried
- ☐ Embarrassed
- ☐ Confused
- ☐ Other: _____

What did you hope to achieve with your choice?

- ☐ To not do my work
- ☐ To get away from someone
- ☐ To have something someone else had
- ☐ To hurt someone
- ☐ To get someone's attention
- ☐ To make people laugh
- ☐ Other: _____

CONSEQUENCES OF MY CHOICE 😞 😡 😞

How do you feel now that you made that wrong choice?

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Sad | <input type="checkbox"/> That I have missed out on learning |
| <input type="checkbox"/> Angry | <input type="checkbox"/> People will not like me |
| <input type="checkbox"/> Worried | <input type="checkbox"/> I will be in trouble |
| <input type="checkbox"/> Disappointed | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Embarrassed | |
| <input type="checkbox"/> Other: _____ | |

How did your choices hurt someone else?

- ☐ It hurt their feelings
- ☐ It hurt their body
- ☐ It damaged their belongings
- ☐ They felt disrespected
- ☐ They didn't learn as much
- ☐ Other: _____

REPAIRING THE UPSET/MAKING IT BETTER 😞 😊 😊

What can you do to make it better?

- ☐ Say sorry
- ☐ Ask what I can do to make it better
- ☐ Clean up the mess
- ☐ Complete my work
- ☐ Other: _____

What will you do differently next time?

- ☐ Ask an adult for help
- ☐ Take some deep breaths
- ☐ Walk away
- ☐ Focus upon my work
- ☐ Think before I act
- ☐ Other: _____

What will happen if you make a better choice next time?

- | | |
|--|--|
| <input type="checkbox"/> I will be proud of myself | <input type="checkbox"/> I will learn more |
|--|--|