



Joy Lane Primary School Behaviour Policy

September 2017

Draft Prepared	SLT
Date Agreed	January 2018
Signed by Executive Headteacher	D Hines
Signed by Chair of Governors	P Baldwin
Date Policy to be Reviewed	January 2019

A Love of Learning, for Life, for All

Our School is a safe, friendly, caring, inclusive and respectful community which upholds the Co-operative Trust Values

Joy Lane Primary School's Mission Statement

We believe that all children should be encouraged to aspire to lead a happy and fulfilling life, whatever form that may take. As a school, *learning* is our 'core business' and to this end we aim to provide a broad and balanced curriculum, comprising rich and engaging learning opportunities which will inspire children at the start of their lifelong learning journey. We recognise that at times learning can be challenging, but will ultimately be something to reflect upon with pride. We aim to equip everyone in our learning community so that they can adapt to situations as they meet them and move towards the future with confidence.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued through a system of rewards.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Principles

That every child has the right to learn but no child has the right to disrupt the learning of others. Differences are to be celebrated and there should be mutual respect for all.

Roles and Responsibilities

We believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community.

Children's Responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff and Governors' Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and consequences clearly and consistently.
- To consistently monitor behaviour using the school's system.
- To be a good role model.
- To form a good relationship with parents, reporting on positive and negative behaviours, so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is unique, and to be aware of their individual needs.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in different environments.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

How we Encourage Positive Behaviour

- Expectations of behaviour are made clear to the children through the school's ethos and values (see Appendix C for posters displayed in classrooms, on displays and in hallways).
- Dojos are awarded to children for various reasons (being helpful, good teamwork, WOW work, lightbulb moment, etc.) in order to encourage positive behavior. Parents can download the Dojo app on their mobile devices to receive updates of their child's behaviour in school.
- PSHE, assemblies and circle time are used to promote positive, kind and respectful behaviour.
- Children are encouraged to take responsibility for their own actions and behaviour by reflecting on their actions using our 'Let's Reflect' sheet (Appendix H).
- Positive behaviour should be praised (see Achievements and Rewards section below).
- Teachers must have a clear understanding of the needs of all pupils including those with SEND, those of high ability, those with English as an additional language, those with disabilities and be able use and evaluate distinctive teaching approaches to engage and support them.
- Positive behaviour is consistently modelled and praised through whole school incentives. However, where a child may struggle with managing their own behaviour they will be supported by the Well-Being team. Strategies to support a child in managing behaviours will be put in place and may include accessing Sanctuary play, taking part in workshops or participating in social skills groups. The impact of these interventions will be monitored. Teachers must go through a referral process in order for children to access these facilities.
- If a child, despite being supported through the Well-Being team, still struggles to follow the behaviour policy due to social or emotional difficulties, then a Pastoral Support Plan will be created in liaison with parents/carers. This plan will be reviewed on a regular basis by the Inclusion Manager, child and parent/carers.

- At break time, each adult has a 'Playground Games' pack with laminated cards and equipment (beanbag, hoop, chalk) in order to encourage positive play. At lunchtime, there are a range of activities separated out in zones.

Achievements and Rewards

(See Appendix C for Achievements and Rewards poster)

- Dojos
- 10 Dojos = One House point token
- Multiples of 25 Dojos = Golden Dojo Tickets
- 100 Dojos = Personal certificate
- 150 Dojos = Personal certificate and JLPS pen
- 200 Dojos = Personal certificate and a reward voucher
- Pupil of the Week
 - Commendations
 - Stickers

How we Respond to Inappropriate Behaviour

Sanctions should be fair and consistent, and should follow the school's behaviour systems during class time and playtimes. (See Appendix C for Consequences poster.) This is a guide and professional judgement should underpin every decision made about individual incidents. For practice in Early Years, see Appendix A. For practice in Oysters SRP, see Appendix B.

Classroom Consequences		
Consequences	Behaviours	Follow-up
1) Reminder 2) Warning 3) Thinking Time	Disturbing other's learning Calling out Walking around the classroom Not being on task Making silly noises Squabbling during group activities Defacing school property Answering back Lack of respect Refusal to comply Inappropriate language	Circle number on the behaviour chart. Teacher may speak to parent/carer if there are unusual behaviour patterns.
4) Red Dojo point	Showing continuous behaviour as before. <i>Red Dojos should not be given instantly but only as a result of continual poor behaviour (as above).</i>	Parent contacted by Class Teacher.
5) Sent to Team Leader	Showing continuous behaviour as before.	Team Leader to send Behaviour letter to parents.
6&7) Seen by member of SLT	Showing continuous behaviour as before. OR A serious incident has occurred, such as: Inappropriate language towards another person Fighting Deliberate vandalism Biting Racism / Prejudice Premeditated violence Stealing Bullying Physical violence	SLT to contact parent via phone call. Adult who has dealt with the serious incident must record this on My Concern. Racist comments must be recorded on a 'Racial Incident' form, as well as My Concern. This is then logged under 'Report Racial and Bullying Incident' online by a member of SLT. Incidents involving racism, bullying and premeditated violence will be referred straight to Executive Headteacher, Head of School (or another member of SLT).
8) Executive Headteacher or Head of School to interview child and Parent/Carer	Racism, bullying and premeditated violence.	Agreed outcome and next steps.

Playtime Consequences

Consequences	Behaviours	Follow-up
Thinking time (after warnings given as appropriate).	Rough play/play fighting Throwing stones/objects Inappropriate language Unkindness Defacing school property Answering back Lack of respect Refusal to comply	Adult on duty to complete 'Playground Incident Slip' with the child present. The slip can be filled out for a group. Pass copy to SLT/Teacher. The B (Break) / L (Lunch) is circled on the Class Behaviour Monitoring Sheet. Parent contacted by Class Teacher.
Red Dojo	Showing continuous behaviour as before after thinking time. Red Dojos should not be given instantly but only as a result of continual poor behaviour (as above).	Adult on duty to complete 'Playground Incident Slip' with the child present. Child to stand with adult on the playground after receiving a red Dojo. Parent contacted by Class Teacher. Child is placed on behaviour report for one week (at teacher's discretion).
Sent to Team Leader or SLT	Children are sent <u>straight</u> to a Team Leader or SLT for the following serious behaviours: Inappropriate language towards another person Spitting at another person Fighting Deliberate vandalism Biting Racism / Prejudice Premeditated violence Stealing Bullying Physical violence	Parent contacted by member of SLT. Agreed outcome and next steps. Log on My Concern. Child put on behaviour report for one week.
Executive Headteacher or Head of School to interview child and Parent/Carer	Incidents involving racism, bullying and premeditated violence will be referred straight to Executive Headteacher or Head of School.	Agreed outcome and next steps.

Dinner Supervision

The same expectations for behaviour exist during lunchtime as they do in classrooms and on the playground. Adults on duty in the hall, supported by SLT, will monitor behaviour to ensure that children are conducting themselves appropriately. See Appendix C where lunch time rules are outlined.

Recording Behaviour Incidents

We record behaviour incidents in the following ways:

- Class Behaviour Monitoring Sheet (Appendix D)
- Behaviour Report (Appendix F)
- My Concern
- Playtime Incident Slip (Appendix G)

Class Behaviour Monitoring Sheet

Children's behaviour in class is logged on the Class Behaviour Monitoring Sheet using a numbered system from 1-5. See Classroom Consequences table for how to follow this system.

Behaviour Reports

A child could be placed on a Behaviour Report for any of the following reasons:

- A serious incident
- Bullying
- Continuous disruption (in class or on the playground)

The teacher can choose to put the child on report in order to improve the areas of behaviour causing concern. Parents must be contacted if their child is to be put on behaviour report.

My Concern

Report more serious incidents and incidents, especially those involving vulnerable children, on My Concern.

Playtime Incident Slip

Playtime Incident Slips are filled out on the playground by adults who witness inappropriate interactions between children or other serious incidents. Consequences to be noted on the sheet and this is to be handed to the class teacher and SLT. Parents to be contacted by Class Teacher or a member of SLT, depending on the seriousness of the incident.

Monitoring Behaviour

Each Friday, a member of the SEND team collects the class behaviour monitoring sheets.

In addition, a report is generated to show the children who have received Red Dojos.

A report is produced (Appendix E) showing the children who raise a serious concern or display low-level concerns for several weeks.

SEND team member meets with SLT who will suggest an action/intervention.

The weekly report is then sent to SLT and Phase Leaders who will action as appropriate.

SLT / Phase Leaders to annotate weekly report with actions taken and date.

Behaviour and Inclusion

Whilst we endeavour to have a whole-school approach to behaviour expectations, we understand that not all children are the same. As an inclusive school, we aim to instil the ethos of respect, trust, care, quality and value for all, regardless of any additional needs. However, for some children, they may require further support in order to follow this ethos. Where a child has a social or emotional difficulty, the behaviour policy may be adapted to take this into account. The overall expectations remain the same but the way in which we enable a child to achieve this may be slightly different. In these cases, children will be given an Individual Provision Map or a Pastoral Support Plan, which will be created in liaison with parents/carers. These plans will be reviewed on a regular basis by the Inclusion Manager, child and parent/carer.

Exclusion

(See Appendix I)

A pupil should only be excluded when he/she has breached the school's behaviour policy seriously or persistently, and where allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents will be notified of the reason for any exclusion. Before a child is readmitted to school, a meeting between the parents or carer and the Executive Headteacher (or delegated member of the SLT) will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is not repeated. A written record will be made of the discussion, and commitments to the agreed plan, by both the parents and the school. This may form a Pastoral Support Plan. One copy of the agreement will be kept as part of the school's records and another sent to the parent. Close contact between school/home will be maintained to support this plan. If a child continues to breach the Code of Conduct, the subsequent exclusions will be for a longer period and may lead to permanent exclusion.

A very serious incident may result in the normal procedure being abandoned and a child being taken home straight away.

Inappropriate Items

School staff can search pupils for any item and have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item. This will be conducted with two members of staff in an appropriate place, thus ensuring privacy and dignity for all concerned. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks. We follow the advice and statutory guidance in the DfE document 'Searching, screening and confiscation 2014' for all procedures.

Should a pupil bring an item that is considered to be a risk to the safety of others ie. a knife, they will automatically be excluded for a minimum of 3 days. In addition, other authorities may be contacted.

Power to use reasonable force

Members of school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. When considering individual circumstance, staff will reflect on – the pupil's behaviour and level of risk presented at the time of the incident, degree of force used, effect on the pupil or member of staff and the child's age. Before using reasonable force, school staff will always give a clear verbal instruction to 'stop'. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

The DfE document 'Use of reasonable force 2013' sets out clear guidance and should be read in conjunction with this policy. On the rare occasion where reasonable force is used, this will always be recorded by the adult and any other adult witnesses to the incident. Parents will be contacted and informed of the serious breach to this policy and support strategies will be put in place. Refer to the Physical Intervention policy for more information.

When a child leaves the classroom without permission

As soon as a child leaves the classroom, inform one of the FLOs, the Team Leader or a member of SLT. Should a child not return to class after a break time, follow the same procedure. The child will then be located and encouraged to return to the building, class or the Family Room as appropriate. Should the child choose not to return, parents are contacted. Children will only be allowed to access the Family Room if they have an appointment or it is detailed on their IPP or PSP. If a child leaves the school grounds and cannot be located immediately, the police will be called and then parents will be contacted.

Appendix A – Early Years Foundation Stage Behaviour Policy

We believe that children flourish best when their personal, social and emotional needs are met. Children require clear and developmentally appropriate expectations for their behaviour. Managing our Feelings and Behaviours is a key part of the Early Years Curriculum. Expectations of behaviour should be age appropriate and in line with 'Development Matters in the Early Years'.

- All staff should use positive strategies for handling and supporting the behaviour of the children wherever possible.
- All staff should support children in finding solutions. Examples might include acknowledgement of feelings, supporting children in gaining control of their feelings, supporting children with sharing and apologising for behaviour when appropriate.
- We recognise that young children require help in understanding the range of feelings they experience. We support them in recognising their feelings by naming them, helping children to express them and making a connection verbally between the event and the feeling. We will support younger children in learning to empathise with others, understanding that they have feelings too and their actions can impact on others and their feelings.
- Staff should celebrate considerate and kind behaviour with positive responses and praise.
- We understand that our youngest children are sometimes unable to regulate their own emotions and we ensure the adults in our settings are sensitive to this.
- A child's Key Person or Teacher should focus on building a positive and trusting relationship with the child to ensure they feel safe and secure.
- When behaviour becomes problematic, we work with parents to identify the cause and aim to find a solution together. Where this does not work, we will refer to the Special Education Needs Code of Practice to support the child and make a referral to the Early Years SENCO.

Strategies

All children will have a named peg on a visual behaviour aid in the classroom in line with the whole school policy. To reward positive behaviour, children may move their peg to a positive point (rainbow, shooting star etc). In the event of a child ignoring their first and second warnings (rain cloud 1 and 2) for negative behaviours, children will be asked to have some thinking time. This may be in a quieter space outside of the classroom or away from play. It is important that an adult supports them with returning to play in a positive way once this has been completed, with the child having the opportunity for a fresh start. This visual behaviour system is carried through to KS1 to allow for a smooth transition between the phases.

When a child has persistently ignored the age-appropriate rules of the setting, their parent will be informed at the end of the day. It is important that children understand they can still move to the positive sunshine by improving their behaviour or seeking ways to make it better. Children's pegs are all placed back on the positive sunshine at the start of a new session.

Dojos






All children in the setting can collect Dojos as a reward for positive behaviour. In Early Years, we will not be awarding 'red dojos'. This is because we recognise that our youngest children are still learning to regulate their behaviours as part of their development.

Appendix B – Oysters SRP Behaviour Policy

Oysters SRP Behaviour Policy

Interventions in the classroom

5 Point Scale

CHECK IN	
5	
4	
3	
2	
1	

When children enter Oysters, we teach them how to use the 5 Point Scale in order to help them to recognise different levels of stress and anxiety in themselves. The scale visually breaks down a child's response to stress by labelling each level with what the behaviour looks like, what the level feels like, and which stress-reduction exercise or routines can be used to reduce their stress level.

Children experiencing a 4 or 5 on the scale will be encouraged to come out of the classroom and will receive wellbeing and 1:1 support for a short period of time.

In general, we believe there should be a strong emphasis on giving praise and positive feedback for both work achieved and good behaviour, whether in Oysters or integrating into the mainstream. This fits into our whole-school policy of positive reinforcement, giving attention and encouragement to all pupils for good choices,

achievements, and co-operative working in order to motivate them to strive to be their best selves.

Approaches we use for positive behaviour management include:

- Class DoJos
- Praise (specific)
- Visual Timetables
- Computer time
- Stickers
- Sensory Room Time
- Timers
- PECs
- Choice in activity

At the end of each session, children will have their behaviour noted in their home/school contact book (see below). These provide parents and carers with immediate and accessible feedback about each day. Further information can be provided in the contact books to give parents clarification about why certain boxes maybe ticked.

Overall this morning, your child:				
Was engaged and motivated to learn.	Displayed a positive attitude to work and was happy and relaxed during tasks.	Needed additional support to remain on task.	Was unsettled and needed reassurance.	Their behaviour was a barrier to learning and engagement (self or others).
Overall this afternoon, your child:				
Was engaged and motivated to learn.	Displayed a positive attitude to work and was happy and relaxed during tasks.	Needed additional support to remain on task.	Was unsettled and needed reassurance.	Their behaviour was a barrier to learning and engagement (self or others).

If we find that a child's behaviour is becoming a regular barrier to learning (their own or others'), we can introduce a sheet which offers parents and carers more detail about their child's behaviour throughout the day, and gives school more of an idea about possible triggers for repeated behaviours so we can introduce interventions to help (see picture to the right).

In these instances, the child will be able to show the Phase Leader their report sheet daily, giving them the chance to be congratulated and praised for successes throughout the day, as well as the opportunity to discuss and define potential triggers and how they can be avoided.

Another strategy we use to help with children who may be struggling (often in conjunction with the behaviour report) is a behaviour plan. This can be put in place in consultation with parents or carers and will look like the picture below.

Behaviour report from _____
 Thank you for agreeing to work with us to help enable _____ to be successful in school.
 _____ will give a traffic light to indicate how his behaviour was during each session, with
 notes added to give context if applicable.
 Children Phase Leader will sign at the end of each day, please could you discuss with _____ and sign at home, stop
 return to school please. ©

Session	Symbol	11	Comments
Child Initiated			
English	(ABC)		
Sensory Circuits			
Break			
Maths			
Lunch			
Reading			
Life Skills			
Relaxation			
Phase Leader			
Parent/Carer Signature			

JOY LAKE PRIMARY SCHOOL
 SPECIALIST RESOURCES PROVISION (ASD)

Behaviour Support Plan

Plan
Age / Class
Start Date
Review Date

Attendance / Triggers:

Behaviour Support Strategies			
Green - Positive (gain not related)	Amber - Active (start to the minor/distracted/activated)	Red - Reactive (border/cross/strictly situated)	Blue - Post-Positive Recovery (relate / related)
BEHAVIOUR Motivation / Distracted	BEHAVIOUR	BEHAVIOUR	BEHAVIOUR
SUPPORT STRATEGY	SUPPORT STRATEGY STAFF RESPONSE	SUPPORT STRATEGY STAFF RESPONSE	SUPPORT STRATEGY STAFF RESPONSE
PROACT-SCOP	PROACT-SCOP	PROACT-SCOP	PROACT-SCOP

In the unlikely event that behaviour still does not improve, then the school may discuss with parents and carers the possibility of reducing the child's timetable or the suitability of the educational setting. Being in a setting which does not meet a child's individual and specific needs can be very damaging to a child's self-esteem and therefore their ability to fulfil their potential. Equally, a child needs to be

able to trust adults to help them, keep them safe, and teach them. It is very difficult for a child who is unhappy, or who feels unsafe or confused, to reach a learning mindset.

Sanctions and consequences follow whole-school guidelines, and reprimands initially need to be as private as possible. At times it may be necessary to discuss an issue with pupils in front of others, but staff should show sensitivity and allow pupils the respect, space and opportunity to change behaviour without losing face.

Oysters adults will follow and reinforce the whole-school policy which allows pupils to take 'time out' literally or metaphorically, but on the understanding that work will be completed on their return. All pupils need to know that this is the expectation for everyone.

Unacceptable behaviour, such as verbal and physical abuse, is not tolerated and pupils should be asked to leave the classroom, accompanied by the class TA, to ensure that they are safe and that they have the opportunity to discuss and reflect on the incident and their behaviour.

Whenever possible, work from that lesson will be provided for the pupil to complete whilst working 1:1 with the TA. There will be an agreed time out room/place (Green Room or Speech and Language Room) where pupils will go to on such occasions to be offered the opportunity to calm and complete work in a safe, low-arousal environment. If a pupil fails to complete a

reasonable amount of the set work, they may be required to complete that work at break, lunchtimes, or even at home.

Wherever possible, children should be given time to address the issues on the same day as the incident occurred.

Positive Handling

Joy Lane Primary School follows the LEA and national guidelines on positive handling and uses the PROACT- SCIP (**P**ositive **R**ange of **O**ptions to **A**void **C**risis (Situations) using **T**herapy techniques- **S**trategies for **C**risis **I**ntervention and **P**revention) UK Approach, a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent violence and reduce the risk of injury. All staff are given training and refresher courses at regular intervals.

All parents, carers and pupils are informed of our policy at initial consultation. There are occasions when pupils are putting themselves or others at risk of harm and, as a last resort, physical intervention has to be employed for the safety of the child or others.

PROACT- SCIP involves the positive application of physical intervention to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people, or to prevent significant damage to property. Each Positive Handling incident follows the principle of minimum force, least intrusive and least restrictive, for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child take precedence over every other consideration.

Protocols are in place in Positive Handling practice which reduce the length of time that physical interventions are applied, by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

Individual pupils who are more likely to be involved in physical interventions are identified and a Behaviour Management Support Plan is then developed.

Immediately following a significant event, parent/carers are informed by a senior member of staff and offered a meeting where the antecedent, behaviour and consequences are discussed.

A Serious Incident form is completed immediately following any episode where aggressive or violent behaviour has occurred, completed by the members of staff who were present during the incident. Each completed form is seen and signed off by the Oysters Phase Leader and then held centrally in the Inclusion Office, with a second copy placed in the child's file. It is analysed termly to identify key issues and to address what strategies can be amended or introduced to reduce these incidents.



Joy Lane Primary School

How We Conduct Ourselves at Lunchtime

We enter the hall calmly and sensibly.

We put our hand up if we want something.

We eat politely and do not talk with a mouthful of food.

We talk quietly with our friends and do not shout!

We clear up any mess we make on the table and floor or ask for help.

We always have good manners when choosing our food at the counter.



Joy Lane Primary School

How We Stay Safe

We keep our hands and feet to ourselves.

We are kind to each other in the things we say and do.

We share with others.

We move around the school safely.

We are polite to each other – saying please and thank you.

Remember

If you don't have anything good (positive) to say to someone, don't say it.

Think before you act.



Joy Lane Primary School

Consequences

1. Reminder
2. Warning
3. Thinking time (10 minutes)
4. Red Class Dojo point
5. Sent to Academic Team Leader
6. Seen by member of SLT
7. Parents contacted
8. Headteacher interview with child and parents



Joy Lane Primary School

Achievements and Rewards

Class Dojo Point

House Point

Golden Dojo Ticket

Commendation

Pupil of the Week



Joy Lane Primary School

Our School Community Ethos is:

Safe

Friendly

Caring

Inclusive

Respectful

Appendix E – Weekly Behaviour Report

Weekly Behaviour Report				DATE
Pupils that have raised a serious behaviour concern or low level concerns for several weeks				
Class	Pupil	Concern	Action taken to date	SLT Intervention
R Kandinsky				
R Klee				
R Kline				
1 Vallotton				
1 Van Gogh				
1 Voysey				
2 Picasso				
2 Postgate				
2 Potter				
3 Renoir				
3 Rodin				
3 Rousseau				
4 Hepworth				
4 Herons				
5 Dali				
5 Da Vinci				
6 Bailey				
6 Banksy				
SRP Oysters				



Appendix F - Behaviour Report

Name:

Class:

Week beginning:

Areas of behaviour causing concern:

Targets:

Day	Session 1	Assembly	Break Time	Session 2	Session 3	Lunch	Session 4	Session 5	Summary
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Appendix G – Playground Incident Slip

<u>Playground Incident Slip</u>			
Name(s)	Class	Date	Adult
Details of the incident:			
Consequence			Tick
Thinking Time with an adult or by the fence			
Red Dojo (Teacher to action and follow-up with phone call)			
Serious Incidents			
Sent to Team Leader / SLT			
Follow-up action:			
Copy to Class Teacher/SLT			

Appendix H – Let's Reflect sheet (KS2)

Let's Reflect

Use this reflection sheet to think about how you have behaved and how this affected you and others.

What did I do?

Why did I make this choice?

Who did my choices affect?

How did this make them feel?

By making this choice, I did **not** show:

- kindness
- honesty
- respect
- fairness

- friendship
- responsibility
- other:

How did I feel when I acted this way?

How do I feel **now** about how I acted?

Have I apologised to the people I hurt/upset?

Do I think this has helped? Why?

What could I have done instead?

From now on, I will

Please sign this reflection sheet below:

Pupil: _____

Teacher: _____

Head Teacher: _____



Appendix I – Exclusion

SUMMARY OF EXCLUSION PROCEDURES

Permanent Exclusions

When a pupil is permanently excluded the Head Teacher will:

- inform the pupil's parents immediately of the exclusion, the reasons for it and the parents right to make written and oral representations to the Governing Body and the LA;
- make arrangements on behalf of the Governing Body for an exclusion meeting to be held within 15 school days;
- contact the Exclusions officer to arrange a date when he/she can attend;
- send to the Exclusions officer a copy of the letter(s) sent to parents and a copy of completed form X1;
- continue to provide work for the pupil and to monitor progress.

If, at the exclusion meeting, the Governors decide to reinstate the pupil, it is for the school to notify the parents. If the Governors decide that the exclusion should stand, the LA will inform the parents explaining the Governors' decision and the LA's reasons either for directing the school to reinstate the pupil or for supporting the Governors' decision to exclude. The parents and the Governors both have the right to appeal. The pupil's name will remain on the school roll until the appeals procedure is completed, or until the time for appeal has expired without an appeal being lodged, or earlier if the parents give notice in writing that they accept the exclusion.

Fixed Term Exclusions

Fixed term exclusions are limited to a maximum of 45 days in a school year for any pupil. The Head Teacher has a duty to inform, without delay, the parents of the exclusion and the reason for it. Notification should be in writing following oral notification if this is appropriate. The Head must inform the parents that they may make representations about the exclusion to the Governing Body and/or the LA.

The Head Teacher must inform the LA of the exclusion by completing form X1. The Governing Body should also be made aware of all exclusions. If the parents give notice that they wish to make representations the Governing Body should arrange to meet them as soon as possible. Parents should have the opportunity to make written and oral representations and may be accompanied by someone of their choice to assist them at the meeting. Care should be taken to ensure that this meeting is not confused with the formal appeal following a permanent exclusion. The decision of the meeting and the reasons for it should be conveyed to the parents without hesitation.

It may not be possible to arrange a meeting before the end of the exclusion period but parents may, nevertheless, find it valuable. Following the meeting, a report card will be given (see appendix 7 as examples) to monitor the behaviour for the following week by SLT and praise where appropriate.

Internal Exclusions

An internal exclusion is the severest school-based sanction, without actually excluding the child. A standard letter is sent to the parents informing them of the decision to internally exclude, citing the reasons. The child should be delivered to the school office in the morning and collected from there at the end of the day. They will not be permitted to spend any time with their peers during that time, including the lunch period. A member of the SLT will monitor the child throughout the day during which they will be expected to complete work.