



Meadowside Community Primary & Nursery School

A Member of **The Challenge Academy Trust**

Positive Behaviour Policy

Conquering Behaviour for Effective Learning.

"Every child deserves a champion: an adult who never gives up on them, who understands the power of connection and insists they become the best they can possibly be." Rita Pierson.

Policy written by	Whole School
Date Policy Written	May 2023
Date To Be Agreed by Governors	June 2023
Next Review	May 2024
Head teacher	Mrs C Curtis
Chair of Governors	Mr P Calrow

Version	Date	Action
1	May 23	New policy to reflect developments in behaviour policy written with staff.

‘Where Learners Grow’

At Meadowside Community Primary and Nursery School we encourage, enable and promote opportunities for pupils to become good citizens, who have the skills to choose the correct social behaviours, throughout their lives.

At Meadowside, we believe that the good relationships between staff and pupils, both in and out of the classroom, must be conducive to learning and to the social and personal development of pupils. Good communication with parents and the school helps to create a well-ordered atmosphere in which children learn effectively, develop and flourish.

We believe that all children at Meadowside should be able to come to school, to learn and play in a happy and caring atmosphere, free from any intimidation or threat.

We have high expectations of ourselves and every child in our care. Through these high standards of behaviour and exciting, relevant and interesting learning experiences, we endeavour to enable every child to reach their potential. Our learning community allows children to become resilient, self-confident and independent learners that recognise their responsibility within society.

The choices that we have made within our policy and practices are research based and are influenced significantly by Improving Behaviour in Schools (EEF, 2019) and When the Adults Change, Everything Changes (Dix, 2017).

Our Code of Conduct is designed to promote positive behaviour, and will:

- Communicate to pupils what good behaviour means and why it is important
- Reward positive behaviour so that it is recognised and valued by our school community
- Establish clear sanctions to be used as a consequence of unacceptable and persistent behaviour
- Ensure all pupils have the support they need to access the curriculum

Aims of the policy

- To nurture a warm and mutually respectful relationship between adults and children in a calm, purposeful atmosphere where children feel safe and valued
- To foster mutual respect
- To provide an outstanding primary school education for all children to allow them to become independent, confident citizens within the community
- To encourage self-discipline so that each child learns to accept responsibility for their own behaviour
- To create a learning environment in which children are enabled to attain the highest standards of which they are capable, through the recognition of individual needs, irrespective of gender, disability, identity, culture or ethnicity
- To provide a sense of community by working in partnership with parents and other members of the wider community of Meadowside
- To approach and promote behaviour in a positive manner

This means that together we should:

- Be polite, honest and courteous and treat others with respect
- Allow everyone to learn, feel safe and benefit from being a member of our school community
- Have the right to learn without being disrupted by others
- Respect the name, property, appearance and environment of each other and the school.

At Meadowside Primary we have consistently high expectations for all our children. Therefore, we expect children to:

- Care for other pupils by showing respect and positively recognising one another's uniqueness
- Allow teachers to teach and children to learn without disruption
- Arrive on time, with the right uniform, equipment and ready to learn
- Be in the right place at the right time
- Be courteous to all in school and our community
- Follow instructions
- Help and care for one another in our school community
- Be an important member of our team

Every child at Meadowside Primary is an ambassador of the school. They are a member of an important team and should do all they can to represent the school and its reputation in a positive way.

We expect children to move quietly around school at all times, showing care for others. In the corridors, walk on the left and hold the doors open for one another and always show kindness and demonstrate our school values.

Children should speak politely to everyone at all times, showing care and respect.

We expect that they will help to keep the school clean and tidy by respecting the building and the equipment. Put litter in bins, even if it is not ours. Keep the classroom and furniture tidy and clean. Be proud and look after the displays we have around school.

It is important that children take pride in their appearance and this is reflected in the correct wearing of the school uniform and in their general appearance.

Children must take pride in their work, take care in presentation and aim to complete work on time and to the very best of their ability.

Meadowside's expectations

The school has 3 simple rules 'Be Ready, Be Respectful and Be Responsible' which can be applied to a variety of situations and are taught and modelled explicitly.

Below are some examples of how we show that we are ready, respectful and responsible:

Be Ready	Be Respectful	Be Responsible
<ul style="list-style-type: none">• Correct school uniform• Home learning• Listening• PE kit• Ready in the line• Ready to learn	<ul style="list-style-type: none">• Listen to others• Good manners• Right voice Right time• Looking after people and things• Represent the school• Be kind and helpful	<ul style="list-style-type: none">• Keep hands, feet, objects and unkind words to yourself• Sensible walking around school• Play with equipment safely

We also understand that for some children following our behaviour expectations are more difficult than others due to their developmental needs or as a result of their Social Emotional and Mental Health. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Rights and Responsibilities

Rights of Children:

- To be educated in a safe learning environment
- To be valued and respected for their uniqueness
- To feel safe in school
- To have the right to learn

Rights of Staff:

- To feel safe
- To work in a safe environment
- To feel valued and respected
- To have the right to teach
- To receive professional development

Rights of Parents/Carers:

- To be listened to
- To be respected as their child's first educator
- To be informed
- To be involved in their child's education and solving of misbehaviour

Governing Body responsibilities:

- To ensure that the policy to promote good behaviour is in place and followed consistently
- To review and make written statements, with the Head teacher, of general principles to promote good behaviour in school

Staff responsibilities:

- To be consistent
- To know, follow and work within the school ethos, policy and practice.
- To be fair
- To be a positive role model for the children
- To provide support for children and adults in school
- To work in partnership with parents and carers to benefit the child's education

Children's' Responsibilities:

- To respect one another's right to a safe learning environment
- To follow the school's golden rules
- To alert a staff member to any incidents towards other pupils

Parents'/Carers' Responsibilities:

- To work in close partnership with the school and staff to benefit their child's welfare and education
- To accept and work within the school rules, policy and practice

Positive Behaviour & Attitude Rewards

At Meadowside we believe in noticing and celebrating when children make great choices. We encourage staff to use rewards frequently, and all adults in school may give rewards. School or class rules should be referred to when giving praise. In order to reinforce positive behaviour, children are rewarded for choosing to keep and follow rules.

Positive behaviour choices and positive attitudes to learning are rewarded through:

Class Dojo points: - Whole school approach to recognising positive behaviour and attitude to learning through the awarding of points to individual pupils, which can be accessed each day by parents at home through smart phones, tablets, home computers, etc.

Dojo points are converted to house points to provide pupils with the opportunity to have collective responsibility.

Each child is part of one of our four houses (Sherwood, Langdale, Bracknell and Delamere) and are led by elected Head and Vice House Captains.

Other rewards are documented in Appendix 1 of this policy.

The Curriculum at Meadowside CP and Nursery School

The curriculum is central to maintaining good order in our school. Behaviour Management must be an integral part of our curriculum. Appropriate and relevant social skills should be developed in all children, thus allowing them to participate fully in the life of their school, home and local community. It is through a well organised classroom and interesting and challenging teaching, that the potential for conflict is reduced.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be carefully arranged to provide a conducive environment for on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Classroom displays should develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm, enjoyment, participation and success for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour, promote a growth mindset and to celebrate progress in work. Criticism should be a private matter between the child and teacher to avoid resentment.

Behavioural expectation will be made explicit to all children at the beginning of each term and will be constantly and consistently reinforced. Classroom Codes will be compiled at the start of the year with reference to the 3 rules '**Be Ready, Be Respectful and Be Responsible**'.

There should always be opportunities to discuss the needs for rules in society and in their role as protecting everybody's rights. The promotion of self-discipline, a sense of care for one another and a dislike of irresponsible behaviour should be positively encouraged.

Bullying

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. This includes cyberbullying, prejudice-based and discriminatory bullying. At Meadowside we are keen to identify early signs of bullying and children are encouraged to tell a member of staff, a parent or friend.

We promote the **STOP** (Several Times on Purpose and Start Telling Other People) message to all children and this forms part of the PSHE curriculum and are core school values.

We regard bullying very seriously and will always do our very best to ensure that all instances are properly dealt with. We aim to provide a protective ethos with preventative work in our Personal Social and Health Education. We listen carefully to any concerns and encourage everyone to let us know of any bullying behaviour. We support children who may have been bullied and try to ensure

they feel safe; respond to all instances of bullying informing parents of both parties and work with everyone involved to change bullying behaviour.

Appropriate action is taken to deal with any bullying incidents to help all parties involved. The role of parents is important in reducing any incidents of bullying. Meadowside has a separate Anti-Bullying Policy to supplement this Positive Behaviour Management Policy.

In addition, any serious behaviours that would affect any child's health and safety are dealt with swiftly and according to the guidance outlined in the Sanctions Framework.

Child on Child Abuse:

Please note that this is linked directly to our Safeguarding policy and procedure and links to the list of behaviours that count as child-on-child abuse in the **Keeping Children Safe in Education (KCSIE) 2022 document for schools and colleges**. Children can abuse other children. This is generally referred to as child on child abuse. Child on child abuse can take many forms. This can include (but is not limited to) bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing their peers and all incidents should be recorded appropriately- as child on child abuse- not just a behaviour incident.

The school has a number of procedures in place to minimise the risk of child on child abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and dealt with accordingly. The risk assessment will inform whether the school needs to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We recognise that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up." The school's response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any sexually inappropriate behavior will not be tolerated, and ALL pupils involved will be supported and listened to. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

We acknowledge that all child on child abuse is unacceptable and will be taken seriously; and understand the different forms child on child abuse can take, such as:

- Sexual violence and sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting: (The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges)
- Initiating/hazing type violence and rituals.

Staff will follow the sanction guidance however; different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Context will impact how each incident is handled including consideration of:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)

- Balancing the sanction alongside education and safeguarding support (*Guidance will be taken from KCSIE 2022*)

Consequences will happen after all incidents and appropriate sanctions will be actioned. The response to each incident will be proportionate and will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The voice and views of the victim(s) will help to inform any response.

We are committed to creating a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for pupils to call out and report incidents.

Equal Opportunities

All learning opportunities within school; extra-curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, sexual identity, nationality or ability.

The school is committed to equal opportunities and working to 'include' children who have either been withdrawn from or are in danger of being withdrawn from lessons and to work with them. Targeted children will continue with curriculum studies, but the emphasis of support will be about a change in their behaviour so that they are able to operate more effectively in their normal lessons.

Parents/carers will be informed and invited to school to discuss behaviour.

Monitoring and Evaluation:

The Positive Behaviour Management Policy is monitored on a regular basis by class teachers and the Senior Leadership team (SLT). The Headteacher completes a termly review of all behaviours in order to report to staff and governors. Each class has their own House point system which allows teachers and SLT to monitor the frequency and occurrences of both positive and negative behaviour. This serves as an active tool to support teachers in their feedback to parents. It enables the school to keep a track on individual children and the strategies that have been put in place. The SENDco may also access this information to support pupil passports and behaviour reviews.

Exclusions - Permanent and Fixed Term Guidance

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.

Fixed term exclusion: The Headteacher may exclude a pupil from school in very exceptional circumstances. Fixed term exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Headteacher will take into account a variety of factors determining the number of school days a pupil is to be excluded. This will include:

- the conduct record of the pupil
- the age and maturity of the pupil
- the response of the pupil to the incident
- whether others have been hurt as a result of the pupil's actions

This is not an exhaustive list. Other factors may need to be considered depending on the nature of the specific incident and in relation to other policies, such as Safeguarding, Anti-Bullying.

Permanent Exclusion: The Head teacher may decide to permanently exclude a pupil following investigation. This may include:

- if allowing the pupil to remain in school would seriously harm the educational welfare of other pupils in the school (DfE Guidance)

- in response to very serious breaches of the school's Behaviour Policy.

Allegations against Staff:

Any false allegation made against a member of staff, will be treated as a serious offence and result in exclusion.

Review and Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. This policy is reviewed annually in collaboration with staff and the school council. Governors monitor the standards of behaviour throughout the academic year.

Appendix 1

Behaviour Management Framework - Rewards

Rewards

Our school reward system is designed to encourage and celebrate both individual and collective responsibility amongst our pupils. We have consistently high expectations of all of our pupils and their attitudes to learning and all are equally challenged. Good behaviour should be reported to parents (verbally or through reports).

Every pupil is rewarded for effort, achievement and good behaviour. We celebrate their attitudes to learning, within the range of their own ability. House points (Dojo points) are awarded to pupils who show effort, achievement and have a resilient attitude towards their learning. Children receive house points for being kind and caring to others in school. They receive them for good listening skills, attitudes, working successfully as a team and being respectful to others. Children can earn them individually or as part of a group or class.

Each child is part of one of our four houses (Sherwood, Langdale, Bracknell and Delamere).

Aspect	Procedure
House Points (Class Dojo Points)	<ul style="list-style-type: none">• House points are recorded by the teacher.• Teacher records when children are reaching 100/200/300/400 points.• Bronze, silver, gold & platinum badges (100/200/300/400)• EYFS 50 HP for a medal and then 75 to achieve bronze.• Bronze, silver, gold & platinum badges to be awarded during Celebration assembly.• Balance/consistency in distribution is important across the school.• House Points are awarded for acts of kindness, following the Rules, looking after peers etc.• House Points can be awarded by any member of staff.• When children reach milestones with their House points, a personal letter is posted home from the Head teacher sharing their good news.
House Teams	<ul style="list-style-type: none">• Each child belongs to a team in the school (Sherwood, Langdale, Bracknell and Delamere). Every time a child earns a point (good work, manners, behaviour etc.) their point is added to their team's total.• House captains collect the house points from each teacher to report in assembly at the end of each half term.• Staff linked to the House teams to promote their team.• Regular planned opportunities for the promotion of House teams.
Learner of the Week	<ul style="list-style-type: none">• This award is given weekly to one child on each class. The class teacher identifies a child who has particularly achieved. This is awarded during Celebration Assembly.
Role Model of the Week	<ul style="list-style-type: none">• This award is given weekly to one child on each class. The class teacher identifies a child who has particularly achieved. This is awarded during Celebration Assembly.
Verbal Praise	<ul style="list-style-type: none">• VALUE positive verbal praise and promote use with the children (e.g. 'Thank you' if a child has held a door open or 'Well Done' if they impress).

	<ul style="list-style-type: none"> Promote at lunchtimes and break times during opportunities for whole school praising in 'public'.
Individual and Class Rewards	<ul style="list-style-type: none"> Stickers and stampers used in marking and in class. Some classes may choose to develop their own class rewards to further celebrate and support the policy.
Other	<ul style="list-style-type: none"> Visiting another teacher, Assistant Headteacher, Headteacher Phone call home Twitter A note home Stickers

Appendix 2

Behaviour Management Framework - Sanctions

Sanctions

Good behaviour management starts with the principles of good classroom management strategies. Children who do not behave appropriately in class, fail to show a caring attitude, or show lack of respect must realise that the school does not accept or tolerate such behaviour. Discipline is fair and firm; the school's Positive Behaviour Policy is enforced rigorously by all.

A range of sanctions and procedures to resolve discipline problems may be used. Staff may exercise their professional judgement within the context of the strategies and procedures of the school's Positive Behaviour Policy. Support is available should it be needed and staff and parent/carers should feel confident that once the problem is referred, appropriate action will be taken.

Staff have an acute awareness that the smallest throwaway comment can impact on a child for a significant amount of time. Staff follow the '30 second intervention' (taken from When the Adults Change, Everything Changes). This is not driven by punishment but is designed to leave the child thinking about their actions and knowing that someone important to them believes they are better than the behaviour they are displaying. At the pivotal point of behaviour management staff are able to implement this technique to address difficult behaviour whilst maintaining the relationship with the child.

A 30 Second Script (sourced and developed from When the Adults Change Everything Changes)

There is no one 'correct' script when a pupil misbehaves. This is a guide and designed to be adapted as necessary to the pupil.

I noticed you are (having trouble getting started / struggling to get going / wandering around the classroom....etc.)

It was the rule about.... (lining up / staying on task / damaging property etc.) that you have broken.

You have chosen to.... (move to the back / catch up with your work at breaktime, fix the book etc.)

Do you remember last week when..... (refer to something positive)

That is what I need to see today....

Thank you for listening

Staff should be very aware of the way in which they speak to children and use their tone carefully. Subtle shifts in tone, volume and pace are all behaviour skills that can be used to support in the effective management and positive manipulation of promoting good behaviour.

Do not 'chase' secondary behaviours

Staff are trained not to chase 'secondary behaviours through the following points:

- Don't bite back with your words
- Refuse to chase secondary behaviours or engage in a power play (a 'yes you did/no I didn't' argument that usually ends in the adult having to call on hierarchy or outside power to win)
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanors ('This is the seventh time you have....')

- Don't follow pupils when they walk away, unless you have to because of clear and present safety concerns. Often the act of following can provoke another peak in anger
- Remember that you are the adult. Focus on the outcome that you want, not the argument
- Ask questions and try not to make accusations
- Focus on what is happening next. You can uncover what has just happened later.
- Whenever possible move the pupil to a safe space out of public view and the pressure of an audience (PIP – Praise in public, RIP – Rebuke in private)
- Shift into listening mode. This is not the time for lengthy speeches. Less will almost certainly be more.

The following guidelines are an indication of the steps to be taken with disruptive and poorly behaved pupils.

In the first instance, problems are dealt with by the class teacher. Measures include:

- The 30 Second Script
- Do not chase secondary behaviours
- Follow table below approach of
 - Redirection
 - Reminder
 - Warning
 - Consequence
 - Repair

Stage			Practice
1	Redirection	Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include: <ul style="list-style-type: none"> • a 'look' • a visual point to what you expect 	
2	Reminder	A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) <i>Praise them when they positively change their behaviour, acknowledging the positive change.</i>	
3	Warning	If the behaviour persists: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. Praise them when they positively change their behaviour, acknowledging the positive change. <i>The child's name should be moved back to green or initial rubbed off when their behaviour has changed.</i> <i>*If the behaviour continues again then their name may be kept on a warning for longer.</i>	EYFS – name moved to amber SEND/EYFS – amber card shown KS1 – name moved to amber KS2 – initial on board
4	Consequence	If the behaviour still persists: <ul style="list-style-type: none"> • The learner is asked to speak to the teacher away from the others. • Boundaries are reset – child is informed they will miss part of their playtime. • Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning. • Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5 mins in general should be enough) Time out in an allocated space within the classroom / just outside the door. ❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place. ❖ If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behaviour category. ❖ Class teacher may inform parent at the end of the day in person or by phone call.	EYFS – name moved to red and time out completed SEND/EYFS – red card shown KS1 – name moved to amber KS2 – initial ticked on board

5a	Internal referral – Lunchtime duty with SLT	<p>If the behaviour escalates / child refuses to move to time out then a member of SLT is called. If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their parallel partner class. If necessary, the learner may need to work outside their teaching area with a member of SLT. If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.</p> <ul style="list-style-type: none"> ❖ Whenever an adult is called, staff are to log incident on CPOMs – under behaviour category. ❖ Adult who dealt with the initial stages of behaviour will start the log. ❖ SLT will need to log child onto 'lunchtime duty tracker'. ❖ After lunchtime duty has been completed, SLT will ensure the parent/carer is informed. 	Blue letter issued.
5b	Unacceptable behaviours	<p>If a child displays an unacceptable behaviour, they will automatically spend lunchtime with SLT. No warnings need to be given for this consequence.</p> <p>Such behaviours include:</p> <ul style="list-style-type: none"> • Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person • Deliberately not following instructions regarding hygiene rules / social distancing • Sexist / racist / homophobic comment • Swearing • Physical aggression towards a peer • Verbal aggression towards a peer • Rudeness towards an adult • Deliberate damage to school property <ul style="list-style-type: none"> ❖ The member of staff who dealt with this incident is required to complete the lunch time duty tracker and log incident on CPOMs. ❖ After lunchtime duty has been completed, SLT will ensure the parent/carer is informed. 	Red letter issued.
<i>Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.</i>			
	Repair	This might be a quick chat at breaktime in the playground or a more formal meeting (restorative conversation) if necessary.	

Appendix 3

Behaviour on the playground and at lunchtime

Meadowside Community Primary and Nursery School has 3 simple rules 'Be Ready, Be Respectful and Be Responsible' which can be applied to less structured times, such as playtimes and lunchtimes. These expectations are taught and modelled explicitly.

Below are some examples of how we show that we are ready, respectful and responsible during less structured times:

Be Ready	Be Respectful	Be Responsible
<ul style="list-style-type: none">• Ready in the line• Listening• In transitions•	<ul style="list-style-type: none">• Listen to others• Good manners• Looking after people and things• Be kind and helpful	<ul style="list-style-type: none">• Keep hands, feet, objects and unkind words to yourself• Safe moving in and between areas• Play with equipment safely

We also understand that for some children following our behaviour expectations are more difficult than others due to their developmental needs or as a result of their Social Emotional and Mental Health. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour and/or additional support around playtime behaviour and choices.

As a school, we have agreed to focus on and reward good, positive behaviour. Praise children who are lining up smartly, behaving appropriately, being kind, playing well, etc. The other children will hear this praise being given out and want to improve their behaviour.

There are times when children do not behave appropriately. At these times:

1. Speak quietly to the child, explaining what he/she is doing wrong, and that you expect their behaviour to change. Do not shout. Where possible, establish eye-contact, do not give instructions/warnings/ etc., across a room/table.
2. There are times that you may think the child needs some 'time out' away from the others playing. If this is the case, tell the child to stand with you for 5 minutes.
3. If a child continues to misbehave when standing with you, or if there is another issue with the same child, seek support from the SLT member on duty.
4. Do not hesitate to seek assistance from the class teacher/Headteacher/Senior staff if children persistently mis-behave.

Appendix 4

Date _____

BLUE ZONE BEHAVIOUR LETTER (internal referral to SLT)

Dear Parent/Carer of _____

Unfortunately following 3 warnings about his/her behaviour your child [redacted] has entered **Stage 5** of our behaviour management system. As you will understand, we as a school feel that this behaviour must not continue. Please find below his/her explanation of why he/she has received this consequence.

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Could you speak to them about the incident and remind them that we expect to see an immediate improvement in their behaviour.

We appreciate your support in this matter.

Yours faithfully,

Mrs C. Curtis

Headteacher

BLUE ZONE BEHAVIOUR LETTER (internal referral to SLT)

Child: _____ **Class:** _____

I have discussed my child's behaviour with them and expect to see an improvement over the coming weeks.

Signed: _____ **(Parent/Guardian)** **Date:** _____

Date _____

RED ZONE - EXTREME BEHAVIOUR LETTER

Dear Parent/Carer,

Unfortunately today, XXXX has been fighting at lunchtime and has hurt another child / XXXX has used foul and abusive language at another child / staff member.

This is unacceptable behaviour and will not be tolerated. As a consequence, **he/she** will now miss play and lunch time for the rest of the week. Please discuss this matter with your child so they understand how they could have avoided this incident and that we expect an improvement in their behaviour.

Thank you for your co-operation.

Yours faithfully

Mrs C. Curtis

Headteacher

RED ZONE BEHAVIOUR LETTER

Child: _____ **Class:** _____

I have discussed my child's behaviour with them and expect to see an improvement over the coming weeks.

Signed: _____ **(Parent/Guardian)** **Date:** _____