





Meadowside Community Primary & Nursery School

A Member of The Challenge Academy Trust

Behaviour Management Policy

Policy written by	School
Policy Updated	Oct 2016, Feb 2019, April 2021
Reviewed & Agreed by Governors	April 2021
Next Review	Summer 2022
Head teacher	Mr S Wright 
Chair of Governors	Mr G Harris 

Version	Date	Action
V1	Dec 2020	New updated document linked to TCAT statement and whole policy, including KCSIE 2020 additions. Approved by Governing Body

'Where Learners Grow'

At Meadowside Primary 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 that exist 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 work in school and to enjoy playtimes and lunchtimes in a happy and caring atmosphere, free from any intimidation or threat.

To enable this to happen we expect every child to be thoughtful and caring about others, to accept personal responsibility for their own behaviour and to acknowledge the authority within the school. We work closely with our parents to support us in carrying this out.

We believe that a positive and structured approach to the management of behaviour will enable children to learn and teachers to teach. If rules are broken or behaviour is unsatisfactory there are well defined procedures, as outlined in the policy, for dealing with such problems and these are made known to parents. Our policy is in line with the DFE guidance on ensuring good behaviour and discipline in schools (updated 2020).

At the beginning of each academic year and when a teacher joins the school, staff should refer to 'Charley Taylor's behavior checklist' (appendix 5) to ensure that they have everything in place, within their classroom, to support good behaviour. As often as necessary, staff and pupils will re-visit aspects of the school behaviour policy. All members of the school community, including parents and governors, will be invited to give feedback.

Upon joining Meadowside, parents will be asked to sign a home-school agreement which outlines the responsibilities of parents and school.

Aims of behaviour policy

- A primary aim of our school is that every member of the school community feels valued and respected. The behaviour policy is therefore designed to ensure that all children are treated fairly and consistently.
- To support the way in which all members of the school can work together to enable children to become positive, responsible and increasingly independent members of the school community.
- To create a positive learning environment that is based on care, co-operation, consideration and trust.
- To encourage children to develop the skill of learning to make positive choices about their own behaviour.
- To celebrate and reinforce positive behaviour to build confidence and self-esteem.
- To develop the children's understanding of what it means to be a responsible and respectful citizen in our community.
- To ensure that all members of our community feel safe and supported and are not affected by any issues related to bullying.

School Rules

At Meadowside Primary School...

- We are ready to learn.
- We are responsible for making good choices.
- We show respect by the way we listen to and speak to each other.
- We are kind and friendly to others.
- We take care of school property, ours and other people's belongings and our surroundings.

Each Class also has a separate '**Code of Conduct**', which is displayed in the classroom.

Consequences for Behaviour: Rewards and Sanctions

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 behavior, 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.

Star(s) of the Day:- Each class has a behaviour display with a star on top where children names can be moved. Staff should ensure that children who are moved to the Star also receive a positive note home or a positive message on ClassDojo for parents to see.

Class Marbles:- Positive behaviour can be recognised by adding marbles to the class jar, leading to a class treat each term for the winning classes.

Other Rewards

House points:- Individual Dojo points are also transferred over into the school House Point system – allowing these positive behaviours / attitudes to also contribute towards a team award. Totals are announced weekly in the 'Celebration Assembly' and a half termly reward given to the winning house.

The following rewards are also given for both behaviour and effort, as is most appropriate in each case:

Verbally/written: - Praise - publicly in 'Learner of the Week' and 'Role Model of the Week' in assemblies; in class or individually. Positive oral or written comments on work, which can be shown to or shared with class members, other adults and/or the Senior Leadership Team. Work is also given recognition through being displayed in school. In addition, parents are informed of children's excellent work or behavior choices

through 'A Note Home' cards, telephone calls and/or texts home; notes written in homework planners/home link books.

Non-Verbally: – A look, smile, nod, handshake, thumbs up, high 5.

Material Rewards: – Stickers, badges or stars, individual & collective class reward systems.

Privileges: - More responsibility - teachers helper, receive Head Teacher's Award; School Council representative; House Captain, Play Leaders, Head Boy and Head Girl

House system:

Our school houses are named after forests and are called: Sherwood, Delamere, Bracknell and Langdale. The House point system will be overseen by a named member of staff. All the children and teaching staff will be allocated to a House. (See appendix 7)

Sanctions:

"Teachers have statutory authority to discipline pupils whose behavior is unacceptable, who break the school rules or who fail to follow a reasonable instruction." (Section 90 and 91 of the Education and Inspections Act 2006)

"The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants."

The children have the right to expect fair and consistently applied sanctions for poor behaviour choices. These sanctions make a clear distinction between minor and serious infringements. (See appendix 1)

When children make choices, which affect their learning or safety, or the learning or safety of other people within school, they choose to accept a sanction as a consequence. Consequences for poor choices of behaviour follow the Meadowside Positive Behaviour system (Appendix 1). The sanctions are designed to encourage children to think about the appropriateness of their behaviour and encourage them to make good behaviour choices in the future. The headteacher reserves the right to add further discretionary consequences when appropriate, such as missing extra break times to complete homework, to write letter of apology after a behaviour incident, etc.

Lunchtime behaviour

Lunchtime behaviour incidents are reported to teaching staff by the Midday Assistants and are recorded on CPOMS by the class teaching team. Midday Assistants use a red and yellow card system to manage lunchtime behaviour. If a yellow card is issued to a child, they must return inside to a designated lunchtime detention room for 10 minutes to cool down. A red card is issued for a serious behaviour incident or if a child has received a second yellow card in the same lunch time. The child must then remain in the designated lunchtime detention room until lunchtime is over. Midday Assistants must report yellow and red card incidents to the class teacher at the end of lunch, who will then make the decision whether further action is necessary. Pupils can also be given a 'Golden Ticket' by Midday Assistants for positive behaviour. Children who have been given a ticket during that week can eat their lunch at a special VIP table on a Friday lunchtime.

At the end of KS2 lunchtime, the Welfare Co-ordinator, and when possible the Family Liaison Officer, will support the management of any behaviour issues with pupils that

are lingering over from lunchtime. Class Teachers should therefore not have to spend much time on this – reducing any potential lost learning time.

Extreme Behaviour

For incidents of 'extreme behaviour' the child is referred, as soon as practicable, to a member of the Senior Management Team and appropriate actions taken. A 'Red Zone Letter For Extreme Behaviour' is issued and Parents/Carers are always informed. (See appendix 2)

We will do all we can to avoid exclusion but dependent on the severity of the behaviour(s) fixed term exclusion and permanent exclusion are available, at the discretion of the head teacher, at any point in this process.

Exclusions:

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. When excluding, the reason for exclusion must be explained to the child and their parent(s), recorded on file, and must follow DFE guidelines.

Inclusion:

At Meadowside we value the contribution of every child in the life of our school. We recognise that sometimes all of us need additional support to be able to give of our best. We will ensure that the learning styles of all children will be catered for and children with emotional and behaviour difficulties will be managed and supported by the teacher within class; and by support staff on an individual basis both within class and out of class.

In the case of a child having consistent behavioural difficulties and from the point where they have received **three blue zone letters within a half term** - the Class Teacher and a member of the Senior Leadership Team, will meet with parents/carers to establish a 'Home / School Book' for an agreed period of time. This will allow the Class Teacher to record the child's positive and negative behaviour choices in the book and it to be taken home each day by the child to be signed by parents. Daily comments will be kept brief where possible to ensure this is manageable. If this is not successful and a further meeting is required, after another 3 blue arrow letters, an individual Behaviour Support and Management Plan will be drawn up (see appendix 3).

The Behaviour Support and Management Plan will include SMART targets and be designed to support improvements in the child's behaviour over a specified time period.

Rewards for the child will be broken down into smaller steps in order to help them to make the right choices.

Where a pupil's behaviour is ongoing and presents issues of safety we will follow the 'extreme behavior' policy (appendix 2) which may lead to exclusion. In addition,

other plans, such as a Behaviour Profile and positive Handling Plan or a Risk Assessment may also be required (see appendix 4)

Where necessary, outside agencies will be asked for support. Referrals may be made, after consultation with parents, the SENCo and/or the Welfare Coordinator, to an external agency or to the Complex Case Panel as appropriate.

Anti Bullying:

At Meadowside we provide a safe supportive environment in which to learn. We have clear strategies for preventing, countering and responding to bullying. Our anti-bullying policy explains these in full.

Bullying can be physical, verbal or emotional, direct [e.g. hitting], or indirect [e.g. cyber bullying], and is usually repeated over a period of time by a single person or a group. It is a willful, conscious desire to hurt, threaten or frighten someone.

All pupils know that they can speak to any member of staff to report and/or discuss bullying. This person will handle any information or situation discreetly and in line with agreed policy. We have a clear format for recording incidents.

Procedures to Follow

- Listen carefully to pupils and provide them with opportunities to express views and opinions – both verbal and written.
- Adopt a problem solving approach which moves pupils on from justifying themselves.
- Ensure the Headteacher is made aware of any bullying to ensure it is recorded in the behaviour log and monitored
- Racial harassment is reported to the Head teacher, and is recorded separately.
- Use appropriate sanctions – discuss with head / deputy.
- If bullying persists parents are contacted
- In extreme cases when other solutions have failed, exclusion may be considered.

Meadowside also devotes a week to focus on Ant-Bullying every year.

Behaviour when not on school premises:

The Governors and the Headteacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the pupil may not be on the school premises. Staff should follow the Meadowside Positive Behaviour and extreme behaviour systems and record any incidents in the class behaviour log.

Screening, Searching & Confiscation

At Meadowside Primary School we have adopted the following **DFE guidance to heads and governors**. This guidance advises that:

“School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives and extreme or child pornography

must always be handed to the police, otherwise it is for the school to decide if and when to return a confiscated item."

Use of reasonable force: "All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable when searching a pupil without consent for prohibited items, except where the search is for an item banned by the school rules.

Allegations of abuse against staff: Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported." (Ensuring good behaviour in schools 2012)

Where investigation highlights that an accusation of abuse against staff was deliberate and malicious, a fixed term exclusion will be issued.

Monitoring and Evaluation:

The Behaviour Team and Senior Management Team will monitor the effectiveness of this policy on a regular basis. Reports to the Governors on the effectiveness of the policy will be made termly. Recommendations or improvements will be implemented accordingly.

Staff must record instances of a 'blue arrow' being given to a child in their class behaviour log and by updating the Heads behavior log (in Heads office). The behaviour log will be collected in and monitored weekly by Key Stage leaders and a summary passed to the Head Teacher.

The leadership team will secure the availability of continuous professional development which ensures that all staff understand good behaviour management. CPD needs will be addressed, in line with the school development plan, or in response to individual staff appraisal.

Review:

The Governing body reviews this policy every year. The Governors may, however, carry out an early review if the Government introduces new regulations or if the governing body received recommendations on how the policy might be improved.

Resources

The Department For Education have advised governors on further policies to support good behaviour in schools. These are included on the school website www.meadowsidecpschool.co.uk (under Additional guidance – Behaviour).

The school Exclusion and Anti Bullying policies may also be found on the website

The following may also be useful.

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Appendix 1

Meadowside Positive Behaviour Support System

This behaviour system supports a positive ethos. Staff must remember to praise the children for minor good behaviour choices regularly and create a positive attitude towards behaviour in their classroom. It is important staff use the Star zone on their class behaviour chart to recognize positive behaviour. At the beginning of each academic year, clear expectations about class behaviour should be written **with/by** the children and displayed in class. For example:

To be a fabulous Year ... I need to...

(give good eye contact, good listener, in school on time, walk in a silent straight line around school, try our best, have super manners 'please' 'thank you', sit nicely, be kind etc...)

Staff must ensure that the children know that if they follow their class rules there will be various rewards available to them. The rewards should be tailored differently for each class and, as well as Class Dojo points, can include:

Marble jar rewards, team points, golden box treat, phone call/post card home, note in planner, extra play, after school clubs etc...

To ensure children remember how to behave, each class will have clear visual prompts:

1. All children start each day in the **Green Zone** of the class behaviour chart.
2. If a child is showing low level, disruptive behaviour (calling out, touching things they shouldn't etc...) the adult (teacher or TA) will give them a 'thinking card', without stopping what they are doing. **The child will move their name on the behaviour chart to the 'Thinking Card' area.** It may be appropriate to give a verbal prompt to the whole class; or direct positive praise to another child who is behaving well. The child then knows their behaviour isn't acceptable and they need to think about it.

When the adult sees a change in the child's behaviour they will acknowledge it with positive praise - *'Well done. Thank you for thinking about your behaviour. Could I have the card back please?'* The child can then **move their name back to the Green Zone** on the behaviour chart.



3. **A child can only move their name to the 'Thinking Card' area on the behaviour chart once per day.** If they demonstrate inappropriate behaviour later that day they will move directly to **'1st Warning Zone'** on the behaviour chart. When in this zone the child will then move to an internal '1st Warning Table' to work on their own. If the child refuses to go to the '1st Warning Table' – staff should use the 'broken record' technique – repeating the instruction calmly until the child makes the right choice. When the child does make the right choice staff should praise the child – 'Good choice.' The amount of time spent at the '1st Warning Table' is flexible. It should be age appropriate and be enough time for the child to reflect on their actions. Eg. In KS2 this is typically no less than 30mins. **After returning to their desk, the child's name should not be moved back to the Green Zone until the next day.**



4. If a child demonstrates inappropriate behaviour again that day, their name should be moved to the **'Time Out Zone'**. This means they will need to **go to another 'buddy' classroom to work.** They will usually sit at the '1st Warning Table' within that classroom. The child needs to take work with them. On arrival at the 'buddy' class, the child should be instructed by the 'buddy' teacher where to sit and to think about the list of behaviour choices that have led them to here. The amount of time spent at the 'buddy' class is flexible depending on the attitude demonstrated by the child but typically will be for no less than 30mins. A child should not be sent back to class if they are not calm and apologetic. If this is not the case a member of SLT should be informed.



5. If having returned to class the child continues to behave inappropriately, the child will then be moved into the **'Blue Zone'**. The child will **miss their break-times** that day or the next day (depending on what time the Blue Zone Letter was issued). **A Blue Zone letter will go home explaining this.** When calm the child will complete their section of the Blue Zone letter, ensuring pupils take ownership of their behaviour choices and of the consequences for these choices. The letter's reply slip **MUST** be signed by parents and returned to the teacher the next day. All Blue Zone letter reply slips should be handed to the headteacher to file. **If a teacher does not receive this reply slip then they should contact the parents by phone or see them in person to discuss the issue further.** If the child still refuses to act appropriately, a member of the SLT should be called to remove the child from class for an extended period.

Letters can also be sent home (as a pdf) via ClassDojo through a private message to parents. This needs to be acknowledged by the parent of Dojo.

Next Steps:

Incidents of a blue zone letter being given to a child MUST be recorded on the child's CPOMS chronology – making sure to tag in 'behaviour' and 'blue letter'.

When a child receives **3 blue zone letters, within a half term**, a meeting MUST be arranged with the parents, class teacher and a member of the Senior Leadership Team.

If a second meeting is needed because the child has had another set of 3 letters within a half term, the Class Teacher and a member of the Senior Leadership Team, will meet with parents/carers to establish a '**Home / School Book**' for an agreed period of time. This will allow the Class Teacher to record the child's positive and negative behaviour choices in the book and it to be taken home each day by the child to be signed by parents. Daily comments will be kept brief where possible to ensure this is manageable.

If this is not successful and a further meeting is required after another 3 blue arrow letters, an individual Behaviour Support and Management Plan will be drawn up (see appendix 3).

The Behaviour Support and Management plan will set out SMART targets for the child and the ways in which school and parent will support the child to modify their behaviour and make good behaviour choices in the future.

In addition a PIVAT's profile for behaviour will be completed, to be reviewed alongside the BSMP. This will be used to support target setting and to monitor progress made. It may also be used to inform behavioural specialists and/or outside agencies where required.

The Behaviour Support and Management plans will be reviewed half termly, or earlier if required, with parents and a member of the Management Team.

When meetings have been held with parents, this MUST be recorded on the child's Chronology by the Class Teacher.

If there is no improvement in behaviour over time; advice will be sought from a behaviour specialist, or the child will be referred to an outside agency, via the SENCo or Welfare Support Officer.

Appendix 2

Extreme Behaviour.

In the case of a child presenting extreme behaviour, the child will receive an 'Extreme Behaviour Red Zone Letter', written by the class teacher which will explain to parents the nature of their child's behaviour, any initial consequences and request an urgent meeting for parents, class teacher and a member of SLT. Like the Blue Letter, the reply slip should be returned to the class teacher the next day who will submit it to the headteacher. In severe cases contact will be made that day with the parent by phone or in person. Incidences of a Red Letter should be recorded in the child's chronology on CPOMS.

At Meadowside we define extreme behaviour as:

- **Deliberately destroying property.**
- **Swearing and/or using inappropriate language.**
- **Hitting out and/or being abusive towards adults/children.**
- **Continuous bullying.**

When a child displays extreme behaviour, a member of the Senior Leadership Team may be called to ensure the safety of those involved and to remove the child from the situation. Depending on how the child is behaving, they may need to have time in the HT / DHT office to cool down or be taken to another class to work if they are calm enough. A conversation about the child's extreme behaviour should wait until the child is calm and able to reflect on their choices.

On some occasions when a child displays extreme behaviour, staff may need to assess the immediate situation as to whether to intervene to prevent the child causing damage to themselves, others or property. Whenever possible, a Senior Leader or staff members who are trained in Positive Handling should be called to the scene.

It should be explained that due to their behaviour choice, they will have to spend some time on Internal Time Out. This could be in another classroom or outside a senior leader's office.

The internal exclusion/detention MUST be agreed with a member of the Senior Leadership Team. (SLT)

Parents MUST be informed about their child's behaviour choices and that they will be spending some time on internal Time Out.

A record of the child's internal exclusion/detention MUST be added to their chronology on CPOMS.

Children should be informed of length of time they will be spending on internal Time Out. *"This must be proportionate and reasonable; taking into account the child's age, any special educational needs or disability they may have or any religious requirements affecting them."* (DFE advice for headteachers and school staff – Feb 2014.)

Whilst on Internal Time Out the child will be expected to reflect upon their behaviour choices. It may be appropriate for them to write a letter of apology, as well as completing any work given to them by their teacher.

If a child is on internal Time Out over a break time or lunch time, they should be allowed to have a drink or snack and/or their lunch to be eaten in the room they are in. They should also be allowed to have a period of exercise time outside accompanied by staff. This should only be allowed if staff feel the child is calm enough that they will not try to abscond.

When a child has an internal Time Out for deliberately hurting another child or a member of staff or deliberately destroying property, staff should consider completing a Risk Assessment and a Behaviour Profile highlighting triggers and distraction techniques.

If a child has more than one internal Time Out for deliberately hurting another child or a member of staff or deliberately destroying property then a Risk Assessment and Behaviour Profile MUST be completed. Copies of these MUST be kept in the child's chronology on CPOMS and shared with staff who work with the child.

Risk Assessments must be completed in collaboration with a member of the SLT.

A meeting MUST be held with parents and the Headteacher or Deputy to discuss the child's behaviour and a BSMP and Target Sheet put in place. This must be recorded on the child's chronology.

A child who is found to be accessing Time Out on a regular basis will be closely monitored by the class teacher, SLT and parents. If there are no improvements in their behaviour over time, advice will be sought from a behaviour specialist, or the child will be referred to an outside agency via the SENCo or Welfare Support Officer.

Appendix 3

Behaviour Support and Management Plan.(BSMP)

This must be completed once a child has three blue zone letters in a term, has completed a home school book and received an additional three blue zone letters/or displays extreme behaviour. SMART targets should be decided upon and agreed with the child and parents.

The BSMP must be discussed and agreed with parents and someone from the SMT at a joint meeting following two blue arrows or frequent extreme behaviour.

The targets will be put onto a Behaviour Support Target Chart, which can be personalised for the child with pictures of things that interest them. Every time staff see the child achieving their target a sticker should be given (the more frequently the better, especially at the beginning). The child's success with their targets should be shared with other staff and parents on a regular basis.

The BSMP must be reviewed on at least a half termly basis.

Behaviour Support and Management Plan

Date:

Child's name Age: Teacher's name:

Adults involved:

Area of Concern
Strategies (Ways of helping the child)
Targets:
Agreed by: Teacher: Parent/Carer: Head teacher: Child:
Comments/Evaluation (At least half termly)

-BSMP date:

Behaviour Support Target Chart

NAME

I will.....	Monday	Tuesday	Wednesday	Thursday	Friday

RISK ASSESSMENT

Department: Education	Location: Meadowside Primary School	Date of Assessment:	Review Date:
Name of Assessor:		Position of Assessor: Teacher	Signature:

Title and Reference Number of Task:

Hazard	Persons at risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)

Meadowside Community Primary & Nursery School
Behaviour Profile and Positive Handling Plan.

Name: _____ Year: _____ Date: _____

1. General character and disposition:

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2. Child's responses when becoming anxious:

Level 1 responses	Level 2 responses	Level 3 responses

3. Teacher de-escalation responses:

	Try	Avoid	Notes
Verbal advice and support			
Firm clear boundaries			
Humour			
Negotiation			
Limited choices			
Distraction			
Reassurance			
Planned ignoring			
Time out			
Take a break			
Withdrawal			
Going for a walk			
Reminders about consequences			

4. Diversions and distractions:

If child responds to distractions, the interests of the child are:

5. Triggers:

The things that have caused anxiety for this child and led to de-escalation or intervention being required are...

Appendix 5 - Charley Taylor's behaviour checklist.

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.

- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 6 *(Letter templates are stored in Behaviour folder on Google Drive).*

Date _____

BLUE ZONE BEHAVIOUR LETTER

Dear Parent/Carer of _____

Unfortunately following 3 warnings about his/her behaviour your child _____ has entered the **BLUE ZONE** 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 has received this consequence.

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,

Mr S. Wright



Headteacher

BLUE 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:** _____

(Letter templates are stored in Behaviour folder on Google Drive).

Date _____

RED ZONE - EXTREME BEHAVIOUR LETTER

Dear Parent,

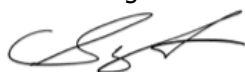
Unfortunately today, XXXX has been fighting at lunchtime and has hurt another child / XXXX has used foul and abusive language at another child / staff member.

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

Mr S. Wright



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:** _____

Templates are stored in Behaviour folder on Google Drive

School Behaviour Report Card

Dear Parents & Carers,

This report card has been issued to your child because of their behaviour in school. It is a positive incentive for them to improve their behaviour throughout the week, to know that they are being monitored daily by their teachers and yourself.

Child Name: _____

Class: _____

Week Beginning: _____

	Morning Session 1	Break	Morning Session 2	Lunch	Afternoon	RAG Rate
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Class Teacher Comment:

Senior Leader Comment:

Appendix 7

House System

Each House will have a House Captain, chosen from Year 6. The House Captains will meet with their houses, at the beginning of the year, to choose a selection of rewards they would like to be able to work towards. These will be things such as – video and popcorn; party in the Hall; equipment on the School field; modelling/construction afternoon; art/craft afternoon; picnic etc.

The reward that the Houses are working towards each half term will be displayed in the hall.

The House Captains will also be encouraged to run House competitions throughout the year.

Class Dojo points become House Points and are given, by any member of staff, as a reward for positive behaviour, attitude or effort.

On a Thursday afternoon, the head boy and head girl will go to each class and add up the house points rewarded to each House.

These will be written in the House Book and given to a named member of staff.

The points will be read out at the weekly Celebration Assembly

The House with the most points each week will be awarded a 'Golden Star', which will be displayed on the House display in the hall.

The House with the most 'Golden Stars' at the end of each Half Term will receive the reward. Staff from the winning House will be expected to support the organising and running the House reward at the end of the half term.

All 'Golden Stars' will then be removed ready for the new Half Term.

