



# Joy Lane Primary School Behaviour Policy

September 2020

Draft Prepared	SLT
Date Agreed	March 2020
Signed by Executive Headteacher	D Hines
Signed by Chair of Governors	Mrs C Graves
Date Policy to be Reviewed	March 2021

## Joy Lane Primary School's Vision

### *A Love of Learning, for Life, for All*

#### *Love of Learning*

To immerse children and staff in an engaging and creative curriculum that will inspire confident and curious learners.

#### *For Life*

To promote a whole school ethos where British Values are upheld and mental and physical health is supported, ensuring that children and adults alike are prepared in their lifelong learning journeys.

#### *For All*

To provide a bespoke and ambitious curriculum that focuses on giving each child the best start in life to enable them to fulfil their personal and academic potential.

## Joy Lane Primary School's Ethos and Values

Our Co-operative Trust Values - *Self-Help, Self-Responsibility, Democracy, Equality, Equity and Solidarity* - underpin our whole-school Ethos:

**Be Ready, Be Respectful, Be Responsible**



*Joy Lane Primary School*  
*Community Ethos*

*Be Ready*  
Democracy - Taking part in decision making

*Be Respectful*  
Equality - Having the right to be treated the same as everyone else  
Equity - Having the right to be treated fairly and equally  
Solidarity - Working with others and sharing support

*Be Responsible*  
Self-Help - Showing independence by achieving things on your own  
Self-Responsibility - Being responsible for your own actions

Rewards:  
Dojo  
House Point  
Golden Dojo Ticket  
Pupil of the Week  
Commendation



## **Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive attitudes towards everyone, celebrating commonalities and differences, where achievements at all levels are acknowledged and valued through a system of rewards.
- To encourage increasing independence and self-regulation so that each child reflects on their behaviour choices and accepts responsibility for their actions.
- To promote emotional literacy, truth telling, responsibility, accountability and conflict-resolution skills.
- To build a community based around mutual respect, empathy and self-responsibility.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and raise awareness about appropriate behaviours.
- 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 lead 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 will...**

#### *Be Ready*

- Follow the instructions of the school staff.

#### *Be Respectful*

- Treat others with respect.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

#### *Be Responsible*

- Work to the best of their abilities and allow others to do the same.
- Take responsibility for their own actions and behaviours.

### **Staff and Governors will...**

#### *Be Ready*

- Provide a challenging, interesting and relevant curriculum.
- Create a calm, safe and stimulating pleasant environment, physically and emotionally.

#### *Be Respectful*

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Recognise that each child is unique, being aware of his/her individual needs.

#### *Be Responsible*

- Apply rules and consequences clearly and consistently.
- Consistently monitor behaviour using the school's system.
- Be a good role model.
- Form a strong 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.

### **Parents/Carers will...**

#### *Be Ready*

- To be aware of the school rules and expectations.

#### *Be Respectful*

- To show an interest in all that their child does in school.
- To foster positive relationships with the school.

#### *Be Responsible*

- To make children aware of appropriate behaviour in different environments.
- To encourage independence and self-regulation.
- To support the school in the implementation of this policy.

## **How we Encourage Positive Behaviour**

- Expectations of behaviour are made clear to the children through the school's ethos and values (see Appendix C). Staff to use the language of the three 'Rs' at every opportunity.
- 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 Class 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 behaviours are 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 and 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 Wellbeing team. Strategies to support a child in managing behaviours will be put in place and may include accessing Sanctuary play and Synergy, 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 Wellbeing 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 parents/carers.
- Children in Years 5 and 6 model positive play as Play Leaders across the school. Children in Year 2 support Early Years playtimes.

## **Achievements and Rewards**

(See Appendix C for Ethos poster, which includes achievements and rewards)

- 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 D for Consequences poster.) Below 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.

<b>Classroom Consequences</b>		
<b>Consequences</b>	<b>Behaviours</b>	<b>Follow-up</b>
<p><b>1 Prompt</b> (Referring to the three Rs: adult will prompt child to do the right thing)</p> <p><b>2 Remind</b> (Referring to the three Rs and with use of visuals: adult will remind the child do the right thing)</p>	<p>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</p>	<p>Circle number privately on the behaviour chart.</p>
<p><b>3 Reflect</b> (Adult will encourage the child to self-regulate and reflect on behaviour. Supporting resources to be provided.)</p>		<p>Circle number privately on the behaviour chart.</p> <p>Child moves somewhere to access following resources to support with self-regulation and reflection: <i>Active listening resources, emotions cards, rule card prompts, emotions poster, breathing poster, visual prompts, etc.</i></p> <p>Child to complete KS1/KS2 Reflection sheet (Appendix H) and hand to teacher when ready to return to class.</p> <p>Teacher may speak to parent/carer at this stage if there are unusual behaviour patterns.</p>
<p><b>4 Communicate</b></p>	<p>Showing continuous behaviour as before.</p>	<p>Circle number privately on the behaviour chart.</p> <p>Sent to Key Stage Manager in order to have a conversation about behaviour. Child to hand Reflection Sheet to KS Manager.</p> <p>Parent contacted by Class Teacher.</p> <p>KS Manager to send Behaviour letter to parents (as appropriate).</p>

<p><b>5 Consequence</b> Seen by member of SLT</p>	<p>Showing continuous behaviour as before. <b>OR</b> A serious incident has occurred, such as: Inappropriate language towards another person Fighting Deliberate vandalism Biting Racism / Prejudice Premeditated violence Stealing Bullying Cyber Bullying (malicious communications) Physical violence</p>	<p>Class Teacher or SLT to contact parent. Adult who has dealt with the serious incident must record this on My Concern. Child to complete Reflection sheet (Appendix H). To be uploaded to the associated MyConcern. Child put on behaviour report (if appropriate). 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, fighting, bullying and premeditated violence will be referred straight to Executive Headteacher, Head of School (or another member of SLT).</p>
<p><b>6 Executive Headteacher or Head of School to meet with child and Parent/Carer</b></p>	<p>Racism, fighting, bullying, cyber bullying (malicious communications) and premeditated violence.</p>	<p>Agreed outcome and next steps.</p>

**Playtime Consequences**

<b>Consequences</b>	<b>Behaviours</b>	<b>Follow-up</b>
<p>Thinking Time (after verbal reminders given as appropriate)</p>	<p>Rough play/play fighting Throwing stones/objects Inappropriate language Unkindness Defacing school property Answering back Lack of respect Refusal to comply</p>	<p>The B (Break) / L (Lunch) is circled on the Class Behaviour Monitoring Sheet. Parent contacted by Class Teacher if severe in nature or repeated incidents.</p>
<p>Sent to Key Stage Manager or SLT</p>	<p>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</p>	<p>Parent contacted by member of SLT. Agreed outcome and next steps. Log on My Concern. Child put on behaviour report for one week.</p>

	Deliberate vandalism Biting Racism / Prejudice Premeditated violence Stealing Bullying Physical violence	
Executive Headteacher or Head of School to meet with 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 demonstrating the school ethos (the three Rs).

## Recording Behaviour Incidents

We record behaviour incidents in the following ways:

- **Class Behaviour Monitoring Sheet** (Appendix E)

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.

- **Personal Behaviour Report** (Appendix G)

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 or this may be decided by a member of SLT after a serious incident. Parents must be contacted if their child is to be put on behaviour report.

- **My Concern**

Report all incidents and parent contact on My Concern. Reflection sheets to be uploaded to MyConcern.

- **Reflection Sheets**

Following a restorative approach to resolving conflict, the reflection sheets allow children to reflect on their actions and acknowledge their impact, taking steps to put it right. These are uploaded to MyConcern.

- **Pastoral Support Plan** (Appendix J)

A PSP should be written following any recurring serious incidents or any school exclusions. This is devised in partnership with parents/carers.



## Monitoring Behaviour

Each Friday, a member of the Inclusion team/SLT collects the class behaviour monitoring sheets.

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

SLT discuss behaviour as a standing agenda item in weekly meetings.

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 a consistent ethos, 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 IPM 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**

## **Principles**

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 Feelings and Behaviours' is a key element of the Early Years Curriculum. Expectations of behaviour should be age appropriate and in line with 'Development Matters in the Early Years'. Our ultimate goal is that children do the right thing, not because of the consequences that will follow if they do not, but because they understand the negative effect their actions can have on others around them.

### **'Be Ready, Be Respectful, Be Responsible'**

#### ***We will...***

- use positive strategies for handling and supporting the behaviour of the children wherever possible. Staff should celebrate considerate and kind behaviour with positive responses and praise.
- support children in finding solutions. Examples might include acknowledgement of feelings, gaining control of feelings, or sharing and apologising for behaviour when appropriate.
- 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 own feelings.
- 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.
- build a positive and trusting relationship with the child (particularly a child's Key Person or Teacher) to ensure they feel safe and secure.
- work with parents/carers when behaviour becomes problematic 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.
- award Dojos as a reward for positive behaviour.

#### **Nursery**

As children of this very young age have problems understanding the consequences of their actions, diversion is an appropriate technique. If diversion does not work, promptly remove the child from the problem (unless danger is present and then we remove the child immediately). Although a child may be too young to understand the consequences of their actions, it does not mean that UNDER ANY CIRCUMSTANCES they should they be allowed to continue the hurtful or destructive behaviour.

#### **Age 3/4 +**

Once the child is old enough to understand the consequences of their behaviour, teach them to think about how their actions and how their behaviour will affect others and the things around them. To do this, the teacher tells the child that a certain behaviour is not appropriate with a reason, e.g. 'because it will hurt others'. Of course, this is only in non-dangerous situations; if a child is in immediate danger, the behaviour needs to be stopped immediately. EYFS follow the same whole-school numbered system; however, this is not marked on the class behaviour sheet. (See 'Classroom Consequences' table.)

## **Appendix B – Oysters SRP Behaviour Policy**

### **Oysters SRP Behaviour Policy**

All children accessing mainstream learning are expected to follow the same behaviour expectations as their peers through the implementation of the whole school policy across the school.

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.

#### **‘Be Ready, Be Respectful, Be Responsible’**

##### ***We will...***

- use, implement and embed positive strategies to promote expected behaviours wherever possible. Staff will personalise approaches according to individual needs to help celebrate the successes of all our children when working towards these expectations.
- coach children through social difficulties and help them develop their social problem-solving skills. This may be through providing structure within unstructured times, modelling turn-taking and conversation and using ‘reflection’ to help individuals understand the concept of cause and effect.
- recognise that our children require additional help and support in recognising, reading and understanding the range of feelings they experience. Emotional Literacy will be embedded into the school day, providing regular opportunities to reflect on a range of emotions. Children will be taught to recognise these feelings through considering how their ‘body feels’ during key events/situations. They will be encouraged, through the use of the 5-point scale, to talk about their feelings and begin to identify strategies in helping self-regulation.
- through reflection, support children in understanding that all actions have a consequence.
- ensure all our children feel safe in their environment, be it in Oysters or the mainstream setting. This will be supported through the strong relationships built between the children and their key adults, who are carefully matched.
- work with parents/carers when behaviour becomes problematic to identify the cause and aim to find a solution together. Where this does not work, we will seek further advice from professionals within their fields for guidance and support.
- be pro-active in supporting children’s behaviour through the implementation of personalised strategies such as using visual timetables, the 5-point scale, specific praise, visual resources, rewards, sensory breaks and Active Listening.
- be consistent in the approach taken to address undesired behaviours, be this through the whole school policy or, where appropriate, individual behaviour plans. If appropriate, reprimands 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.
- ensure, as much as possible, children be given time to address any issues on the same day as the incident occurred.

- follow the whole school policy as guidance on managing inappropriate behaviours whilst taking into account their individual needs.

## **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.

Appendix C – Joy Lane Primary School Ethos Poster



# Joy Lane Primary School

## Community Ethos

**Be Ready**  
Democracy - Taking part in decision making

**Be Respectful**  
Equality - Having the right to be treated the same as everyone else  
Equity - Having the right to be treated fairly and equally  
Solidarity - Working with others and sharing support

**Be Responsible**  
Self-Help - Showing independence by achieving things on your own  
Self-Responsibility - Being responsible for your own actions

Rewards:  
Dojo  
House Point  
Golden Dojo Ticket  
Pupil of the Week  
Commendation





# Joy Lane Primary School

## Consequences

Are you ready?  
Are you being respectful?  
Are you being responsible?

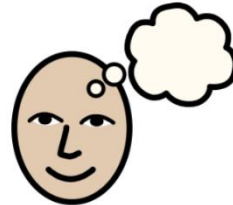
1. Prompt



2. Remind



3. Reflect



4. Communicate



5. Consequence



## Appendix E - Class Behaviour Monitoring Sheet

Weekly Behaviour Sheet

Class: \_\_\_\_\_

Behaviour Sheet for week beginning: \_\_\_\_\_

Monday		Tuesday				Wednesday				Thursday				Friday							
Pupil			Break	Lunch			Break	Lunch			Break	Lunch			Break	Lunch		Break	Lunch		
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
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	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L
	1	2	3	4	5	B	L	1	2	3	4	5	B	L	1	2	3	4	5	B	L



## Appendix F – Weekly Behaviour Summary Report

Numbers collected on class summary sheets each week:

YEAR X	BEHAVIOUR SHEETS																																																									
Pupil Premium																																																										
SEN																																																										
CLASS	Term X																																								CLASS																	
Pupil	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6																																
	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L									
Pupil A																		3																														0	Pupil A									
Pupil B				1							2																																										Pupil B					
Pupil C																		1																																				Pupil C				
Pupil D											1																																											Pupil D				
Pupil E		1									1										1																																		Pupil E			

Children's names generated on to class sheets; Class Teachers to comment on actions taken regarding responses to behaviour:

	Term X
CLASS	Comment/Action Taken
	0
Pupil A	
Pupil B	
Pupil C	
Pupil D	
Pupil E	



## Appendix G – Personal Behaviour Report

**Name:**

**Class:**

**Week beginning:**

**Areas of behaviour causing concern:**

**Targets:**

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

Appendix H – Let's Reflect sheet (KS1)

# Feelings Reflection

What happened?

How did you feel?



stressed



upset



nervous



angry



worried



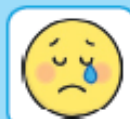
other

What can you do next time?

How do you feel now?



stressed



upset



nervous



angry



worried



other

Are you ready to return to the group?



## 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?

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Why did I make this choice?

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Who did my choices affect?

---

---

---

How did this make them feel?

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---

---

By making this choice, I did not show:

- kindness
- honesty
- respect
- fairness

- friendship
- responsibility
- other:

How did I feel when I acted this way? \_\_\_\_\_

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How do I feel now about how I acted? \_\_\_\_\_

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Have I apologised to the people I hurt/upset? \_\_\_\_\_

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Do I think this has helped? Why? \_\_\_\_\_

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What could I have done instead? \_\_\_\_\_

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From now on, I will \_\_\_\_\_

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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.

## Appendix J – Pastoral Support Plan

Pastoral Support Plans are now completed online using ProvisionMarp software. Any overview of headings can be found below.

Name:	DOB:	School:	
PSP co-ordinator:	Date of PSP:	Review dates:	End date:
Those involved in planning:			
What are the persistent inappropriate behaviours:			
Where is the behaviour occurring?			
Classroom	Dining Hall		
Playground	Corridor		
How frequently is the behaviour occurring?			
Where/when is the behaviour occurring less?			
Factors affecting behaviour: (learning, language, physical, outside school issues)			
Pupil profile			
Likes:			
Proactive school support			
Reactive school support - agreed responses to inappropriate behaviour			
Use records to analyse behaviour and support further planning (to use ABC chart).			
Parental commitment			

## Appendix K

### Amendment in relation to COVID-19 Guidance: Summer 2020

#### In conjunction with 'Planning guide for primary schools' Published 14 May 2020- DfE

*Teachers must regularly share these rules and expectations with the children in a way that ensures the children fully understand.*

- When arriving at school you must follow the one-way system, keeping your distance from other children and families. You must wash your hands as soon as you arrive at school.
- When leaving school you must follow the one-way system and keep your distance from other children and families.
- You must wash your hands regularly throughout the day: before and after eating, before and after break and lunchtimes, after going to the toilet. You must wash your hands with soap and for at least 30 seconds (Sing the tune of 'Happy Birthday' twice to help you)
- You must avoid touching your mouth, nose and eyes with your hands. If you need to sneeze or cough do this into a tissue and then put the tissue in the bin. You must then wash your hands. Remember: 'catch it, bin it, kill it'
- You will have a new learning group/'bubble'. You must stay with this group throughout the day. You will have learning time and playtime with this group of children only. You must not mix with other children before, during or after school. This includes walking to and from school.
- You must only play in specific areas on the playground, with your learning group/'bubble'. Your teacher will show you where you are allowed to play.
- You must follow the instructions for moving around the school. This includes the one-way system for entering and leaving the school. When queuing you must keep a 2m distance.
- You must avoid out of bound areas.
- You must tell an adult if you are feeling unwell and experiencing symptoms of coronavirus – a high temperature, a new persistent cough.
- You will be provided with equipment to help you with your learning (for example pen, pencil, whiteboard etc.) You must not share this, or any equipment or other items. This includes drinking bottles.
- Only one person may use the toilets at a time. You may only use the toilets designated to your learning group. You should wash your hands in the classroom first, before visiting the toilets. You must wash your hands after visiting the toilet.
- You must not, at any time, cough or spit at or towards any other person. This is very serious and will not be tolerated.
- If you are not at school, you will engage in the set home learning, uploading work to dojo and communicating via this online platform in accordance with our school rules on online safety and acceptable behaviour
- Our usual rewards and sanction system will apply.