



St Barnabas CE Primary School

*Preparing for a positive future,
achieved through faith*

"Let your light shine"

Matthew 5:16

Good Behaviour Policy

Policy written by	School
Policy Updated	September 2021
Reviewed & Agreed by Governors	November 2021
Next Review	November 2022
Head teacher	Miss Jane Hodgkinson
Chair of Governors	Dr Carsten Kressel

Policy Audit

This quick audit will help all staff and Governors to assess whether the basics of this Policy are in place.

This Policy complies with Warrington LA guidance.	YES
The Policy is available for staff at:	School Office and school website
And for parents/carers at:	School Office and school website

Writing and Reviewing Policy and Guidance

The Behaviour Policy relates to other policies including:

- Anti-Bullying Policy
- Inclusion Policies
- SEN Policy
- Teaching and learning policy
- Physical Intervention
- Managing allegations against staff
- Safeguarding Policies
- Risk Assessments
- Whistle Blowing
- Code of conduct policies

At St Barnabas CE Primary School, our vision is 'Preparing for a positive future, achieved by faith' As a church school, we take the teachings of the Bible and the life of Jesus as our foundation and the inspiration for our school vision and class values. 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 which reflect our Christian values, especially Justice and Truthfulness.

At St Barnabas, 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 St Barnabas 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 2016 DFE guidance on ensuring good behaviour and discipline in schools

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 good behaviour policy. All members of the school community, including parents and governors, will be invited to give feedback.

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 St Barnabas CE Primary School...

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property

Consequences for Behaviour: Rewards and Sanctions

Positive Behaviour & Attitude Rewards: Full details of this structure can be found in Appendix 1.

At St Barnabas 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.

Learning & Effort Rewards

Pupils also receive recognition for the excellent levels of effort, learning and achievement.

There is a hierarchy of rewards in place for both behaviour and learning, providing a clear structure that all children can understand and strive for.

Rewards may be on an individual, class or whole school basis and incorporate a wide and varied form of motivating options including;

Class Dojo points:- Whole school approach to recognising positive 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.

Verbal/written: - Praise - publicly in Celebration 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 behaviour choices through posttokens, telephone calls and/or texts home; notes written in home/school link books.

Non-Verbal: - A look, smile, nod, thumbs up, high 5.

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

Privileges: - More responsibility - teachers helper, , SSOC Play Leaders.

Sanctions: (see appendix 2)

"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.

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 St Barnabas Positive Behaviour system. 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.

In the case of a child having consistent behavioural difficulties and from the point where they have received **three Blue Behaviours 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 Behaviour letters, an individual Pupil Passport will be drawn up (appendix 3)

The Pupil Passport 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 behaviour' policy 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. (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 Additional Health Needs Panel as appropriate.

Lunchtime behaviour

All midday assistants have a set of the warning tokens. If a pupil receives a Red Token' they have to leave their peers and spend the appropriate amount of time (5 or 10 mins) in the 'Time Out Zone,' then if the pupil's behaviour does not improve and they receive a Blue Behaviour they are sent to a senior member of staff who will take them to an appropriate place to have their time out and organise the Blue Behaviour letter.

Extreme Behaviour (see appendix 5)

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 Letter For Extreme Behaviour' is issued and Parents/Carers are always informed.

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 St Barnabas 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.

As a school staff, there is an awareness of the complex reasons that may be behind some challenging behaviour, including the impact of trauma and attachment issues. All staff understand that the priority for all children is to feel safe and secure and that personalised packages of support may be necessary in certain circumstances. Staff are advised by a

range of professionals including play therapists, social care staff and Educational Psychologist in these instances.

Anti Bullying:

At St Barnabas 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 on CPOMS 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.

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 Positive Behaviour and extreme behaviour systems and record any incidents accordingly.

Screening, Searching & Confiscation

At St Barnabas Primary School we have adopted the following **DFE 2014 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 senco 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 Behaviour' being given to a child in their class behaviour tab on CPOMS. These will be monitored regularly by Key Stage leaders and a summary shared with 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.stbarnabasceprimary.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

St Barnabas Positive Behaviour Support System

This behaviour system supports a positive ethos. Staff must remember to praise the children for small good behaviour choices regularly and create a positive attitude towards behaviour in their classroom.

They will be shown the Green Token by the teacher/TA regularly as a non verbal positive reinforcement.

At the beginning of each academic year, clear expectations about class behaviour should be discussed with the children and the Golden Rules should be displayed in class.

Staff must ensure that the children know that if they follow their class rules there will be various rewards available to them.

Rewards take the form of individual, class based and whole school to promote a positive team based approaches and ensure inclusivity.

To ensure children remember how to behave, each class will have clear visual prompts in the form of the 'Positive Pyramid'

The hierarchy of rewards in place is as follows
EYFS and KS1

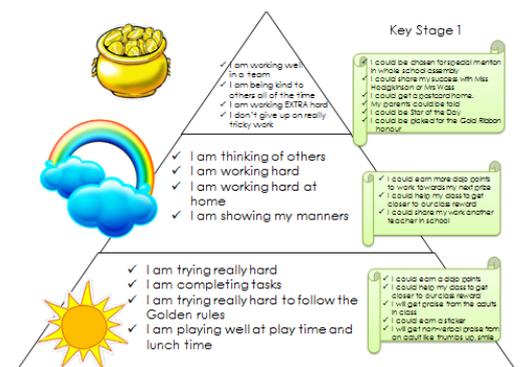
Level 1- Sunshine (all children start every day on this level)

- ✓ I could earn a dojo points
- ✓ I could help my class to earn a class point
- ✓ I will get praise from the adults in class
- ✓ I could earn a sticker
- ✓ I will get non-verbal praise from an adult like thumbs up, smile

Level 2- Rainbow (children can move up throughout the day to this level)

- ✓ I could earn more dojo points to work towards my next prize
- ✓ I could earn more dojo points to help my class work towards my next prize.
- ✓ I could share my work another teacher in school

Level 3- Pot of Gold (as above, children can move up throughout the day to this level)



- ✓ I could be chosen for special mention in whole school assembly
- ✓ I could share my success with Miss Hodgkinson or Miss Perkins
- ✓ I could get a postcard home.
- ✓ My parents could be told
- ✓ I could be picked for the Head Teacher's award

KS2

Level 1-

- ✓ I could earn a dojo point
- ✓ I could help my class to earn a class dojo
- ✓ I will get praise from the adults in class
- ✓ I could earn a sticker
- ✓ I will get non-verbal praise from an adult like thumbs up, smile

Level 2

- ✓ I could earn more dojo points to work towards my next prize
- ✓ I could earn more dojo points to help my class towards our reward
- ✓ I might go into another class to show off!!

Level 3

- ✓ I could be chosen for special mention in whole school assembly
- ✓ I could share my success with Miss Hodgkinson or Miss Perkins
- ✓ I could get a postcard home.
- ✓ My parents could be told
- ✓ I could be picked for the Head Teacher's award



The individual and class based rewards should be tailored differently for each class and, as well as Dojo points, can include:

Marble jar rewards, team points, golden box treat,, extra play, first in for dinner etc...

Appendix 2

St Barnabas System of Sanctions

1- Yellow token for warning

If a child is showing low level, disruptive behaviour (calling out, touching things they shouldn't etc...) the adult (teacher or TA) will show them the Yellow token without stopping what they are doing.

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.*'

2- First Red token sanction

If they demonstrate further inappropriate behaviour, they will then be shown the red token. The child will then move to an external 'Time Out Table' to work on their own. The amount of time spent at the 'Time Out Table' is flexible. It should be age appropriate and be enough time for the child to reflect on their actions, 3 mins for EYFS, 5 mins for KS1, 10 mins for KS2. The relevant sand timer must be available at the Time Out Table. They will also miss 5 mins of the next break time.

The teacher or TA must note the child's name in the First Red Token column of the class behaviour log notebook.

3- Second Red token sanction

If time at the 'Time Table is not enough, the teacher will show the Red Token again. The child moves to the Time Out table and misses 10 minutes from the next break

The teacher or TA must note the child's name in the Second Red Token column of the class behaviour log notebook.

4- Blue behaviour token sanction

If having missed breaktimes the child continues to behave inappropriately, the child will then be shown a **'Blue Behaviour' token**. The child will **miss all of their break-times** that day. **A Blue Behaviour letter will go home explaining this.**

When calm the child will complete their section of the Blue Behaviour 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 Behaviour letter reply slips should be filed in the class Inclusion Folder and recorded on CPOMS. **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, of at least 30 minutes, to work in another setting in school. This must also be recorded on CPOMS.

- **EYFS Adaptation-**

Due to the age and stage of development, children in Nursery and Reception Class will need additional strategies to the coloured token system above. This will include

- Positive reinforcement of request
'Jack, it's time to do a teacher job, I know you'll be great at it'
- Tactical ignoring- remove attention from the unwanted behaviour, praise others who are on task
- Distraction- 'Sam, can you take this pencil pot to the Red table please'

- Time and space- again, remove all attention and give the child chance to come round
- Choice- 'Sam, it's time for teacher job or puzzles now' Yellow token may be shown here
- Time out- 'Sam, teacher job , puzzles or Time Out' Red token may be shown here.

Allow enough time for a choice to be made and then move to a Time Out chair, 3 mins with a timer then welcomed back to the choices of activity.

Behaviour Policy – Summary of Sanctions

Morning

1. Yellow token- 1st Warning
2. First Red token, appropriate length of time at Time Out table and 5 mins off the next break
3. Second Red token, appropriate length of time at Time Out table 10 mins off the next break
4. Blue Behaviour letter and loss of breaktimes for that day

Afternoon

As above but the loss of all breaktimes will not be relevant due to the lateness in the day. A Blue Behaviour letter will still be issued

Appendix 3- Next Steps:

Incidents of a Blue Behaviour letter being given to a child MUST be recorded on CPOMS. This will be monitored by the Senco and headteacher and discussed during SLT meetings.

When a child receives **3 Blue Behaviour 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 Behaviour letters, a Pupil Passport must be set up. (See Appendix 3)

This 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 Boxall profile for behaviour may be completed, to be reviewed alongside the Pupil Passport. 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 Pupil Passports 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 CPOMS 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

Appendix 4- Extreme Behaviour.

In the case of a child presenting extreme behaviour, the child will receive an 'Extreme Behaviour Red 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 Behaviour Letter, the reply slip should be returned to the class teacher the next day, shared with the headteacher and stored in the Inclusion folder. 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 on CPOMS

At St Barnabas we define extreme behaviour as:

- **Deliberately destroying property.**
- **Swearing and/or using inappropriate language.**
- **Physical behaviour – Hitting/kicking 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 office/The Base 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 Exclusion/detention. This could be in another classroom or occasionally at another school.

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 exclusion/detention.

A record of the child's internal exclusion/detention **MUST** be added to the Class Behaviour Log. Children should be informed of length of time they will be spending on internal exclusion/detention. *"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 Exclusion 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 exclusion 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 exclusion 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 exclusion 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 Class Inclusion folder.

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 Pupil Passport and Target Sheet put in place. This must be recorded on the child's SEN chronology on CPOMS.

A child who is found to be accessing Internal exclusion 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.

RISK ASSESSMENT

Department: Education	Location: St Barnabas CE 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)

St Barnabas CE Primary & Nursery School
Behaviour Profile and Positive Handling Plan.

Name: _____ Year: _____ Date: _____

1. General character and disposition:

--

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 6- 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 rewards and sanctions in class.
- Have a system in place to follow through with all rewards and sanctions.
- 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 7



BLUE BEHAVIOUR LETTER

Date _____

Dear _____

Unfortunately following 3 warnings about his/her behaviour your child _____ has received a 'BLUE BEHAVIOUR'. As you will understand we as a school feel that this is unacceptable. Please find below his/her explanation of why he/she has received this consequence.

As a result of this behaviour your child has missed today's breaktimes

If your child receives 3 Blue Behaviour Letters in a half term, a behaviour meeting will be called with you as parents, the class teacher and a member of the school leadership team. Could you speak to them about the incident and remind them about what is appropriate behaviour in school.

We do appreciate your support in this matter.

Yours faithfully

Miss J Hodgkinson

Headteacher

PARENT CONTACT LETTER – 'BLUE BEHAVIOUR' BEHAVIOUR

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: _____

Appendix 8

EXTREME BEHAVIOUR LETTER

Date _____

Dear _____

Unfortunately, due to their extreme behaviour your child has received this letter. As you will understand we as a school feel that this extreme behaviour is totally unacceptable. Please find below his/her explanation of what they did.

As a result of this behaviour your child will have to spend a period of time in internal exclusion.

If your child behaves in an extreme way again, you will be asked to attend a meeting at school with the class teacher and a member of the school leadership team to agree a Behaviour Support Plan. Please could you speak to them about the incident and remind them about what is appropriate behaviour in school.

We do appreciate your support in this matter.

Yours faithfully

Miss J Hodgkinson

Headteacher

PARENT CONTACT LETTER – EXTREME BEHAVIOUR

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: _____



Internal Exclusion Form (To be scanned and stored on CPOMS)

<u>Name:</u>	
<u>Class:</u>	
<u>Date:</u>	
<u>Reason for internal exclusion:</u>	
<u>Internal exclusion to take place in :</u>	

Signed: _____ **Pupil**

Signed: _____ **SLT**