

# **BEHAVIOUR AND EMOTIONAL SUPPORT POLICY**



## **Northgate Primary School**

## **Policy Statement**

When reviewing our school Behaviour and Emotional Support policy we take into account the requirements to:

- Promote positive behaviour and good relationships;
- Reduce the likelihood of inappropriate behaviour.

Our school endeavours to encourage and implement such requirements in an atmosphere of care, concern and respect for all members of our community.

Northgate Primary School is committed to providing an education of the highest quality for all pupils.

We believe:

- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction
- That we can teach behaviour and not control it.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

### **OUR SCHOOL CODE**

***If we remember the Northgate Code it will make our school a happy place for everyone.***

**R**espect each other

**L**isten

**S**hare

**B**e **p**olite

**L**et people learn

**T**ake **c**are of our school

**T**ell the truth

## **Expectations of all members of the school community in the context of this policy**

Everyone who comes into the school has responsibility for promoting good behaviour by example, showing courtesy, politeness and respect for others. Children need to be taught the difference between right and wrong which involves making values explicit and highlighting good behaviour. It should not be assumed that children will just pick these up. Children also need to have an awareness of cause and effect, and realise that they are responsible for their own actions.

Teachers strive to create an encouraging atmosphere, ensuring that all children succeed and are seen to succeed. Teachers and pupils set their own class rules at the beginning of each school year.

<p><b>The staff's responsibilities are to:</b></p> <ul style="list-style-type: none"> <li>• treat all children fairly and with respect;</li> <li>• raise children's self esteem and develop their full potential;</li> <li>• provide a differentiated, interesting and relevant curriculum;</li> <li>• create a safe and pleasant environment;</li> <li>• use praise and consequences consistently;</li> <li>• be a good role model (see guidelines for good relationships.) Appendix 3</li> <li>• build relationships with parents/carers and show children that the key adults in their lives share a common aim;</li> <li>• inform and collaborate with parents with regard to matters of good behaviour and discipline within the school;</li> <li>• recognise that all children are individuals and be aware of their needs.</li> <li>• Give children responsibility to help to build up their self-esteem eg class monitor</li> </ul>	<p><b>Parents'/carers' responsibilities are to:</b></p> <ul style="list-style-type: none"> <li>• make children aware of appropriate behaviour in all situations;</li> <li>• encourage independence and self-discipline;</li> <li>• show interest in all that their child does in school;</li> <li>• be aware of and support the school rules and expectations;</li> <li>• complete, sign and support the Home/School agreement – (Appendix 3)</li> <li>• ensure children attend school regularly.</li> <li>• We expect all Northgate parents to adhere and support the school code and treat all members of staff and children with respect.</li> <li>• If at any time a parent or carer becomes rude or aggressive towards a member of staff they will be asked to leave the premises.</li> </ul>	<p><b>Children should develop:</b></p> <ul style="list-style-type: none"> <li>• an understanding of what is appropriate behaviour in school;</li> <li>• responsibility for their learning and their environment;</li> <li>• an independence of mind;</li> <li>• a sense of fairness;</li> <li>• an understanding of the need for rules;</li> <li>• a respect and tolerance for others' ways of life and different opinions;</li> <li>• celebrate differences</li> <li>• a persistent approach to tasks;</li> <li>• an acceptable reaction to bullying and abuse;</li> <li>• a sense of community.</li> </ul>
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## Management of behaviour

Management of behaviour in the classroom and around the school consists of **THREE** parts:

1. **SCHOOL CODE** on which school rules are based;
2. **POSITIVE APPROACH** or **REWARDS** that children receive for following the rules;
3. **CONSEQUENCES** that result when children choose not to follow rules.

### A positive approach to encourage good behaviour

Self-discipline and mutual respect are fostered through the example set by all those who are in the school, and through praise and encouragement rather than by relying on the exercising of sanctions.

- Positive reinforcement is a more effective means of influencing a child's behaviour than negative reinforcement;
- By using positive methods, we can help children realise the repercussions of their behaviour and we can make them responsible for choosing good behaviour in the future;
- Children work best when they are encouraged and praised. Teachers must praise and encourage children frequently. Teachers may develop their own methods to reinforce positive behaviour eg; raffle tickets, marbles in jar etc.
- Children must also be aware that there are consequences when rules are not followed.

## **Promotion of self-esteem and personal and social skills**

The PSHE curriculum covers a broad, balanced developmental programme which includes safety and safeguarding, Social and Emotional development, Sex and Relationships and Drug Education. Positive, acceptable behaviour is also reinforced through circle time and through the Coram programme.

At Northgate, we aim to ensure that the children are happy and stimulated and that they feel safe. We provide a learning environment that promotes positive behaviour and relationships, where children treat each other and adults with care and respect. We all follow the school code and this is used as our classroom rules for both inside and outside learning.

### **Foundation Stage**

<p><b><u>We reward good behaviour by:</u></b></p> <ul style="list-style-type: none"><li>• Celebrating their achievements at every opportunity.</li><li>• Continuously praising children when they behave well and are polite.</li><li>• Being given stickers as rewards.</li><li>• Having 'Wow moment' stickers that are displayed in the classroom.</li><li>• Sharing their learning with their friends, teachers, parents and the Head teacher.</li><li>• Having their work displayed in and around the classroom.</li><li>• Giving verbal praise.</li><li>• Giving written praise in the child's individual Learning Journey (this may include things such as positive comments, stickers, stamps and photos).</li></ul> <p>In foundation we also have 'Star of the week' – A child is awarded 'star of the week'. They get to take a certificate home and are mentioned in the newsletter.</p>	<p><b><u>Reception</u></b></p> <p><b>Sun, Rainbow and Cloud behaviour system:</b></p> <ul style="list-style-type: none"><li>• All the children start the day in the sun. If a child breaks a rule from the school code they are given a warning and an adult will speak to them about their behaviour.</li><li>• If they break a rule again, then their name is moved to the white cloud. They then miss a proportion of their 'Sparkle Time'. The length of time of this depends on the severity of their behaviour. The parents/carers will be informed at the end of the day/pick up that day if they have been in the cloud.</li><li>• If they break another rule and they are already in the cloud, their name is then moved to the rain cloud. This may mean they miss some more sparkle time or have to see SLT depending on the severity of the action.</li><li>• Conversely, if a child does something really well (a good piece of work, good listening etc.) then they go into the rainbow and they receive a rainbow sticker. The parents/carers will be informed at the end of the day/pick up that day if they have been in the cloud.</li></ul>
	<p>Nursery adopts the above behaviour approach in the summer term.</p>

## Rewarding good behaviour and learning in KS1 and KS2

**We record good behaviour and learning through many different positive ways.**

<b>Learning power</b>	During each week the class teacher should choose children to be awarded a learning power sticker related to the learning power of the half term. The children will stand up in Friday's Assembly. Learning Powers are introduced in whole school assemblies each half term.
<b>Learner of the week certificate</b>	Each week a different learning area is focussed on is rewarded with a certificate and the children stand up in assembly. A photo of all the Learners of the week is put up on display and the children's names are put in the weekly newsletter. The EYFS stars of the week also stand up.
<b>Head Teacher's award</b>	This is given by the Head Teacher to award exceptional pupil work. These children will stand up in Friday assembly. The HT will record in a book.
<b>Excellence Award</b>	Children are chosen by the class teacher for a consistent attitude to learning. Children are nominated at the end of each term and reward with Tea and Cake with the SLT.
<b>KS1 Table of the week</b>	Table of the week is awarded weekly to each class. The children on table of the week stand up in Friday assembly. If a child stays in green all week they are awarded a star on their individual star chart and during the week for good work or good behaviour they have a point on the class chart.
<b>Staying in the green or achieving gold KS2</b>	All children in KS2 who stay in the green all week are awarded a house point and this is acknowledged in Friday's whole school assembly. All children who achieve gold also stand up in assembly and receive a house point.
<b>House Points KS2</b>  <b>There are four Houses: Normans, Romans, Saxons and Vikings.</b>	House points can be awarded by teachers for good work and good behaviour and are recorded by the class teacher in their classroom. House points may be awarded for any evidence of children following the school code. Extra House points can be awarded by staff at their discretion for special behaviour or achievement. House Captains collect the information during Thursday playtime. The Upper KS2 Leader monitors this on a weekly basis and announces the total house points in whole school assembly on Friday morning.
<b>KS1 and KS2 House cup</b>	The house cup is awarded at the end of each term in Friday assembly. The winning house at the end of each term will be rewarded with a non-uniform day.
<b>Cloakroom award</b>	One class per key stage is awarded to Cloakroom star award in Friday morning assembly. It is awarded for the tidiest cloakroom that week. The winning class will leave the assembly hall first the following week. KS1 winner can go on the Pirate Ship on Friday breaktime. KS2 winner across the term will have an extra afternoon play.

## **Management of behaviour around the whole school**

### **Moving around the school**

Children should walk sensibly in single file around the building and keep to the left of corridors. When children enter and leave the assembly hall, corridors are patrolled and good behaviour is rewarded. The children should use quiet voices when moving around inside the school. The children should be encouraged to value and care for displays around the building.

### **Expected Lunchtime Behaviour**

MSAs may give out stickers and house points for good behaviour and the class teacher will be informed to add praise. If a child exhibits poor behaviour during lunch time they follow the given school lunchtime procedures. (See in appendix 2)

### **Play leaders**

Year 4 and 5 children receive training to become play leaders. This enables them to take an active role in supporting children with activities at lunch times. This helps to promote positive lunchtime behaviour; the play leaders act as role models for the younger children.

### **Steps for Dealing with Unacceptable Behaviour across the school**

All children need to understand that everyone has a right to learn and to be safe and secure in school, and no one has the right to deny this to others. Therefore, unacceptable behaviour will be dealt with appropriately. It will always be dealt with. However, it must be understood that it is the behaviour that is the issue, not the child, and the child should be given every opportunity to improve and to make amends for the unacceptable behaviour.

Children who have difficulty in controlling their anger need to be given clear channels for their aggression. It is unrealistic to expect these children never to get angry, but it is unacceptable justification for hitting someone. The children need to know that if they are beginning to lose control, then they should seek help immediately. Talking things through with a sympathetic adult or just having some time alone can often diffuse the situation. Any child that does manage to seek help before taking out their anger on another child should be given a lot of praise and encouragement in order to reinforce the positive action taken

For low level disruption, one or more of the following steps could be taken, with the aim of stopping the unacceptable behaviour becoming worse, and trying to prevent it from happening again.

- A non-verbal reprimand.
- A verbal reprimand ranging from a quiet word in order to calm the situation and to try to establish the cause, to appealing to a child's better nature, to a precise formal command.

When disruptive behaviour occurs it must be dealt with quickly and calmly. Consequences need to be clear, effective and consistent. Make it clear to the child that they have chosen to break a rule.

### **Pupils conduct outside the school gates.**

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.'

Teachers may discipline pupils for misbehaviour when the pupil is:

Taking part in any school organised or school related activity

Travelling to or from school

Wearing school uniform

In some other way identifiable as a pupil of the school

Could have repercussions for the orderly running of the school

Pose a threat to another pupil or member of the public

Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member

**Confiscation of inappropriate items.**

The law enables school staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable in the circumstances. Weapons and knives and pornography will be handed to the police.

## The Traffic Lights System for KS1 and KS2 (see appendix 1)

The "Traffic Light" system is used in KS1 and KS2 to promote, support and recognise good behaviour. The traffic light system acknowledges and rewards the good behaviour of most children and establishes a set of consequences for children who choose to break a rule.

<p><b>Gold Star</b> In KS1 &amp; 2 each class has a gold star.</p>	<p>In KS1 children are placed in the Gold Star for exceptional work. In KS2 children are placed in the Gold Star for exceptional work. Children who are in the Gold Star stand up in Friday assembly.</p>
<p><b>Green</b></p>	<p><b>All names are in this circle each morning</b></p>
<p><b>Yellow</b> This is for low level disruptive behaviour. If a child misbehaves, before they go into yellow, he/she will be given a verbal warning</p> <p><b>KS1</b> If a child persists with low level disruption they will miss: 5 minutes of their next playtime or 5 minutes/10 minutes of their Golden time. However, children can win back time for sustained good behaviour.</p> <p><b>KS2</b> If a child persists with low level disruption they will miss: 5 minutes/10 minutes of their next playtime. This can be won back by good behaviour in the day.</p>	<p><b>Examples.</b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Disturbing other children's learning</li> <li>• Talking whilst others are talking</li> <li>• Playing with equipment</li> <li>• Making noises eg humming, tapping pencils</li> <li>• Running in the corridor</li> <li>• Swinging on chairs</li> <li>• Minor playtime squabbles</li> <li>• Wandering around the classroom</li> </ul>
<p><b>Amber</b> If a child persists with disruptive behaviour they will placed in amber.(ie already been in yellow 3 times in a day)</p> <p>On some occasions, for more serious behaviour that the class teacher has dealt with, a child may go straight to the amber</p> <p><b>KS1</b> The child will miss their golden time</p> <p><b>KS2</b> The child will miss their playtimes for the whole day (morning and lunch) and complete the 5 Ws (See appendix 4) and letters of apology as appropriate in KS2. They also lose their house point. KS2 children will complete the 5Ws during the playtime they are missing.</p> <p>All children will carry out a restorative justice session.</p>	<p><b>Examples of behaviours that would mean a child goes straight to amber</b></p> <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Deliberately spitting at someone</li> <li>• Throwing something small in anger eg rubber</li> <li>• answering back</li> <li>• Playtime 'fight' where no one was hurt.</li> <li>• Spoiling someone's work</li> <li>• Refusing to follow instructions</li> <li>• Breaking property on purpose eg ruler</li> </ul> <p>No discussion needs to take place. Names are returned to green at the start of the next day. If a child goes into amber twice in a week, the parent is contacted by the class teacher.</p> <p>A Home/School link book could at this stage be introduced in order for parents to support sanctions and to work together with the school to help the pupil improve their behaviour</p>
<p><b>Red</b> If a child's behaviour is serious enough to be seen by a member of the SLT they will go immediately into the red</p> <p><b>KS1 &amp; KS2</b> The child will miss their playtime and lunchtime to 3 consecutive days. They will also eat separate from their year group. Children will complete the 5ws on the first day. All children will carry out a restorative justice session following the event.</p>	<p><b>Examples of when a child may go into Red:</b></p> <ul style="list-style-type: none"> <li>• Threats to harm themselves or others</li> <li>• Deliberate aggressive behaviour - punching, kicking, biting, swearing either to adults or children.</li> <li>• Wilful vandalism of property</li> <li>• Use of profanity or pejorative language</li> <li>• Throwing furniture/objects to hurt others</li> <li>• Stealing</li> <li>• Racism</li> <li>• Bullying</li> <li>• Homophobia</li> <li>• Harming themselves or others</li> </ul>



## **.Procedures & sanctions for red**

1. In the event of a child physically hurting or using aggressive/inappropriate behaviour towards their peers or a member of staff, the child will be removed from the classroom/playground and sent to a member of the SLT,MLT or the pastoral support worker .
2. A member of the SLT will meet with the child/children and record the incident in the serious incident file. To clarify what has happened the child will fill out the 5ws form and the person dealing with the incident will record the relevant information on the reverse of this. (recording of red form appendix 5). This will be filed under the child's name in the incident file kept in the deputy's office.
3. Appropriate sanctions will be implemented.
4. Parents will be informed by the SLT, MLT or if not available pastoral support worker.

Number of red in a half term	Playtime/ lunchtime sanction	Classroom sanction
1	Individual outdoor playtime and appropriate indoor activities for 3 days	
2	Individual outdoor playtime and appropriate indoor activities for 3 days	CT to meet with parents to discuss strategies to prevent more incidents
3	Individual outdoor playtime and appropriate indoor activities for 3 days	1 day internal exclusion A behaviour support plan is put in place.
4	Individual outdoor playtime and appropriate indoor activities for 3 days	3 day internal exclusion
5	Individual outdoor playtime and appropriate indoor activities for 3 days	5 day internal exclusion
6	External exclusion	

This procedure will be followed only if reliable evidence is available to support the decisions and all external exclusions are at the discretion of the head teacher.

All serious incidents will be logged by the adult concerned on a serious incident form. These will be kept in a file in the Head teacher's office.

### **Assemblies**

If a child breaks any of the school rules in assembly their name is recorded in a book by a member of staff who informs the class teacher.

**KS1:** the child will miss 5 minutes off their Golden time

**KS2:** the child will miss 5 minutes off their next playtime.

### **Pupils with Emotional and Behavioural Difficulties**

In accordance with the Equality Act of 2010 we acknowledge the school's legal duties, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

There will be a small number of children with emotional and behavioural difficulties for whom the usual behaviour management systems will not be effective. The particular needs of these children will be discussed with the SENDCO and an individual behaviour plan will be drawn up. Where appropriate, the SENDCO will seek advice from other professionals, eg. an Educational

Psychologist, in finding effective strategies. We recognise that many factors can influence behaviour and that the behaviour of some children impinges on the school as a whole. We acknowledge that a positive approach is the most effective managing behaviour.

**See Separate Behaviour Plan (Appendix 6)**

### **Pastoral Worker**

The Pastoral Worker will support children with behaviour needs and work with them, their teacher, teaching assistant and their families to develop positive behaviour.

### **Power to use reasonable force**

Members of 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

The Senior Leadership team may also use reasonable force when conducting a search without consent for items listed above

When a disruptive pupil needs to be isolated from other pupils for a period of time they will be placed close to the Head teacher's office/ SENDCO room / classroom.

### **Restraining disruptive pupils**

The school adheres to the Hertfordshire guidelines "Physical Restraint within its Proper Context.

"Physical restraint" is a last resort and used only when one of three specific conditions exist:

- the young person is causing harm to themselves;
- other people are being endangered by the child's behaviour;
- There is likely to be serious damage to property.

See Nortgates Restraint Policy for more information and guidelines on this.

### **Exclusions**

The school follows the Hertfordshire Exclusions Guidance. In the event of serious and/or sustained incidents of poor behaviour a child may be given a fixed term exclusion. A pattern of sustained and serious incidents, where all available strategies have been exhausted, may result in a permanent exclusion.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Where a child is considered to be at risk of permanent exclusion the school will seek support from the Hertfordshire Behaviour Support Team. The decision to exclude a child is made by the Headteacher after consulting with the Deputy Head and/or the SENDCO and Class Teacher. The LEA and Governing Body will be informed as required by the Hertfordshire guidelines.

### **Parental Concerns**

If a parent requests a formal meeting to discuss another child's behaviour with a teacher/member of SLT, their concerns will be recorded by the member of staff in the Incident Book that is kept in the Headteacher's pigeon hole. The SLT will monitor this on a termly basis.

### **Monitoring**

Behaviour is monitored on a termly basis by the SLT & Governors.

All bullying/racist and homophobic incidents are logged and reported to governors on a termly basis.

<p><b>Relationship with other relevant policies:</b></p> <ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Teaching &amp; Learning</li> <li>• Anti-Bullying</li> <li>• Child Protection</li> <li>• Attendance</li> <li>• PSHE &amp; C</li> <li>• Exclusion Policy/Guidelines.</li> <li>• Physical restraint Guidelines</li> </ul>	<p><b>Legislative links</b></p> <p>Education Act 1996  School Standards and Framework Act 1998  Education Act 2002  Education &amp; Inspections Act 2006  School Information (England) Regulations 2008  Equality Act 2010  The Education Regulations 2014  Education Act 2011  Schools regulations 2012  The school behaviour (determination and publicising of measures in Academies) regulations 2012</p>
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## Appendix 1

Traffic light	Examples of behaviour	Actions	Sanction	Information for parents/carers
<b>Gold star</b>	Exceptional work/behaviour	Stand up in Friday assembly – badges 2 house points.		Head teacher's award /homework award. Learner of the week award.
<b>Green</b>	Following the school code	Hands up in Friday assembly 1 house point		Learning power
<b>Yellow</b>	Calling out/disturbing others etc.		Miss Golden time/playtimes for 5/10 mins	Informal discussion between class teacher and parents if on-going
<b>Amber</b>	<b>Persistent disruption/talking/calling out etc.</b>  <b>Or 1 off more serious offences/inappropriate reaction without malicious intent</b> eg name-calling, Answering back, deliberate spitting, throwing rubber etc in anger. Playtime 'fight' where no one is hurt. Swearing (not directed towards someone)	Discussion with pupils/ circle time  2x in wk contact parents/carers  Restorative Justice	KS1:Miss golden time/playtime. KS2: Miss playtimes for one whole day	Name logged in book/individual behaviour book if applicable.
<b>Red</b>	<b>Actions with malicious intent</b> Punching/kicking/biting etc. Throwing furniture/ objects to hurt others Vandalism Abusive language Swearing (towards somebody maliciously) Stealing Racism Bullying Homophobia	Seen by SLT.  Contact parents/ carers.  Recorded in Pupils serious incident  Behaviour plan after 2 <sup>nd</sup> red  Restorative Justice	Miss playtime and lunchtime for 3 days and eating with different year group  Complete 5 Ws sheet Recorded in incident file and book Internal/external exclusions	Parents informed Chair of governors informed in termly report by Head teacher Meetings with CTs Chair of governors informed.

## Appendix 2 Lunchtime Behaviour

Traffic light	Examples of behaviour	Actions	Information for teachers
<b>Green</b>	Good behaviour Following the school code	Praise Stickers given	
<b>Yellow</b>	Talking whilst others are talking Playing inappropriately with equipment Running in the corridor Minor playtime squabbles Pushing /shoving Making faces Going where not meant to outside Tripping someone up	1.Verbal warning given  2. 5/10 /15 minutes time out against the wall	Inform class teacher if miss golden time/playtime
<b>Amber</b>	Persistent low level disruption at lunchtime etc.so child already missed 15 mins playtime Or 1 off more serious offences/inapparopriate reaction without malicious intent eg Name-calling, Answering back, Deliberate spitting, throwing food at others Throwing equipment etc in anger. Playtime 'fight' where no one is hurt.	Inform the child this behaviour will mean they go into amber  Child has time out for 20 minutes  Restorative Justice	Teacher is informed of the behaviour and puts the child into amber
<b>Red</b>	<b>Actions with malicious intent</b> Punching/kicking/biting etc. Throwing furniture/objects to hurt others Vandalism Swearing (towards somebody maliciously) Stealing Racism Bullying Homophobia	Send child to SLT.  Restorative Justice	Inform classteacher and/or pastoral worker

## **Appendix 3**

### **HOME/SCHOOL LIAISON AND HOME/SCHOOL AGREEMENT**



#### **Home/School Agreement**

##### **Introduction**

Northgate welcomes and encourages parental involvement in the school to achieve its educational aims, providing an ordered, stimulating and challenging learning environment so that the children are able to develop their full potential within a safe, supportive and caring community.

##### **1. The Family**

I/we will:

- a. ensure my/our child arrives at school on time and properly equipped and does not miss lessons through unnecessary absence;
- b. let the school know about any concerns or problems that might affect my/our child's work or behaviour;
- c. support the school's policies and guidelines for behaviour;
- d. support my/our child in homework and other opportunities for home learning;
- e. attend parents' consultations and discussions about my/our child's progress;
- f. get to know about my/our child's life at the school.

##### **2. The School is committed to:**

- a. contact parents/carers if there is an ongoing problem with attendance, punctuality or equipment;
- b. let parents know about any concerns or problems that affect the child's work or behaviour;
- c. send home annual written report;
- d. provide and monitor homework appropriate to the age group and needs of the child;
- e. arrange parent consultations during which progress will be discussed and, where appropriate, give guidance on how parents can help their child at home;
- f. keep parents informed about school activities through regular newsletters home and other appropriate media;
- g. provide opportunities which enable parents to become involved in school life.

##### **3. Together we will try to:**

- a. support the child's learning to help them achieve their best;
- b. encourage the children to follow the School Code;
- c. work towards creating an environment, which is safe for the children to travel to and from school.

Signed ..... (parent/guardian)

Signed ..... (school)

## **Appendix 4**

**Name**

**Class**

**Date**

### **Time to consider the 5 Ws :**

**What** I did

**Why** I did it

**Which** rule I broke

**Who** was affected by my actions  
and how

**What** I can do to make it right

## Appendix 5

### Recording of red incident

Name of child \_\_\_\_\_

Class \_\_\_\_\_

Triggers	Where	When (time)	Immediate follow up	Prevention Step
Witnesses (adults or children)	Please attach any statements.			

Who put child in red \_\_\_\_\_

Reported to \_\_\_\_\_

Parent informed by \_\_\_\_\_ (SLT)

How many times in half term?      1<sup>st</sup> /2<sup>nd</sup> /3<sup>rd</sup> Please circle



## Appendix 6

## Behaviour Support Plan

Saved in SEND-Send and learning support – Behaviour support

**Form to be filled in for pupils who have significant behavioural needs**

**Class teacher, SENDCO or Pastoral Support Worker, member of SLT/MLT. Contributions needed from Parents and Child.**

<b>Behaviour Plan</b>		
Pupil name:	Number :	Year Group:
Date of birth:	Medical conditions/needs:	Staff working with the pupil:
Date plan starts:	Date of next review:	
<u>Challenging behavior (including triggers)</u>	<u>Strategies for positive behaviour</u>	
<u>Early warning signs</u>	<u>Reactive strategies</u>	<u>Support after an incident</u>
<u>Targets</u> Targets are to be worked on inside the classroom in the first instance. Further targets and support will be discussed at the first review.		
<u>Targets</u> <i>What are we working towards?</i>	<u>Strategies/schemes</u> <i>How are we going to get there?</i>	<u>When?Who?</u> <u>How long?</u>
<u>Agreement:</u> Parent name Parent signature Date:		

<b>Pupil Page</b>	
Pupil name:	Class:
Year Group:	
Skills and talents	Achievements
Likes	Dislikes
Other information the child wants us to know	

<b>Behaviour Plan Review</b>	
Date of review:	
Present:	
<u>Strategies/targets to be reviewed</u>	<u>Review</u>
<u>Strategies for positive behaviour</u>	
<u>Support after an incident</u>	
<u>Reactive strategies</u>	
<u>Targets</u>	
<u>Next Steps</u>	

Approved: **Summer 2018**  
Review Due: **Summer 2019**

Agreement:  
Parent name  
Parent signature

Staff name  
Staff signature



**good looking**



**brain boxes on!**



**ears listening**



**lips closed**



**good sitting**

