

Crawley Ridge Junior School Behaviour Policy

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CRAWLEY RIDGE JUNIOR SCHOOL



Behaviour Management Policy

Behaviour Policy

Our Behaviour Policy aims to:

- Clarify the school's expectations in relation to behaviour, so they are understood by staff, children, parents and governors.
- Outline rules, consequences, rewards and processes used in the management of children's behaviour, which will encourage a positive learning environment.

1. Rationale and Ethos:

Good behaviour is conduct that helps us to work together and to appreciate our roles and responsibilities in society. The school seeks to develop positive learning behaviour of its pupils in a consistent and engaging learning atmosphere where mutual respect is shown by all its members.

Children's academic, personal and social development is best supported in an environment where they feel safe, valued and motivated to achieve; where they value themselves, others and the environment they are in.

At Crawley Ridge Junior School, we *all* strive to be role models for good behaviour and believe that *everyone* has a part to play in successful behaviour management.

2. Our Aims:

- To create a community where effective learning takes place in an atmosphere of mutual respect, tolerance and trust.
- To encourage a positive, calm and happy environment where all achievements are acknowledged and valued and each person is treated fairly and with respect.
- To ensure that everyone is aware of what constitutes positive behaviour and that rules for behaviour are upheld to enable learning to take place.
- To establish a consistent approach to behaviour management across the school.
- To encourage pupils to conform to all reasonable expectations and requirements set by the school.
- To encourage increasing independence, where children make choices and take responsibility for their behaviour and accept the consequences of making inappropriate choices.
- To create opportunities and promote existing strategies for praise, encouragement and incentives for positive behaviour.

- To assure pupils that when disciplined, it is the *behaviour* and not the child that is deemed unacceptable.
- To give a fair hearing to all children, allow them the opportunities to listen to each others' side of a story and then time to reflect on their actions.
- To maintain good communication and co-operation between home and school with regard to both positive and unacceptable behaviour.

3. Our Expectations:

Our expectations are that:

3.1: Staff

- will promote positive behaviour in class and around the school
- work with children in a caring and sensitive way
- will focus on the needs of the individual
- work in partnership with parents, colleagues and governors
- give children choices

3.2: Children

- will understand what positive behaviour means
- contribute to, understand and be expected to keep school and classroom rules
- will learn to care and show respect for themselves and each other
- will develop the concepts of good citizenship and learn the value of friendship

3.3: Parents

- will be confident that their child will receive support in a safe, caring environment
- will know that the school will further their child's social skills
- feel informed and welcome in school to discuss any issue of concern relating to behaviour.
- will support the school's behaviour policy

3.4: Governors

- will support the Head teacher in the management of the behaviour policy
- will carry out their statutory responsibilities with regard to behavioural issues

4. Core Values and Beliefs:

Our school ethos promotes the following five values. Children are acknowledged, praised and respected for displaying these values in their behaviour.

- *I respect*
 - *I persevere*
 - *I reflect*
 - *I achieve*
 - *I belong*

5. Communication of Rules and Values:

5.1: Rules for behaviour around school

This set of six whole school rules were created and agreed by the children, the school council and the staff.

- *We share, encourage and include.*
- *We are friendly and open to forgiveness.*
- *We make the most of every learning opportunity.*
- *We are polite and respectful.*
- *We take responsibility for our actions and respect others.*
- *We treat everyone as we would like to be treated.*

5.2: Class Agreements

The children learn that everyone has the RIGHT to an education, to express their views, to feel safe, to be respected and to be happy. They also learn that it is everyone's responsibility to protect their own and other people's rights in class, around school and at break times.

At the beginning of each school year, each class revisits the school rules and discusses the five values of Crawley Ridge Junior School, what they mean, and what they look like in practice. Following on from this discussion, the class teacher may decide to draw up an additional set of class rules with the children that reflect the school ethos of being kind, caring and understanding towards each other. These rules are phrased in a positive way and are not exhaustive (no more than ten rules in all) which are subsequently signed and displayed in the classroom for all to see. The rules are unique to each class and will refer to personal, social and learning issues that are meaningful to the children. To be most effective, class agreements should be referred to regularly when acknowledging and praising appropriate behaviour and addressing inappropriate behaviour.

Example Class Agreement

1. *We will respect other people and their belongings.*
2. *We will avoid distractions and fiddling so that everyone can concentrate on their work.*
3. *We will sit safely on our chairs and walk around our classroom calmly and sensibly.*
4. *We will put our hand up when we want to speak and not call out.*
5. *We will show good listening skills when someone is talking and not interrupt.*
6. *We will try our best and work hard at every task we are given.*
7. *We will tell the truth and admit to our mistakes.*
8. *We will be polite to each other and to the adults that we work with.*
9. *We will be kind, supportive and helpful.*
10. *We will always be prepared for our lessons and be well organised*

Signed by.....

5.3 Management of behaviour at breaks and lunchtimes

There are rules for expected behaviour in the dining hall that have been shared with and agreed by children and all staff. The rules are displayed prominently.

The six school rules are displayed on the playground and the school drive as a visual reminder to pupils and as a reference point for members of staff. Break and lunch time staff monitor potential 'trigger' areas and times carefully (cloak-rooms, corridors, toilets etc) and ensure that all areas of the playground and field are supervised over break and lunch. If the weather is not suitable for outside play, the children take their breaks in the classroom. We ensure that there is sufficient supervision of each class during these periods. We encourage positive playground games and energetic activity and remind children that there are to be no aggressive games or 'fun' fights. Children are encouraged to report behaviour issues or incidents promptly, and these incidents are then investigated and resolved by a member of staff. Walkie talkies are used over lunchtime to allow supervisors back up and support for any incidents.

5.4: Peer Mediation

'Peer Mediators' consist of carefully selected Year 6 children who have undertaken special mediation training that enables them to help other children to have a happy and safe playtime by helping them resolve their disagreements. Their role on the playground includes being a 'listening ear' for children who are having friendship problems or are feeling lonely. It is their duty to report any serious problems to lunch-time staff or to their class teacher. They wear sashes over their uniforms so that they are easily identifiable for other children.

5.5 Circle Times

A good use of circle time can be to resolve behavioural issues and is an important part of the PSHE curriculum. Class rules and playground rules can be referred to and reflected upon at regular intervals.

5.6: Rules for behaviour outside school

When children go out on school visits or residential trips, expectations for behaviour and safety are discussed in class and a list of rules drawn up. Each child then signs a copy of these rules to say that they have read and understood them, and agree to follow them. An example of good practice is when the children are asked to reflect on a recent school visit or residential trip and evaluate how well they followed each rule (using the traffic light system). They are then able to identify any area for improvement for the next school visit.

Example rules for an educational visit

1. Sit quietly and sensibly on the coach.
2. Stay with your group leader and follow their instructions.
3. Listen to the information that you are given by other people.
4. Listen and respect each other's view points and comments.
5. Set an example to other schools by walking sensibly and showing off how good we are at Crawley Ridge Junior School.
6. Ask lots of sensible questions and put your hand up before you do so.
7. Eat your lunch sensibly, dispose of your own / other's litter and show respect to everyone else.
8. Look carefully at the artefacts but remember, you are only able to look and not touch, unless told otherwise.
9. Show respect and politeness towards the general public.
10. Enjoy yourself; learn a lot and HAVE FUN!

5.7: Home/School Agreement

The partnership between home and school encourages the communication between parents/carers and teachers of any circumstances that may affect a child's behaviour and these will be taken into consideration as necessary.

At the beginning of Year 3 (or at the child's point of entry to the school), children discuss and sign a Home/School Agreement. This is sent home, and signed by parents too. A copy of the agreement is displayed in each classroom and can be referred to if need be.

6. Rewards

Our approach to behaviour is based on the positive reinforcement of appropriate behaviour, for which children are acknowledged, praised or rewarded. Rewards can be for individuals, small groups or the whole class. Year group teams are encouraged to personalise a set of rewards that will work for them and motivate the children in their cohort.

All children start each day on the 'Superstars' Board, which is displayed in every classroom. If any member of staff feels that a pupil has excelled in some way, they can move them on to the 'Shining Stars' board. If a pupil is on the Shining Stars Board three times, they will receive a Headteacher's award during the assembly on Friday.

Examples of reasons to put a pupil on the 'Shining Stars Board':

- Evidence of independence e.g. resolving friendship issues without including adults
- Perseverance
- Going above and beyond by helping others, random acts of kindness, selfless, etc.
- Being a role model to others
- Behaviour that demonstrates a close link to school values
- Consistent high standards of behaviour for learning – once or twice a half term
- Recognising effort based rather than achievement

In addition to the 'Superstars Board', there are a wide range of rewards accessible to pupils of all abilities which recognise effective behaviour for learning, praise for good work and for displaying the school rules and values.

Rewards might include:

- Verbal / non-verbal acknowledgement or praise
- Written acknowledgement or praise in books
- Table points
- Class points (which accumulate minutes to be put towards a special activity of their choice)
- Individual certificates / postcards to take home
- Class certificates to display in school (e.g. 'Class of the Week')
- 'Pupil of the Week' certificate, badge and seat on the special assembly bench
- Individual point / merit / sticker system
- Name displayed on the superstars or shining stars classroom board.
- Stickers
- Parental contact
- Praise from the Head teacher
- Peer feedback (where other children are able to nominate or give praise)

When there is a positive and encouraging atmosphere in which the children feel valued and have a sense of security within clearly defined boundaries of good behaviour, children are less inclined to be disruptive. Developing high self-esteem is emphasised throughout the school.

For most children, acknowledging their appropriate behaviour will be the only behaviour management they will experience. However, there will be occasions when a child's behaviour needs to be addressed through the agreed procedures set out in this document. (Even with these children, and in these situations, there must continue to be acknowledgement and praise for good behaviour.)

7. Consequences:

7.1: Unacceptable Behaviour

Unacceptable behaviour is when the actions of a particular child (or group of children) become detrimental to the learning, safety and well-being of themselves or another. We reject the following ten types of unacceptable behaviour and have consequences in place for any child who chooses not to follow our behaviour code. (*Refer to Section 7*)

1. Aggression / violence
2. Bullying (*Refer to Anti-bullying Policy*)
3. Disrespect
4. Dishonesty
5. Distraction of others (which inhibits learning)
6. Intolerance
7. Racism
8. Refusal to obey instructions or rules
9. Stealing
10. Verbal abuse / swearing

Our children learn that rights also bring responsibilities. When children choose to ignore their responsibilities and behave in an inappropriate way, consequences are given as an opportunity for the child to reassess his/her behaviour and to reflect on the gravity of the behaviour in question.

7.2 Disciplinary consequences have three main purposes, namely to:

1. Impress on the child that what he or she has done is unacceptable.
2. Deter the child from repeating that behaviour.
3. Signal to other pupils that the behaviour is unacceptable and deter them from repeating it too.

Consequences could be given for failing to follow a school rule or abide by our values; an instruction given by a member of staff; or for any reason that causes the pupil's behaviour to fall below the standard which could reasonably be expected of him/her.

7.3 The Escalation Process:

We believe that it is best practice to encourage the children to use some self control to avoid getting a more serious consequence. Therefore, a warning and consequence system is in place to deal with incidents of unacceptable behaviour in the classroom or in the playground. (*Refer to Appendices 1 & 2*)

The escalation process is displayed clearly in each classroom so that the children are aware of the consequences of breaking a school rule.

7.4 Reminders, Warnings and Consequences:

There is an escalation process which has to be adhered to before issuing a consequence. (*Refer to Appendices 1 & 2*). In most cases, a child will be first reminded that their behaviour is inappropriate, before being given a warning if this behaviour continues. If after a reminder and a warning, the child continues to behave

inappropriately, then a consequence is issued. In more serious cases of poor behaviour, then the child will be issued with an immediate consequence.

In every classroom, are displayed four boards: a silver 'shining stars' board, a green 'superstars' board, an orange 'warning board' and a red 'consequences' board.

At the start of each day, every child's name is attached to the 'superstars' board (regardless of their behaviour the days preceding), with the expectation that they will follow the school rules and behave in an appropriate way. Children who always behave well or exceptionally well can be moved to the 'shining stars board', and celebrated. Should a child receive a warning from a member of staff, then their name is moved onto the warning board. If the child continues to display the same or similar inappropriate behaviour, then they move onto the consequence board until they have had completed the consequence.

7.5: Consequences might include:

- Verbal warnings
- One-to-one admonishment
- Reflection sheets
- Apology letters (to another child, a member of staff or to parents)
- Privileges taken away/denial of participation in a particular task or activity
- Loss of break time / lunchtime (to fulfil a listed consequence)
- Time-out from the playground (in supervised room)
- Being sent to work in another classroom
- Behaviour chart or home/school behaviour diary issued
- Work in isolation (supervised)
- Confiscation of an item that is not allowed or that causes a lack of concentration (to be returned at the end of the lesson or school day)
- Parents contacted by Class teacher, Team Leader, Deputy Head teacher or Head teacher
- Parents meet with Class teacher, Team Leader, Deputy Head teacher or Head teacher to discuss behaviour
- Fixed-term or permanent exclusion (*Refer to Section 12*)

7.3: Our Promise:

We will:

- use a consistent and inevitable approach to dealing with unacceptable behaviour (children should know that when a consequence is mentioned, it will be used)
- make clear that we are dealing with the behaviour, rather than stigmatising the child
- avoid early escalation to severe consequences (reserving them for the most serious or persistent misbehaviour)
- avoid (wherever possible) whole group consequences that punish the innocent as well as the guilty
- issue consequences that are a logical consequence of the pupil's inappropriate behaviour (*for example, if work is not finished in class, the teacher might make the pupil stay behind at break time to finish it off.*)
- use consequences to help the pupil and others learn from a mistake and recognise how they can improve their behaviour.
- if possible, use consequences that help to put right the harm caused
- avoid consequences that are humiliating or degrading
- use consequences in a calm or controlled manner
- seek witness accounts so that the child accused of unacceptable behaviour is dealt with in a fair and just manner. The child will also be encouraged to give their side of events – verbally or in writing and the opportunity to suggest how to resolve the matter.
- record serious recurring incidents of misbehaviour in an Incident Book (kept in the Head teacher's Office) who will deal with serious incidents.

8: The Language of Behaviour Management:

All staff at Crawley Ridge Junior School clearly, calmly and firmly communicate their wants and needs to the children and are prepared to back up their words with actions. When in a learning situation, teaching staff take the following stance when dealing with behavioural issues:

- no child will stop me from teaching for any reason
- no child will stop another child from learning for any reason
- no child will engage in behaviour that is not in his/her best interest or the best interest of others for any reason.

Very often, extreme inappropriate behaviour comes from a feeling of disempowerment. Therefore, empowering a child to make choices within strong boundaries gives the child an opportunity to make the correct behaviour choices, receive acknowledgment and raise their self esteem. At all times, we strive to give children choices and discuss the consequences these choices have.

The verbal and non-verbal communication with children and the language of behaviour management plays an important role in ensuring the success of any behaviour management strategy.

To avoid conflict when speaking to children, adults avoid using negative phrases or questions and instead use imperative phrases, reasoning or conditionals. For example, better alternatives for “Don’t throw pencils” (negative instruction) or “Will you stop throwing pencils?” (question) are:

- “You need to stop throwing pencils.”
- “If you do not stop throwing pencils, you will be given a warning.”
- “When you throw pencils, you might end up hurting someone. Please stop.”

9. Children with special learning or behavioural needs:

In most cases, following the procedures outlined in this policy will help a pupil to modify inappropriate behaviour and to develop positive behaviours. However we recognise that some pupils will need special provision to learn to work successfully as part of society and to become a successful learner.

When appropriate, the reward and consequence system is adapted to meet the needs of pupils with specific behavioural or learning needs. Staff members are informed if allowances are to be made / different strategies used for pupils with specific behavioural or learning needs. If applicable, teachers explain to the rest of the children in the class that those who find it hard to behave and learn like everyone else may need a special reward and consequence system, even if at times, this appears to seem unfair.

10. Persistent misbehaviour:

If an individual is exhibiting inappropriate behaviour on a regular basis:

- Incidents are recorded and dated.
- More serious consequences are given.
- Parents are informed (see Appendix 6) and a meeting is arranged.
- A behaviour plan, home-school communication diary or an individual reward system is discussed.
- Referral to external agencies as appropriate.

If it is decided that a behaviour management plan or individual reward system needs to be set up in order to support the child and improve their behaviour, this will be based on acknowledging and rewarding appropriate

behaviour whilst still addressing inappropriate behaviour. The behaviour plan will be reviewed and revised at regular intervals. This will involve all parties (child, teaching staff, SENCo and parents).

At this stage, the child will be placed on the SEN register at School Action. If the concern is in the playground, then duty staff and lunchtime supervisors should be informed so that behaviour can be monitored and recorded by them during these times.

Under some circumstances, the advice and support of outside agencies may be sought. For example, it may be necessary to work with the County Behaviour Support Service and/or the Educational Psychologist. Parents will always be informed and invited to be involved with the discussion and plans.

11. Exclusion:

On rare occasions, pupils may be excluded from the school (on either a temporary or permanent basis) following either persistent misbehaviour or a single incident of serious misbehaviour. This may happen after a range of support strategies have failed to modify a pupil's behaviour, or it may be an instant response, without warning, if the misdemeanour is serious and puts the safety of others or themselves at risk.

The school has adopted the 'Surrey County Council Exclusion Policy' in respect of this, and interested parents can view this document online at <http://www.surreycc.gov.uk/learning/teachers-and-education-staff/services-for-children/behaviour-support/exclusion-guidance-for-schools>.

The trigger for exclusion and could be any of the following:

(The triggers relate to both persistent and single incidents.)

- 1. Acting in a bullying, aggressive or abusive fashion towards any pupil or adult in school.*
- 2. Committing an offence that causes personal injury or danger to another person.*
- 3. Causing damage to someone else's or their own belongings.*
- 4. Putting themselves in danger or at risk through irresponsible actions.*
- 5. Severely prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (This applies both on site and off school premises where the member of staff is lawfully in charge and responsible for the pupil.)*

All incidents will be fully investigated by the head teacher or senior member of staff through interviews with both parties and any witnesses. Subsequently, the head teacher will determine whether the action is serious enough to warrant exclusion.

The children at Crawley Ridge Junior School are made fully aware of the different ways they can seek help / support when others are causing them upset. They are also taught strategies they can use to calm down or to resolve conflict. Therefore, for a child to resort to violence (when unprovoked) is seen as highly inappropriate and totally unacceptable.

Exceptions:

If the head teacher determines that the reason a child reacted in an aggressive, abusive or bullying fashion is because they were severely provoked by someone else, then this may result in an internal exclusion instead. (An internal exclusion is when a child will remain in school but not be allowed to join the other children for break and lunch times.)

Should the parents of the child concerned feel that the school has not dealt with an incident fairly or constructively, then they have the right to put in a letter of complaint to the governing body who will investigate the matter further.

12. List of Appendices:

- Appendix 1 - Escalation Process**
- Appendix 2 - Escalation Process (in child-friendly language)**
- Appendix 3 - Consequences List for children**
- Appendix 4- Reflection Sheet**
- Appendix 5 - Prompt Sheet for letter to parents**
- Appendix 6 - Letter to parents about persistent misbehaviour**

Appendix 1

The Escalation Process For use within school, on the playground or on a trip.	
Reminder	<p>For low-level inappropriate behaviour, remind a child that the way they are behaving is inappropriate and explain why, before issuing a warning.</p> <p><i>"You are behaving inappropriately. We don't behave like that because..."</i></p> <p><i>"If you continue to behave that way, you will be given a warning."</i></p>
Warning	<p>If the child continues to behave inappropriately, issue a warning. The child / staff member should move the child's name from the green board to the amber 'warning' board in their classroom. The warnings do not have to be given for exactly the same type of unacceptable behaviour (although this is most common.)</p> <p>Exceptions: Sometimes, an immediate consequence may be needed, rather than a warning first: Rudeness to any member of staff or adult helper Disobeying or challenging the authority of any member of staff or adult helper Swearing (of any sort and in any context) Deliberately being unkind or hurting someone's feelings.</p> <p><i>"You have continued to behave in an inappropriate way so you are now being given a warning."</i></p> <p><i>"If you CHOOSE to carry on behaving like this, then you will be given a consequence."</i></p>
Consequence	<p>If the child's behaviour does not improve after being given a warning, issue a suitable consequence. The child / staff member should move the child's name onto the red 'consequence' board in the classroom.</p> <p>Any consequence should be followed up by a discussion with the child about how their behaviour affects other children or themselves.</p> <p>Exceptions: Some unacceptable behaviour may require an immediate serious consequence rather than a warning or a consequence. In these cases, please inform the Head teacher immediately: Physically hurting someone Being violent or aggressive Stealing or damaging someone else's property Bullying or racial harassment</p> <p><i>"Unfortunately, you have CHOSEN to continue to behave in that way so you will now be given a consequence."</i></p> <p><i>"If you CHOOSE to continue to behave like this, then you will be sent to the Senior Midday Supervisor / the Class Teacher, the Team Leader / Deputy Head / Head Teacher (depending on the severity of the incident) and your parents will receive a phone call and/or be asked to come into school to discuss this."</i></p>
Serious Consequence	<p>A serious consequence is used for extreme or persistent misbehaviour only OR if at least three consequences have already been given for similar poor behaviour within a half term</p> <p>Arrange a time for the child to see the Senior Midday Supervisor / the Class Teacher / the Team Leader / Deputy Head / Head Teacher (depending on the severity or persistence of the incident)</p> <p>The child's parents will be contacted (by a relevant member of staff) either by letter (see Appendix 6) or by phone, and a meeting or discussion will be had on how to manage the behaviour and to determine the necessary next-steps. (The Class Teacher, a Senior Leader, the parents and the child (if appropriate) will be at the meeting.)</p>

Final Consequence	Fixed Term or Permanent Exclusion

Appendix 2

What happens if we choose not to follow our class or school rules?

Reminder
A member of staff will remind you that the way you are behaving is inappropriate and explain why.

Warning
If you continue to behave in an inappropriate way, then you will be given a warning.

- Sometimes, you will be given a warning straight away without a reminder if you:*
- *Are rude to any member of staff or adult helper*
 - *Disobey or ignore any member of staff or adult helper*
 - *Swear*
 - *Are unkind or hurt someone's feelings on purpose.*

Consequence
If you still choose to behave in the wrong way, then you will be given a consequence.

Serious Consequence
If you repeatedly make the wrong choice about the way you behave, and break the school rules OR if you choose to behave really poorly; then there will be a more serious consequence. Your parents will be told and asked to come in for a meeting.

- You will get a serious consequence if you:*
- *Physically hurt someone*
 - *Are violent or aggressive*
 - *Steal or damage someone else's property on purpose*
 - *Bully someone*
 - *Make a comment about a person's skin colour, religion or things that are very personal.*

Final Consequence
In extreme cases of poor behaviour, then you may be asked to stay at home for a short period of time OR not return to school at all.

What are the consequences for inappropriate behaviour?

- *To be given a verbal warning*
- *To have a serious talk with a member of staff*
- *To complete a reflection sheet*
- *To have a consequence form sent home*
- *To write an apology letter (to another child, a member of staff or to your parents)*
- *To have privileges taken away*
- *To miss out on a fun task, trip or activity*
- *To lose some or all of a break time / lunchtime*
- *To take time-out from the playground (in a supervised room)*
- *To be sent to work in another classroom*
- *To work by yourself, away from the rest of your class*
- *To have one of your belongings taken away (if it is not the time and place to use it) and returned at the end of the lesson / school day.*

Serious Consequences

- *To go on a behaviour chart or home/school behaviour diary*
- *To be sent to the Deputy Head or the Head teacher to discuss your behaviour*
- *To have your parents contacted by your Class teacher / Team Leader / Deputy Head / Head teacher to discuss your behaviour*
- *To have a meeting arranged with your Class teacher / Team Leader / Deputy Head / Head teacher to discuss your behaviour*

Final Consequence

- *Exclusion (for a short period of time or permanently)*

Appendix 4

Name _____

Date _____

Reflection Sheet

For incidents at break time or lunch time

What happened to me?

Why do I think it happened to me?

What did I do about it? Was this the right thing to do? What else could I have done?

*What other action was taken?
Who helped me?*

What do I think needs to happen next?

Appendix 5

Prompt Sheet for Letter to Parents

Dear (name of an adult at home)

On (date and time of day), I was (location where the incident happened).

I broke the following rule(s): (Write down the rule or rules that you broke).

This is what happened. (Add a description of what happened).

I made a bad choice because...

I should have...

I am sorry for behaving in this way.

From (your name)

Appendix 6

Letter to raise concerns to Parents/Guardians regarding persistent misbehaviour

Dear

We would like to arrange a meeting, as soon as mutually possible, to discuss a few concerns we have over behaviour in school.

We have monitored this closely over the past few weeks and we feel a meeting with yourselves will be useful so that we can work together to address these concerns. It is our aim in school to work closely alongside parents and we always have the best interests of your child at heart. We are confident that by discussing things, a solution can always be found.

Your meeting will be with:

Your child will / will not need to be in the meeting with you.

The suggested date and time for your meeting is

Should the suggested date and time for your meeting not be convenient, please contact the school office in order to reschedule.

Would you please complete the attached slip to acknowledge receipt of this letter and to indicate whether you will be able to attend the meeting.

Many thanks for your support.

Maria Martin

Class Teacher

Headteacher

.....

Name of Child _____

Class _____

I / We can attend the scheduled meeting.

I / We cannot attend the meeting, so will contact the school office to arrange a more suitable time.

Signed: _____ (Parent)

Date: _____