

Atwood Primary Academy

Behaviour Policy



Date: September 2021

Review Date: July 2022

(or to meet new legislation and practices)

Signed by: _____

Position: _____

Date: _____

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I. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule I of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. DEFINITIONS

At Atwood, we aim to establish an ethos where positive behaviour is promoted and inappropriate behaviour dealt with consistently. *Please see Appendix I Written Statement of Behaviour Principles.*

We do this by aiming:

- To secure a learning climate where effective teaching and learning can take place and thus increase children's opportunities for their personal development
- To promote self-discipline and the skills necessary to form good relationships, in order for children to make the right choices for themselves and others.
- To motivate all children to enjoy and achieve.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions promptly
- Non-completion of classwork or homework
- Poor attitude, including disrespecting school adults, parents and peers
- Incorrect uniform, extreme haircuts, and the wearing of non-faith jewellery

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Antagonising and/or threatening behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Swearing
- Physical assault including pushing, pulling, spitting, hitting, biting, kicking
- Fighting
- Lying to cover up the truth
- Leaving the classroom or place of learning without permission
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Inappropriate images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- **Deliberately** hurtful
- **Repeated**, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, pinching, spitting, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which is published on the school's website.

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Head Teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff (including non-teaching staff) are responsible for:

- Implementing the behaviour policy consistently
- Communicating incidents to parents/carers where necessary
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using SIMS or on a Behaviour Log which will then be transferred to SIMS (School Information Management System) *(See Appendix 2 - Behaviour Log to be recorded on SIMS)*

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. PUPIL CODE OF CONDUCT

We expect that our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

Our Code of Conduct, known as the Magnificent Seven, *Please see Appendix 3 Code of Conduct- The Magnificent Seven*, which supports our seven Atwood values (Learning, Teamwork, Enthusiasm, Diversity, Respect, Achievement and Friendship), are as follows:

1. We aspire to be the best that we can be- *'Nothing is impossible'*- which is also our school motto
2. We are kind and gentle
3. We are polite and honest
4. We display a good attitude for learning
5. We respect ourselves, the school environment and the wider community
6. We wear the Atwood uniform with pride
7. We behave in an orderly and self-controlled way

But in order to make this simpler for the children to remember all staff will consistently refer to the 'Terrific Trio'-

Kind thoughts

Kind words

Kind actions

as we feel that these three statements cover all aspects of good behaviour and positive relationships.

7. REWARDS AND SANCTIONS

We believe that rewards for good behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward in itself. We also aim to reinforce good behaviour with praise and recognition of it in a variety of ways.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with (N.B. this is not an exhaustive list):

- **At EYFS and Key Stage 1:**

Classes have a chart displayed which details the Code of Conduct, also known as the Magnificent Seven. Pupils displaying good behaviour will be awarded a Reward Point which is logged on class charts or Class Dojo depending on the system selected by the team. Points are accumulated to work towards class rewards or individual targets. Achievements are shared in Celebration Assembly each week.

Rainbow Certificates, for pupils who have demonstrated exceptional behaviour, are presented in assemblies. Pupils in EYFS and KSI can also be awarded Gold Stars for good behaviour, which are linked to the Code of Conduct also known as the Magnificent Seven.

- **At Key Stage 2:**

Classes have a chart displayed which details the Code of Conduct also known as the Magnificent Seven. Pupils displaying good behaviour will be awarded a Reward Point which is logged. A pupil's individual Pupil Reward Point will automatically count towards a Team Point (Fire, Earth, Water and Air). Each week pupils are informed of the progress towards the Team Point competition, culminating in all children across the school being able to wear their Team colours on an arranged day in school.

Other rewards are:

- Praise
- Whole class rewards
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Use of stickers and stamps

The school may use one or more of the following sanctions in response to unacceptable behaviour. (N.B. this is not an exhaustive list):

- **At EYFS and KSI:**

- a. Verbal and/or non-verbal reminder of the need for good behaviour and concentration linked to the Code of Conduct-The Magnificent Seven, will be given- the number of reminders a teacher gives are at their professional discretion but as a rule of thumb, should be no more than three. Should this not have the desired outcome;
- b. A short verbal reprimand will be given stating which part of the Code of Conduct- The Magnificent Seven, has been broken, and a reminder of the desired behaviour. Should this not have the desired outcome;
- c. An age appropriate time specific time-out will be given with a clear indication of the reasons why. Once the time-out has been completed, the class teacher spends time discussing with the pupil what happened, resolving the issue and making expectations clear - it's time for a fresh start.
- d. If a child continues to misbehave, or for more immediately serious behavioural incidents, the child is sent to work in another class or to a senior member of staff. The class teacher makes a note on SIMS for monitoring purposes, detailing the incident. The expectation is that the class teacher will speak to the parents at the earliest opportunity, either by calling the parent to discuss the incident, or by meeting with the parent at the end of the school day;

- **At Key Stage 2:**

- a. Verbal and/or non-verbal reminder of the need for good behaviour and concentration linked to the Code of Conduct- The Magnificent Seven, will be given- the number of reminders a teacher gives are at their professional discretion but as a rule of thumb, should be no more than three. Should this not have the desired outcome;
- b. A short verbal reprimand will be given stating which part of the Code of Conduct- The Magnificent Seven, has been broken, and a reminder of the desired behaviour. Should this not have the desired outcome;
- c. The pupil will be moved within the classroom in order for them to reflect. Should this not have the desired outcome;
- d. The pupil will be sent out of the class to work in another classroom or space. Should this not have the desired outcome;
- e. Removing the privilege of break time and/or lunchtime play as appropriate.

At EYFS, KSI or KS2, should the repeated behaviour continues, then this may be referred to the Head teacher who may consider some of the following actions:

- a) If the repeated behaviour continues, then this may be referred to the Head teacher who may consider some of the following actions:
 - Removing the privilege of break time and/or lunchtime play

- The setting up of an Individual Behaviour Plan and agreeing a behaviour contract (See *Appendix 6- Individual Behaviour Plan and Appendix 6a Individual Behaviour Plan report card*)
- A longer period of internal exclusion*
- Fixed Term Exclusion
- Permanent Exclusion

(See Appendix 5 for sample letters to parents about their child's behaviour.)

*We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to a different class during lessons if they are disruptive or to work at a table outside a senior member of staff's office, or work in a dedicated 'safe room' and they will be expected to complete the same work as they would in class.

Strategies for Dealing with Persistent Unacceptable Behaviour

No school will ever be free of children who have difficulties in managing their behaviour. It is school policy to manage such behaviour in a positive and supportive way. **Children should never be humiliated by adults within the school community and should always be reassured that in rejecting aspects of their behaviour, we are not rejecting them as individuals.** The school also recognises that some children will need extra support with modifying their behaviour and an individualised approach with reasonable adjustments may be taken for children with SEND when applying the behaviour policy.

The strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Calming time and the use of 'safe spaces'
- Teaching children strategies to recognise and manage their own anger more effectively
- Home/school message books, so that the children showing persistent unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Plans or behaviour targets
- Tracking the progress of a child's behaviour in class
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support as appropriate)
- Structured learning time (the day is broken down into small and manageable tasks)
- A team approach from school adults working closely together to support the child
- Recording incidents over time to enable a better understanding of possible triggers for behaviour and to support the child in avoiding or managing those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies
- Restraint (Atwood staff have been trained in Safer Handling techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of harming themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed if it has been necessary to use positive handling.)

7.2 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, school residential trip or on the bus or minibus on the way to or from school.

7.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy and Allegations Against Staff Policy for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

8. BEHAVIOUR MANAGEMENT

We believe in positive and warm relationships at Atwood. We believe in a nurturing approach to educating the whole child and as such we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil Code of Conduct- The Magnificent Seven and their own agreed classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Lunchtime Management

The senior midday supervisor and all midday supervisors under the direction of the senior leadership team are responsible for setting the tone and context for positive behaviour within the dining hall and on the playground/ field. *(Please see Appendix 6 - Playground Rules)*

They will:

- Create and maintain a range of stimulating games and activities aimed at promoting effective friendships and physical development
- Establish clear routines for eating and play
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the lunchtime session positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

If there are incidents of behaviour at lunch time which need to be followed up by the class teacher or SLT, the midday supervisors will complete a Behaviour Log (*See Appendix 2 - Behaviour Log to be recorded on SIMS*) so that the incident can be followed up appropriately and recorded on SIMS by the class teacher.

8.3 The Restorative Approach

We adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus.

Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

What happened? Drawing out each person's story one at a time.

What do you think and feel about that? What each person was thinking at the time, before and since.

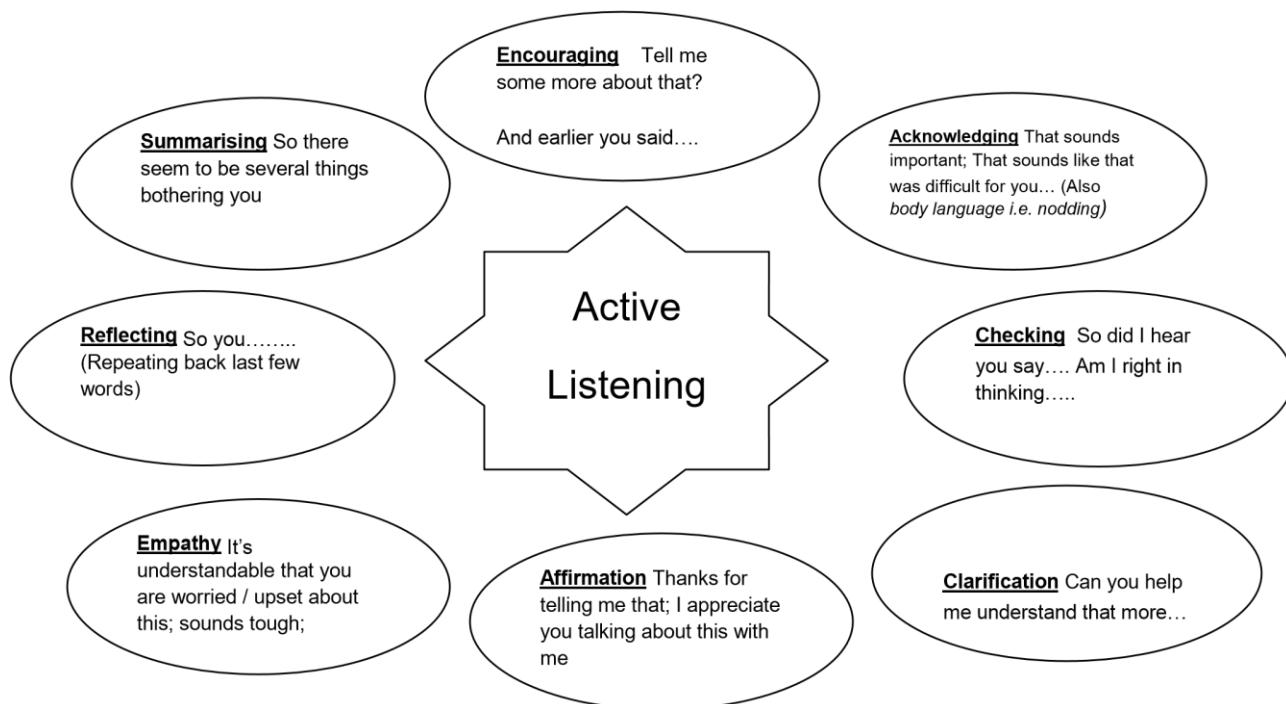
Who has been affected and how? Who has been harmed/affected and how?

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



Implementation of the Restorative Approach

At Atwood Primary Academy, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The 5 stages of Restorative Approach underpin our approach to behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding of the approach. As pupils become more secure in the skills needed for each stage, they progress to the next one.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative stages at their own pace.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

8.4 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (*See Appendix 2 - Behaviour Log to be recorded on SIMS*)

8.5 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.6 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and as part of continual professional development (CPD). Our staff

are encouraged to discuss any concerns relating to pupil behaviour and conduct with their senior colleagues.

A staff training log can be found in [Appendix 7](#).

11. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Head teacher and the Teaching, Learning and Assessment Committee annually. At each review, the policy will be approved by the Head teacher.

12. COMMUNICATION WITH PARENTS AND CARERS, INCLUDING BEHAVIOUR TOWARDS SCHOOL STAFF

Statement of Principles

Our school encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one.

Staff, parents and other visitors are expected to act as role models, show respect and concern for others and support the respectful ethos of the school by setting a good example in their speech and behaviour towards all members of the school community.

The vast majority of parents, carers and other visitors to our school set a good example. This section of the policy addresses those rare occasions when behaviour is inappropriate.

Incidents Involving Others' Children

If an incident has happened at school involving your child, please do not approach/ telephone or use social media to contact other parents. By all means come in and tell staff how you are feeling and what your child's account of the incident was but let us deal with it in school.

Approaching someone else's child in order to discuss an incident or 'tell them off' because of their actions (whether alleged or observed) is not appropriate in any circumstances. If you have concerns about something that has happened in school, please speak to a member of staff promptly.

The details of sanctions given to children other than their own will not be provided. Parents and carers will be informed that an appropriate sanction has been applied in line with the school's behaviour policy.

Unacceptable Behaviours

All members of the school community have the right to feel safe in the school environment. Aggression, threatening behaviour, verbal or physical abuse towards members of the school staff or the wider community is unacceptable no matter what the circumstances are. This also includes through conversations face to face, on the telephone or via email/ text/ School Gateway communication.

All members of staff have the right to work without fear of violence and abuse, and can therefore refuse to interact with an adult who is displaying unacceptable behaviours, may seek the support from colleagues and in extreme cases, have the right to use self-defence.

Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- Shouting at members of the school community, either in person or to school staff over the phone

- Physically intimidating members of the school community, e.g. standing very close to someone
- The use of aggressive hand gestures
- Racist, sexist, ageist, homophobic or abuse related to any other protected characteristics
- Swearing
- Pushing, hitting and kicking
- Seeking to purposely influence the views of other in order to intimidate, humiliate, victimise or harass other members of the school community, including children
- Breaching the school's security procedures

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour may result in the person being asked to leave the premises immediately and/or the police being called.

Procedure Following any Unacceptable Behaviour

If any parent/carer behaves in an unacceptable way towards a member of the school community, the Head teacher or appropriate senior staff member will communicate with the individual either verbally or in writing that their behaviour was unacceptable, referring to policy.

If the individual has a genuine concern which they would like to resolve, the Head teacher or Senior Leadership Team will seek to resolve the situation through discussion and mediation when the individual is calm. The complaints procedure may be relevant to deal with the concern.

Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence or inappropriate behaviour, a parent/carer may be banned by the Head teacher from the school premises for a period of time, subject to review.

In imposing a ban, the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application will follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and police will be included
3. The Chair of Governors will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified

In conclusion to this section, in implementing these procedures, the school will as appropriate, seek legal advice, to ensure fairness and consistency.

13. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusion policy
- Child Protection policy
- Anti-Bullying Policy
- Allegations Against Staff Procedures
- Staff Code of Conduct
- SEND Policy
- Health and Safety Policy

- Unacceptable Behaviour Policy

APPENDIX I: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2: BEHAVIOUR LOG- TO BE RECORDED ON SIMS

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

APPENDIX 3: CODE OF CONDUCT- THE MAGNIFICENT SEVEN AND THE TERRIFIC TRIO



ATWOOD
PRIMARY ACADEMY

Our Code of Conduct

The Magnificent Seven

1. We aspire to be the best that we can be- *'Nothing is impossible'*- which is also our school motto
2. We are kind and gentle
3. We are polite and honest
4. We display a good attitude for learning
5. We respect ourselves, the school environment and the wider community
6. We wear the Atwood uniform with pride
7. We behave in an orderly and self-controlled way

The Terrific Trio

Kind thoughts

Kind words

Kind actions

APPENDIX 4 – INDIVIDUAL BEHAVIOUR PLAN

Pupil:	Class Teacher:	
DOB	IBP No.	IBP Date:

Pupil's Areas of Strength:
Effective Strategies used to date:
Specific issues which may impact on the pupil:
External agencies involved:
Views of the pupil:
Views of the parents/carers
The Individual Behaviour Plan drawn up by:
Review of the Individual Behaviour Plan:

--

Individual Behaviour Plan

Behaviour Focus My targets:	Prevention What do I need to do?	Support Who or what is going to help me and when?	Response How did I get on?

Rewards	Sanctions
What will happen if I make the right choices?	What will happen if I make the wrong choices?

<p>My self-review</p>

Name:	IBP No.	Date:
IBP drawn up by:	Class Teacher:	Parent:

APPENDIX 5: LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR – TEMPLATES TO BE PASTED INTO APPROPRIATE HEADED PAPER - HARD COPIES TO BE KEPT IN THE SCHOOL OFFICE FOR STAFF

First behaviour letter

Dear Parent/ Carer,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent/ carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent/ carer ,

I am sorry to report that, despite meeting and creating a behaviour contract, _____
has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the head teacher, the Inclusion Leader and myself, to
discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the
meeting.*

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/ carer,

I am writing to inform you that _____ has been given a detention on this date
_____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Individual Behaviour Plan



Consistent Coding- to be used by all staff

4. *Has demonstrated good behaviour in line with class peers; no verbal reminders; has completed adequate work and has allowed the teacher to teach and pupils to learn*
3. *Has demonstrated reasonable behaviour. Has benefitted from some verbal reminders and has settled to learning but has caused the teacher to intervene and/or other pupils and themselves to be distracted from learning*
2. *Has demonstrated poor behaviour. Has not followed rule reminders and has distracted the teacher from teaching and has distracted other pupils and/or themselves. May have not completed work to a high standard, has been insolent, or refused to follow instructions*
1. *Has spent the majority of the time purposefully distracting others and/or themselves causing the teacher to intervene therefore wasting learning time. Has not completed work. Has been rude and insolent to others.*
0. *Very poor behaviour. Has had to be removed from class or group learning. Has demonstrated a very poor attitude to others and school.*

40+ sessions of 4s- Has modified behaviour- 30min reward- consider removing from IBP for the following week
30+ sessions of 3 or 4s- Is beginning to modify behaviour- **20min reward-** IBP for the following week
20+ sessions of 3 or 4s- Some modification of behaviour- 10 min reward- IBP for the following 2 weeks

Name and Class:

Dates:

My Targets:

- 1.
- 2.
- 3.

Timetable

	Before school	Session 1	Assembly	Break	Session 2	Lunch	Afternoon 1 2	Hometime/ Clubs	Signed By
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Notes

Letter detailing that a pupil was the victim of poor behaviour (please note: it is often preferable for teachers to personally contact parents by phone and/or email to discuss events in the first instance)

Dear Parents/ Carers,

I am writing to inform you that _____ (please provide the relevant information for the parent) and this matter has been resolved by an appropriate sanction being applied in line with our Behaviour Policy.

We understand that may be worrying for you and so need to see me about this matter, please call the school to make an appointment.

Yours faithfully,

APPENDIX 6 - PLAYGROUND RULES

Playground rules include the following:

- a) We play safely and look after each other
- b) We do not bully or make others sad
- c) We stop /line up quietly when we hear the Bell or see the traffic light
- d) We are kind and helpful to each other
- e) We invite others to share/play
- f) We take care of our school and everyone in it.
- g) We put rubbish in the bin

Playground sanctions:

- a) oral warning and discussion;
- b) children choosing their own time out to reflect upon their behaviour
- c) time out, e.g. with teacher or supervisor (5 minutes);
- d) time out, e.g. sit on seat, to think about behaviour (10 minutes);
- e) sent in, accompanied, to the office;
- f) persistent unacceptable behaviour – teacher informed by supervisor.
- g) playground ban – parents informed, lunchtime exclusion;

Record keeping:

- a) midday supervisors record incidents using Behaviour Log recording sheet.
- b) class teachers will be informed of any incident that needs to be followed up

APPENDIX 7: STAFF TRAINING LOG

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date