



## **Behaviour Policy**

*'You have filled my heart with greater Joy'*

*Psalms 4:7*

**Co- Headteachers : Jo Trahearn & Shelly Geeson**

**Ratified by: Governing Body**

**Release Date: 24<sup>th</sup> August 2024**

**Review Date: 1<sup>st</sup> July 2025**

**Expiry Date: 23<sup>rd</sup> August 2025**

## Philosophy

**“We Achieve, Challenge and Encourage one another to be the very best version of ourselves.”**

## Aims

At Ashby C of E Primary School, we believe in promoting, developing and teaching high standards of behaviour which ensure all pupils can reach their full potential during their time with us and beyond.

Integral to our policy are our core values of forgiveness, compassion, friendship, wisdom, endurance and trust. Our Christian Values of forgiveness and restoration is also a key component of this policy.

All staff at Ashby C of E have high expectations and aspirations for our pupils and seek to ensure they develop positive and strong relationships.

We promote self-discipline and Character Development, to give pupils the skills and self-awareness they need to be the ‘best version of themselves’.

We focus on positive and preventative strategies and believe that behaviour needs to be taught and modelled. Behaviour can be segregated into 3 main areas - emotional, social and cognitive.

**Emotional learning behaviours:** understanding how we use and listen to our inner voice, understand how to look after and be aware of our mental well-being, develop resilient and learn how to deal with setbacks; and focus on strategies to ensure all our children can have high self-esteem, self-worth, and self-competence so that they can be successful.

**Social learning behaviours:** these are encouraged, modelled and taught through our classroom charters, our collective worship and explicitly during PSHE and include pupil relationships with staff in school, peer relationships, collaborative learning, and bullying.

**Cognitive learning behaviours:** this involves strategies for motivating pupils and nurturing a growth mindset, the implementation of a well sequenced and ambitious curriculum is a key component to this – we understand the importance of appropriate challenge and curriculum enrichment and the impact this has on learning behaviours and attitudes to learning.

## Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy

- Safeguarding policy

## **Roles and Responsibilities**

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of the governing board, Co-headteachers, staff, children and parents. These are as follows:

### The Governing Boards responsibilities:

- To approve the behaviour policy and monitor its effectiveness.
- To hold the Co-headteachers to account for its implementation.

### The Co-Headteacher's responsibilities:

- To develop and implement the behaviour policy.
- To ensure the school environment encourages positive behaviour.
- To support staff to deal effectively with poor behaviour.
- To monitor the implementation of the policy and ensure rewards and sanctions are applied fairly and consistently.

### Staff responsibilities:

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

### Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

### Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

## Whole School Ethos

Our children have written and agreed the Schools Vision, Christian Values and our School Expectations

### School's Vision

**“We Achieve, Challenge and Encourage one another to be the very best version of ourselves.”**

### Christian Values

- Forgiveness
- Compassion
- Friendship
- Wisdom
- Endurance
- Trust

We are    because we...



actively listen to others



show respect & consideration



walk quietly & calmly



are truthful & make wise choices



show compassion, friendship & forgiveness



endure and thrive in excellence



## Strategies for positive encouragement include:

At the start of each year, each class teacher will have a discussion about what our expectations will look like in their classroom. Classes will then create a class charter. The School Council will devise expectations for behaviour at lunch times (including the dining hall) and in and around school and this will be shared and displayed around these areas.

Children are actively encouraged to achieve our expectations through a consistent approach. However, at Ashby C of E all staff also recognise that there will be a very small minority of children who may need additional support in attaining expected behaviours in school and will therefore need their own personalised plan. The SEND Co and/or Phase Leaders & Class teacher will meet with the child and parent/carers to agree a personalised plan together. This plan will be reviewed on a regular basis.

All staff are expected to praise pupils verbally for following any of the above expectations.

## Coming into school

How the day starts sets the tone for the rest of the day. At Ashby C of E we firmly believe that all children should receive a warm welcome as they enter school. A member of each phase will be on the entrance doors each morning to say hello / good morning to their phase and the class teacher will be at the classroom door to welcome them into their class. When that class teacher is at the main door another adult in the class will do this. Each day is seen as a fresh start.

## Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Ashby C of E we operate the following system.

At the end of the break the whistle is blown – all children stop what they are doing and stand still. The member of staff on duty will then blow the whistle a second time and at this point children should walk sensibly to the class line up position and line up in their allocated place ready to come in. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

## Rewards

Positive behaviour will be rewarded with:

- Praise
- Smiles and visual encouragement
- Sharing achievement with other children
- **Happy Teddies** – (EYFS) Awarded for exceptional **behaviour** / learning characteristics
- **Merit Stickers** – (Y1-Y6) Awarded for exceptional **behaviour** / learning characteristics
- **House points** – Awarded for effort with **work**, completing homework, good spelling scores, P.E Team games, regular home reading, homework projects, TTrackstars battles etc
- Co-Head Teacher Stickers and Behaviour Certificates (Bronze, Silver, Gold)
- Termly Celebration assemblies where Behaviour Certificates are presented in front of invited parent / carers.
- Shining Moments
- You're a Shining Star postcards sent home – sharing shining moment with family
- Hot Coco with Co-Heads (every 2-3 weeks) reward for shining moment children
- Whole class rewards

- Visit to other members of staff for recognition and praise

### Happy Teddies / Merit Stickers

- If a pupil displays exceptional behaviour / characteristic, then they are given a Happy Teddy (EYFS) / Merit Sticker (Y1-6)
- In EYFS each child's name will be displayed in a blue class chart. Any happy teddies given out are placed in the chart by the child.
- Every child from Y1 – Y6 will have individual Positive Behaviour Charts displayed in their classroom. When a child receives a Merit they place it onto their charts.
- Each child will be awarded an additional Merit weekly, providing they have received no warnings or a Yellow/Red Card.
- Once a child has received the agreed number of merits KS1 = 5 merits, KS2 = 10 merits there name is written in the "Good Book". Names are read out in Monday's assembly and the children are awarded with a Headteachers' Award sticker. KS1 children collect stickers, KS2 stand and get celebrated with a clap, teachers can then hand out stickers in class.
- When 25 Merits / Happy Teddies = 5 Headteacher Stickers (EYFS / FS)  
20 Merits = 2 Headteacher Stickers (KS2)  
have been received the child is given a **Bronze certificate** which is presented in a termly Open Classroom celebration to which all parents are invited.
- When 50 Merits / Happy Teddies = 10 Headteacher Stickers (EYFS / FS)  
40 Merits = 4 Headteacher Stickers (KS2)  
have been received the child is given a **Silver certificate** which is presented in a termly Open Classroom celebration to which all parents are invited.
- When 75 Merits / Happy Teddies = 15 Headteacher Stickers (EYFS / FS)  
60 Merits = 6 Headteacher Stickers (KS2)  
have been received the child is given a **Gold certificate** which is presented in a termly Open Classroom celebration to which all parents are invited.

### House points

ST George	-	RED
ST Andrew	-	BLUE
ST Patrick	-	GREEN
ST David	-	YELLOW

- Every child is enrolled in a house when starting at Ashby C of E. Our houses are named after the following Patron Saints;
- Children remain in their designated house throughout their time at school and as younger siblings join they are also allocated to the same house.
- House Captains are elected in Year 6 and they collate house points weekly and share the results in Thursday's Hymn assembly.
- Winning houses at the end of each Term get to have an additional 30 minute playtime in the afternoon.

## **Consequences**

Children must be made aware that their behaviour choices may have consequences.

### **Year 1 – Year 6**

If a child is displaying an inappropriate behaviour it must be clearly communicated that it is not acceptable. If this is continued they will be told, "If you continue to do ..... you will receive a warning". This must be followed consistently and fairly with all children. This also needs to be referred back to which expectation is not being followed.

- If unwanted behaviour persists then they will be told, "You have continued to ..... you now have a warning'.
- Every class has a behaviour tracking sheet (BTS). Once a child has been given a warning it must be recorded on the BTS.
- If children modify their behaviour, after a warning has been given and a period of time passes before any other negative behaviour occurs, then children should be verbally reminded of their warning before a Yellow Card is given. For example, the child is shouting out, the class teacher then reminds them of their previous warning, clearly stating that if they have to tell them again it will be a Yellow Card.
- Class teachers should use a range of strategies, including moving children within the room, to halt the undesired behaviours and allow time for reflection before a Yellow Card is given.
- If the child persists with more unwanted behaviour then a Yellow Card is given and written on the behaviour tracking sheet. Teachers also fill out a yellow card outlining behaviour which the child will take to Phase Leader on their next available playtime.
- For both KS1 and KS2 if a Yellow Card is given before play, the child must go to the Phase Leader and spend up to 15 minutes with them either outside if they are on duty or within their classroom. The same applies for between playtime and lunch. Up to 15 minutes at the start of lunch time.

- If the Yellow Card is given in the afternoon to a KS1 child **before afternoon play** then the child must go to the Phase Leader and spend up to 15 minutes with them either outside if they are on duty or within their classroom.
- If the Yellow Card is given in the afternoon to a KS1 child **after afternoon play** then they will be sent to the SLT office where a member of SLT will discuss the behaviour and give the children up to 15 minutes reflection time before sending them back to class.
- If the Yellow Card is given in the afternoon to a KS2 child then they will be sent to the SLT office where a member of SLT will discuss the behaviour and give the children up to 15 minutes reflection time before sending them back to class.
- The member of SLT who has spoken to the child about their Yellow Card will then record the incident on CPOMs under Behaviour (Yellow Card)

### **Foundation Stage**

When pupils first enter school the behaviour policy is applied differently which gives pupils a good grounding in the behaviours expected.

- If a child is displaying an inappropriate behaviour it must be clearly communicated that it is not acceptable
- A warning teddy is given rather than a verbal warnings
- A sad teddy is given rather than a Yellow Card.
- If a child hits /engages physically with another child, a sad teddy is given.
- If a child receives 2 sad teddies a playtime is missed.
- A sad teddy is placed next to any happy teddies the child has gained during the day.
- If a child is given more than 2 sad teddies in a day they are sent to see the Co-Headteachers and the behaviour is recorded on CPOMs.
- All sad teddies are removed at the end of the day.
- Staff will talk to parents if their behaviours are causing any concern.

### **Red Cards**

In the case of extreme behaviour a member of the SLT will be called to deal with the incident and will make the decision to give a red card if appropriate. If this occurs then the incident must be fully dealt with by a member of the SLT, parents will be contacted and notes of the incident will be recorded on CPOMs.

Examples of behaviours which would warrant a Red Card include;

- physical violence; we define this as a child deliberately attacking another, intending harm (each case will be handled individually taking into account the information from all children involved)
- abusive language (swearing and homophobic/racial /disablist comments)
- refusal to follow staff instructions
- damage to school property.

Red cards are also issued if a child receives a 2<sup>nd</sup> Yellow card in one day. Parents are then called by a member of the SLT and informed of the child's behaviours. These behaviours do not necessarily need to be related. Any Red cards issued regardless of whether it is a case of extreme behaviour or a build-up of Yellow Cards must be recorded on CPOMs under the behaviour (Red cards) category.

If a child receives 3 Red cards in a term then a behaviour plan will be implemented.

Each day, the child is given a fresh start; we forgive previous behaviour and encourage the child to behave appropriately. The Co-Headteachers will request a meeting with the parents of children who receive 4 or more Yellow Cards in a two week period or 8 warnings. It is the class teacher's responsibility to inform the Co-Headteachers of this.

Phase Leaders will monitor warning sheets each half term and report findings to Co-Headteachers. The Co-Headteachers will report to governors the number of Red & Yellow Cards issued and the behaviour categories identified in the termly Co-Headteacher's report.

### **Positive Handling**

School staff can use reasonable force to either control or restrain pupils. The majority of staff are trained in Positive Handling Techniques and have been trained to carefully consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Any occasion where positive handling has been used must be recorded on CPOMs under the heading of Positive Handling and parents must be informed.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances.

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

Our Physical Intervention Policy contains further details.

### **Off-site behaviour**

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- 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 at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Co-Headteachers will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

### **Lunch-time behaviour**

The behaviour policy runs consistently through the school day and will be applied across playtime by the lunch time supervisors. Children who fail to respond to warnings and 5 minutes time out will be referred to a member of the SLT immediately. Lunchtime supervisors will use Happy lunchtime initiatives e.g. House Point tokens to reward exemplary behaviour as well as 4 children per half term chosen to sit on the Table of Awesomeness. Midday Supervisors can also award Shining Moments certificates (1 per Midday Supervisor each half-term) for particularly special reasons e.g. regularly helping in the Dining Hall.

### **Restorative Discussions**

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

**Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:**

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

### **Managing Behaviour over time:**

The Co-headteachers / SMT and ELSA's monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the Co-headteachers of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding House points in recognition of compliance with school expectations, such as completion of homework

- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The Co-Headteacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of Behaviour Plan & Risk Assessment (Appendix 4) for any pupils exhibiting challenging behaviour alongside child & parent
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

#### **How children can sort out their own difficulties**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

#### **Suggested Strategy for resolving conflict**

Children are encouraged to tell others if their behaviour is upsetting them by using the phrase ***"Stop it, I don't like it!"*** Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action



# Year 1 & Year 2



We are **ACE** because we...



actively listen to others



show respect & consideration



walk quietly & calmly



are truthful & make wise choices



show compassion, friendship & forgiveness



endure and thrive in excellence

Be all of these things and get a Merit!! You will be given an extra Merit each week for great behaviour and no warnings or Red/Yellow Cards.

You can be rewarded even more for exceptional behaviour. Collect 5 and you will be given a special Headteachers award sticker in a Monday Assembly.

When behaviour goes wrong .....

- An adult will ask you to stop unwanted behaviour,  
"Please stop.....,"
- If you continue the adult will say,  
"If you continue to do ..... you will receive a warning."
- If you continue the adult will say,  
"You have continued to ..... you now have a warning."
- A Warning will be marked on the Behaviour Tracking Sheet.
- If you continue then you will get a Yellow Card.
- If you become 'the best version of yourself', and make a mistake later, you will be reminded that you already have a warning and if you continue you will get a Yellow Card.
- If you continue with unwanted behaviour then you will get a red card and your parents will be told.



## What happens if I get a warning?

- You warning will be recorded on the Behaviour Tracking sheet.
- If you get 10 or more warnings in two weeks Mrs Geeson or Mrs Trahearn will have a meeting with your parents.



## What happens if I get a Yellow Card?

- A Yellow Card before playtime = go to Mrs Brady at the start of playtime and miss your play.
- A Yellow Card before lunchtime = go to Mrs Brady at the start of lunchtime and miss the first 15 minutes of your lunch.
- A Yellow Card in the afternoon before afternoon play = go to Mrs Brady at the start of playtime and miss your afternoon play.
- A Yellow Card in the afternoon after afternoon play = go to SLT Office where a member of SLT will discuss your behaviour and give you time to reflect for 15 minutes before being sent back to class.
- If you get 4 or more Yellow Cards in two weeks Mrs Trahearn or Mrs Geeson will have a meeting with your parents.



## RED CARD

You will be given a red card if:

- You are involved in physical violence ( if you hit/ punch/kick somebody on purpose to hurt them)
- If you use harmful language with intent
- If you refuse to follow an adult's instruction
- If you damage school property
- If you receive a 2<sup>nd</sup> Yellow Card in one day



Mrs Trahearn / Mrs Geeson will talk to you about the incident that led to you receiving a Red Card. If the behaviour warrants a Red Card your parents will be contacted and you will be excluded from your class. You may be excluded from school.



# Year 3 & Year 4



We are **A** **C** **E** because we...



actively listen to others



show respect & consideration



walk quietly & calmly



are truthful & make wise choices



show compassion, friendship & forgiveness



endure and thrive in excellence

Be all of these things and get a Merit!! You will be given an extra Merit each week for great behaviour and no warnings or Red/Yellow Cards.

You can be rewarded even more for exceptional behaviour. Collect 10 and you will be given a special Head Teachers' award sticker in a Monday Assembly.

When behaviour goes wrong .....

- An adult will ask you to stop unwanted behaviour,  
"Please stop.....,"
- If you continue the adult will say,  
"If you continue to do ..... you will receive a warning."
- If you continue the adult will say,  
"You have continued to ..... you now have a warning."
- A Warning will be marked on the Behaviour Tracking Sheet.
- If you continue then you will get a Yellow Card.
- If you become 'the best version of yourself', and make a mistake later, you will be reminded that you already have a warning and if you continue you will get a Yellow Card.
- If you continue with unwanted behaviour then you will get a red card and your parents will be told.



## What happens if I get a warning?

- You warning will be recorded on the Behaviour Tracking sheet.
- If you get 8 or more warnings in two weeks Mrs Geeson or Mrs Trahearn will have a meeting with your parents.



## What happens if I get a Yellow Card?

- A Yellow Card before playtime = go to Mrs Burrows at the start of playtime and miss your play.
- A Yellow Card before lunchtime = go to Mrs Burrows at the start of lunchtime and miss the first 15 minutes of your lunch.
- A Yellow Card in the afternoon = go to SLT office where a member of SLT will discuss your behaviour and give you time to reflect for 15 minutes before being sent back to class.
- If you get 4 or more Yellow Cards in two weeks Mrs Trahearn or Mrs Geeson will have a meeting with your parents.



## RED CARD

You will be given a red card if:

- You are involved in physical violence ( if you hit/ punch/kick somebody on purpose to hurt them)
- If you use harmful language with intent
- If you refuse to follow an adult's instruction
- If you damage school property
- If you receive a 2<sup>nd</sup> Yellow Card in one day



Mrs Trahearn / Mrs Geeson will talk to you about the incident that led to you receiving a Red Card. If the behaviour warrants a Red Card your parents will be contacted and you will be excluded from your class. You may be excluded from school. You may not be able to represent the school.



# Year 5 & Year 6



We are **A** **C** **E** because we...



actively listen to others



show respect & consideration



walk quietly & calmly



are truthful & make wise choices



show compassion, friendship & forgiveness



endure and thrive in excellence

Be all of these things and get a Merit!! You will be given an extra Merit each week for great behaviour and no warnings or Red/Yellow Cards.

You can be rewarded even more for exceptional behaviour. Collect 10 and you will be given a special Head Teacher's award sticker in a Monday Assembly.

When behaviour goes wrong .....

- An adult will ask you to stop unwanted behaviour,  
"Please stop.....,"
- If you continue the adult will say,  
"If you continue to do ..... you will receive a warning."
- If you continue the adult will say,  
"You have continued to ..... you now have a warning."
- A Warning will be marked on the Behaviour Tracking Sheet.
- If you continue then you will get a Yellow Card.
- If you become 'the best version of yourself', and make a mistake later, you will be reminded that you already have a warning and if you continue you will get a Yellow Card.
- If you continue with unwanted behaviour then you will get a red card and your parents will be told.



## What happens if I get a warning?

- You warning will be recorded on the Behaviour Tracking sheet.
- If you get 8 or more warnings in two weeks Mrs Geeson or Mrs Trahearn will have a meeting with your parents.



## What happens if I get a Yellow Card?

- A Yellow Card before playtime = go to Miss Butler at the start of playtime and miss your play.
- A Yellow Card before lunchtime = go to Miss Butler at the start of lunchtime and miss the first 15 minutes of your lunch.
- A Yellow Card in the afternoon = go to SLT office where a member of SLT will discuss your behaviour and give you time to reflect for 15 minutes before being sent back to class..
- If you get 4 or more Yellow Cards in two weeks Mrs Trahearn or Mrs Geeson will have a meeting with your parents.



## RED CARD

You will be given a red card if:

- You are involved in physical violence ( if you hit/ punch/kick somebody on purpose to hurt them)
- If you use harmful language with intent
- If you refuse to follow an adult's instruction
- If you damage school property
- If you receive a 2<sup>nd</sup> Yellow Card in one day



Mrs Trahearn / Mrs Geeson will talk to you about the incident that led to you receiving a Red Card. If the behaviour warrants a Red Card your parents will be contacted and you will be excluded from your class.

You may be excluded from school.

You may not be able to represent the school

You may lose Y6 special responsibilities including captaincies.




# BEHAVIOUR TRACKING SHEET




CLASS: \_\_\_\_\_

DATE	NAME				REASON

### Appendix 3: Red & Yellow Cards

 <b>RED CARD</b>	NAME: CLASS:
	REASON:

 <b>YELLOW CARD</b>	NAME: CLASS:
	REASON:

## Appendix 4: Promoting positive behaviour

Putting the following principles into practice encourages improved behaviour;

### 1. Flexibility

We try to treat each child as an individual and make our approach to problems an individual one. We try not to make generalisations about behaviours or reactions and we avoid the use of jargon when describing behaviour to children.

### 2. Voice level and tone

We try to keep our voices' level and tone low and unhurried. This can take the heat out of angry situations and has a calming effect on those concerned.

### 3. Eye contact

Whenever we are talking with children, or other adults, we try to maintain appropriate eye contact. The effect of this is to reinforce verbal communication heightening awareness of other people's feelings and points of view. Some children may find this difficult, particularly when they are in trouble or upset or when cultural conventions over eye contact may be different from those of others. Forcing eye contact is therefore not encouraged.

### 4. Privacy

When children are in trouble or angry it may be beneficial to withdraw them away from other children and, when practicable, to a quiet place. The behaviour of many children can become even more extreme when they are kept with others.

### 5. Honesty

We try to be honest about our own feelings and reactions as we expect the children to be. This can be difficult especially if both parties are feeling angry or injured. We try to use skills of 'active listening' and to give 'I' messages, not 'you' messages.

### 6. Listening

We try to ask open questions which encourage children to communicate effectively. We also try to listen carefully in order to understand any underlying causes to problems.

## 7. Negotiations

We try to give choices to children in setting targets for improved behaviour. Targets have to be clear and realistic. We also discuss the remedial action which needs to be taken by the child.

This dialogue aims to help the child to;

- feel they have been dealt with justly and fairly,
- understand other people's feelings,
- retain a sense of dignity,
- feel positive about future behaviour.

## 8. Praise

We always recognise the attainment and achievement of children through the effective use of constructive praise. This is essential if the children are to develop the self-esteem necessary to become effective independent learners. We always try to greet all children with pleasure and interest, taking naturally the position of encouraging the positive instead of focussing on the negative aspects of the child's behaviour and performance.

## 9. Availability

All children know that when they are in trouble they will get a fair hearing from all adults in school. We expect the children to understand that the adult they wish to speak with may not always be available. However there will always be someone at school who will help them to devise strategies that will enable them to solve their problems.

## 10. Mutual support

Good communication and mutual respect between adults in school is essential. Children need to be given consistent responses from all adults. We strive to create a mutually supportive environment where all agreed policies and decisions are adhered to.

## 11. Parents

We value parental support in solving issues related to their children's behaviour. We recognise that behavioural issues are solved most effectively when a strong partnership between parent, teacher and child is firmly established. Parents will always be kept informed of issues concerning their child and are positively encouraged to participate in the resolution of difficulties. Parents are always welcome to make an appointment to discuss any issues concerning their child

## Appendix 5: Risk Assessment Proforma – Children Exhibiting Challenging Behaviour



### Behaviour Plan & Risk Assessment for pupils exhibiting challenging behaviour

GENERAL INFORMATION	
PUPIL'S NAME	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	
SIGNATURE	
DATE OF ASSESSMENT	
REVIEW DATE	
REASON FOR IMPLEMENTATION	
SECTION 1: IDENTIFICATION AND ASSESSMENT OF RISK	
Does the young person's <del>behaviour</del> pose a risk? (if 'no' move to Section 2)	
Potential risk	
How likely is it that this risk will occur?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	



SECTION 2: REDUCTION OF CHALLENGING BEHAVIOUR			
<b>Challenging behaviour</b> What does it look like?  What triggers it?		<b>Targets</b> What are we working towards?  How do we get there?	
<b>TYPE OF ACTION</b>	<b>OPTION \$</b>	<b>BENEFIT \$</b>	<b>DRAWBACK \$</b>
Proactive interventions to prevent risk/challenging behaviour, i.e. before the pupil displays challenging behaviour. (jgc, phrases to use, rewards and motivators)			
Early interventions to prevent risk/challenging behaviour, i.e. at the first sign that the challenging behaviour could take place (jgc, what to look out for, triggers & how to respond - reminders, alternative environment etc.)			
Reactive interventions to manage risk/challenging behaviour, i.e. where the pupil is already displaying the challenging behaviour. How do we diffuse the situation? (jgc, what to do and what not to do, phrases to use, calming techniques)			
At what stage should another member of staff be informed? Who should this be?			

**Agreement:**

Parent name:		Staff name:	
Parent signature:		Staff signature:	
Date:		Date:	

<b>IBP evaluation and next steps:</b>	<i>Record suggestions to be considered when this plan is reviewed.</i>
How effective is the plan?	