

Holy Family Catholic Primary School

Positive Behaviour Policy



We live, love and learn together in the light of God by...

Praying together

Learning together

Playing together

And

Respecting each other

Approved by: Linda Mockler

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As God's family we work together as brothers and sisters in a safe, happy and compassionate environment. We take pride in everything we do ensuring that our children are motivated to achieve and be the very best they can be.

Built on the foundation of Christ and through teaching of Gospel values, we develop the whole child in a setting which has an understanding and appreciation of all faiths.

Inspired by Pope Francis we endeavour to 'light a fire in the hearts' of our children, empowering them to make a real difference in our diverse, ever-changing society.

This Policy is written to celebrate and reinforce the positive behaviour exhibited by our children continuously and through genuine self-discipline. It is our wish to praise, encourage and show gratitude for good behaviour but to understand, have a rationale for, and a range of sanctions when behaviour is not acceptable.

This Positive Behaviour Policy aims to provide a clear mandate for every member of our school community. This has been broken down into 5 key aims:

1. To provide clear standards, boundaries and expectations for positive behaviour.
2. To promote positive behaviour and celebrate this through levels of praise and rewards.
3. To foster a positive, caring and warm environment in which all children can reach their full potential.
4. To work in partnership with family members to encourage positive behaviour and effectively manage more challenging behaviour.
5. To act as a guideline for all present and future members of teaching and non-teaching staff.

All members of Holy Family School are caring, reflective and show empathy. We all have high expectations in our school community (parents, governors, staff and pupils) in relation to their behaviour which include manners, kindness and consideration towards others. These characteristics are supported by the ethos of the school, the pride children feel for their school and their own positive self-image and self-belief.

RATIONALE

This policy provides a framework to manage pupils' behaviour in a way that is fair, reasonable and proportionate. It enables Governors, the Head-teacher and school leaders to act in a consistent way and when appropriate, take individual cases on their merits. Working together as a team, Holy Family is proud to work under the following rationale:

- Teachers have power to take action, which may include taking disciplinary action against pupils for misbehaviour which occurs in school and, in some circumstances, **outside of school**.
- The power to discipline also applies to all paid staff (unless the Head-teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head Teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Provide an overview of and explain powers that members of staff have to discipline pupils.

Purpose:

- Promote a happy and safe environment for all.
- Promote good behaviour, self-discipline and respect between pupils, teaching staff, other school employees and visitors.
- Prevent bullying and criminal behaviours or acts.
- Ensure pupils complete assigned work.
- Ensure consistent routines and expectations for all children.

RIGHTS AND RESPONSIBILITIES OF ALL STAKEHOLDERS

We acknowledge and understand the important role that we have as members of staff and recognise the positive influence we can have on our children. As a school, we work together guided by the principles of our mission: be the best we can be, take pride and make a difference. Our family consists of a range of different parties, including family members and children. We work in partnership with our families to ensure the successful delivery of the policy.

At Holy Family we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

- To provide simple, practical procedures for staff and children that:
- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of day
- Always pick up on children who are failing to meet expectations
- Always refer to our mission principles

The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others: Catch them being good!
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident and safe.
- Be just and fair
- Have a sense of humour

EXPECTED BEHAVIOUR

- Kindness, respect and care for themselves and others.
- Politeness and good manners (including dinner time; table manners and showing respect towards supervisor staff).
- Honesty; a willingness to own up and to be sorry.
- Willingness to accept apologies from others and make friends.
- Respect for their own, schools and others' property.
- Being aware of people who need help of any kind:
 - younger pupils
 - their peers
 - older pupils
 - adults in school (including staff and visitors)
- High quality listening at all times:
 - to staff
 - to each other
 - to visitors
- Concentration and engagement with activities and learning.
- Willingness to collaborate with others (children and adults) take turns, respect the views of others, manage challenges, instructions, disagreements.
- Be aware of their own behaviour and how it will impact on others.
- Walk around the school building, especially at lunch time and in-between lessons.
- All pupils being role models, following our school virtues, setting a good example for the younger children to follow.
- Being punctual for school and lessons; having excellent attendance and showing a willingness to learn.

LUNCHTIMES

At lunchtime children are under the care of the Lunch-time Supervisors Teaching Assistants and Senior Leaders working in liaison with school staff to ensure the happiness, safety and security of each child. To make dinnertimes a happy, safe time with good behaviour by all, it is important that the following expectations are applied:

- Children follow the guidance given by staff
- Children should go promptly onto the playground only returning to the school building when told or if they ask permission.
- Children should not 'play' in the toilets.
- Children should treat play equipment with respect and play monitors will collect it up at the end of dinnertime when the whistle is blown.
- Children should not be in class. **Any child in class during lunchtime needs to be supervised by an adult.**
- Children must know of the rules for wet dinnertimes:
 - Remain seated to play board games/colour/read/chat
 - Only use equipment that is agreed for wet playtime (no use of scissors)
 - When moving around the classroom, children should always walk
 - Listen to instructions.
 - Tidy away equipment after you have finished using it so that that classroom is ready for lessons after break/lunchtime
 - Stay in classrooms

TIAAS – ‘Trauma Informed Attachment Aware’ Practice

Holy Family School is an accredited BRONZE award TIAAS school.

An Attachment Aware school promotes resilience, values relationships, supports vulnerable children to recover from trauma and promotes the development of emotional literacy and self-regulation. The ability to self-regulate is integral to positive emotional well-being and mental health. Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others.

Positive relationships and approach

Positive teacher-pupil relationships are key to combating challenging behaviour.

The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include: **The School Subscribes to Behaviour 360 platform for staff to develop their professional development.**

- ❖ Welcoming pupils as they enter the classroom - creating a warm and welcoming environment
- ❖ Ensuring pupils understand what is expected of them - consistency from all
- ❖ Putting in place consistent and clearly understood classroom routines and systems such as snack time or collection of resources etc
- ❖ Creating a tidy, organised environment which promotes learning opportunity
- ❖ Creating a positive, calm environment where every pupil feels comfortable and respected and where routines are established early on
- ❖ Showing an interest in each pupil’s interests, talents, goals, likes and dislikes, and their family
- ❖ Engaging with pupils during lunchtime and break time.
- ❖ Providing ‘Time To Talk’ (TTT) when needed - Use your words (to keep you safe)
- ❖ Adopting ‘connection before correction’ approaches

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- ❖ Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
- ❖ Acknowledging and giving praise when a pupil demonstrates good manners.
- ❖ Encouraging pupils to treat others with respect by modelling the desired behaviour.
- ❖ Informing pupils of the importance of treating others the same way they like to be treated.
- ❖ Teaching pupils the importance of showing respect to each other
- ❖ The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- ❖ Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice (leading by example), policies, values and attitudes, alongside the social and physical environment

- ❖ Teaching – the ‘Ten Ten’ curriculum is used to develop pupils’ knowledge about emotional health and wellbeing alongside healthy eating and physical health. Quality first teaching and an ADAPTIVE curriculum support all of our children to thrive.
- ❖ Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing Positive mental wellbeing will be promoted through:
 - ❖ Use of our TIAAS (Trauma Informed Attachment Aware) strategies and practice in PSHE and in our day- to - day practice
 - ❖ Positive classroom management
 - ❖ Developing social skills
 - ❖ Working in partnership with parents and external agencies Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount. Teachers and support staff employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- ❖ Seating those who frequently model poor behaviour closest to, and facing, the teacher
- ❖ Seating those who frequently model poor behaviour away from each other
- ❖ Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board
- ❖ Ensuring the teacher can move around the room so that behaviour can be monitored effectively - leaving spaces between furniture
- ❖ Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing
- ❖ Teachers establish different methods for regaining pupils’ attention, e.g. clapping hands (with pupils copying) means pupils must stop what they are doing and look at the teacher or using bells or a song – any methods teachers use are made clear to pupils from the outset as are the expected response to the signal i.e. ‘show me empty hands’
- ❖ Providing access to a ‘calm space’; a quiet environment to allow pupils to have ‘time to calm’ when they are experiencing ‘big/heightened’ emotions

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour.

Steps of Emotion Coaching

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

Emotion Coaching



Sad
Sick
Tired



Happy
Focused
Ready to learn



Loss of some control



Angry
Out of control

Step 1

- ♣ Recognising the child's feelings and empathising with them.

Step 2

- ♣ Label the feelings and validating them (validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- ♣ Set limits on the behaviour (if needed)

Step 4

- ♣ Problem-solve with the child



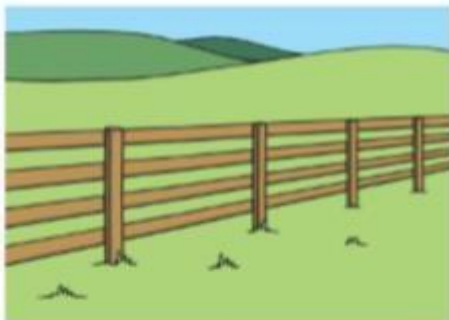
Recognise and name the emotion

"I wonder if you're feeling angry"



Validate and empathise

"I would feel angry too if I"



Set limits

"Even though you're angry its not okay to Because"



Problem solve:

What was the child trying to achieve?
What would be a better way to respond?

"Next time you're angry what can we do instead?"

REWARDING POSITIVE, EXPECTED BEHAVIOUR

The ethos of the school and the high-quality relationships between pupil and pupils, pupil and staff, staff and parents, all support positive behaviour. Expectations demand that children receive praise; genuine and regular, thanks and gratitude and positive comments. To ensure that everyone understands what is expected and how rewards will be distributed the following must be set:

- Class rules which are determined between pupil and teacher, agreed, shared, consistently applied and revisited.
- School rules which are determined between adults in consultation with governors, parents, pupils, agreed, shared consistently applied and revisited.
- Rules set in a positive framework that does not use negative terminology or vocabulary.
- Clear instruction is always given using direct language e.g. 'I need you to'

REWARDS WILL CONSIST OF:

- Stickers
- House Points
- Termly non uniform days as reward for winning house teams
- Positive messages home through informal chats with parents or messages through Reading Record book to celebrate good work, kindness, good behaviour
- Class rewards will be given at the discretion of the Class Teacher linked into class behaviour system that is in place (Dojos, marbles, raffle tickets etc.)
- Listening Stickers for good listening skills (mainly FS)
- Visits to the Head Teacher, Senior Leaders and other staff to show good work or have a sticker or certificate for exceptional positive behaviour etc.
- Attendance prizes (certificates, extra play, attendance trophy etc)
- Teachers will record instances of excellent behaviour in the class behaviour book to share with the SLT.

UNWANTED, UNACCEPTABLE BEHAVIOUR

- Shouting, unnecessary constant talking in class
- Cruelness or unkindness verbal or physical
- Rudeness and impoliteness, cheek and disrespect
- Disrespect for others or school's equipment, environment or belongings
- Poor listening and concentration
- Swearing
- Lying
- Bullying
- Racial abuse/racial language
- Malicious accusations against school staff
- Cyber bullying/misuse of IT equipment

SANCTIONS

- In Foundation Stage the children will have 'Time Out', sitting on a chair away from distractions.
- Missing of playtimes - class teacher or member of staff to stay in with the pupils to avoid sending children to the office area.
- Time out during playtime (outside)
- If poor behaviour in the classroom is disrupting others, children should be removed to an area of the classroom to work separately. If necessary, children may be sent to another classroom to complete work that they can pursue individually (not a reading book). Children should not be given work as a sanction that could result in a negative attitude to certain subjects.
- Poor behaviour is recorded in MyConcern and monitored by phase leaders
- Repeated poor behaviour triggers an invite for parents to come into school to discuss behaviour with a senior leader.
- Low level behaviour - discussion with parents may be appropriate at the end of the day but in a caring, sensitive way or alternatively a phone call home to inform them of the incident.

Where poor behaviour is such that it is appropriate for a person other than the class teacher to respond a tiered approach should be followed. Examples of behaviour that might be escalated are:

- Involvement in systematic bullying
- Offensive behaviour/language to an adult or member of staff
- Physically hurting another child intentionally/severely
- Vandalism to school property
- Verbal/racial abuse of a deliberate nature
- Malicious accusations against school staff
- Online bullying
- Inappropriate language

ESCALATION TIERS

First incident – Class teachers /phase leaders

Repeated incident – Assistant Headteacher

Final warning – Head Teacher

In the absence of Deputy Headteacher and the Head Teacher, children should be sent to the senior members of staff. This approach does not mean that in the case of serious or repeated behaviours the child/children cannot be sent to the Head Teacher straight away. Staff should always inform the Head Teacher of issues that have been dealt with.

SERIOUS BEHAVIOUR ISSUES

In the case of serious behaviour issues, parents will always be invited into school to meet with the Head Teacher in order to plan for improvements and changes in behaviour. In extreme cases a child may have to be excluded from school for either a fixed or permanent period. The decision to exclude lies with the Head Teacher, will be reported to the LA and if permanent or of more than 15 days in an academic year, will be referred to the Governors Disciplinary Committee.

Whenever sanctions or discipline is applied the following must be adhered to:

- Respect – the children must understand it is the action that is not liked not the child
- Learning should be as uninterrupted as possible
- Children should be not humiliated or frightened
- Children may well become upset, ashamed of their actions and even tearful but they must be given opportunities as soon as possible to say sorry and to make amends in appropriate ways
- We are all children of God who can easily do wrong. Jesus teaches forgiveness and He is our example. Each day is a fresh start.



ANTI-BULLYING

Holy Family is now a KiVa School.

KiVa antibullying program®

- Evidence-based program to prevent and reduce bullying
- Developed at the University of Turku, Finland
- KiVa is not a momentary project, but a permanent way of action in order to prevent and stop bullying
- Antibullying work is not a short term project, it takes resilience and commitment!

Goals

- **To prevent new bullying cases from emerging**
- **To tackle bullying cases effectively**
- **To minimize negative effects caused by bullying**

The KiVa Lessons

Years 3 and 4

1. **We say NO to bullying**
2. **We will not join in on bullying**
3. **The bullied child needs your help**

Years 5 and 6

1. **Recognise bullying**
2. **Responsible online**

3. Consequences of bullying

Themes are addressed through Kindness weeks throughout the year and others themes are linked to TEN TEN & PSHE programmes. They are very practical lessons, with group discussion, role-play and reflection. Teachers follow the lesson plans and materials in the teacher manual.

Tackling bullying

- The KiVa Team (Mrs Yearsley, Mrs Lloyd, Mrs King) have been trained to follow the KiVa confrontational or non-confrontational method to address specific cases of bullying which come to light
- When a suspected bullying case comes to attention, the KiVa team tackles the case in cooperation with the class teacher.
- The parents are always informed about the cases that have been addressed by the KiVa team.
- The parents can be invited to the school to discuss about the case if needed, although this does not happen automatically in all cases. The students are first given a chance to change their behaviour.
- The flowchart below shows the stages of actions taken by the KiVa Team

In Holy Family Catholic Primary School we hold dear the fact that:

‘As God’s family we work together as brothers and sisters in a safe, happy and compassionate environment.’ (*Mission Statement 2017*)

If we are to be true to this aim Bullying, in any form, is totally unacceptable. To be sure that bullying does not feature in our school community we must clearly identify what constitutes bullying.

WHAT IS BULLYING?

Bullying is deliberate, conscious, hurtful behaviour that is sustained and/or repeated over time. It features behaviour where one individual, or a group of individuals, use power to intimidate another individual.

Bullying can be:

Physical	-	hitting, kicking, pinching, taking others belongings
Verbal	-	name calling, insults, teasing
Emotional	-	spreading nasty stories, exclusion from social groups
Cyber	-	bullying via the internet, mobile phone, digital devices

Bullying can happen in all walks of life – pupils, adults, staff members.

In our school bullying does not include:

- One off acts of aggression on the spur of the moment
- Retaliation
- Accidental hurts caused through acts of thoughtless acts or words

A COMMON APPROACH

All members of the school community will be vigilant and consistent in ensuring bullying is not tolerated. We will do this by:

- Raising awareness of bullying, its definition and total unacceptability through Assemblies, Curriculum time, RE time, Anti-bullying week and through Citizenship/PSHE work.
- By encouraging the whole school community to be alert to the signs of bullying. Which could be:
 - absences
 - deterioration in work
 - deterioration in behaviour
 - loneliness or isolation
 - a wish to remain with adults
 - a desire to avoid playtimes
 - a desire to avoid PE or particularly changing times

Parents may become aware of some of the **following changes in behaviour** [this list comes from Kidscape materials and could indicate Bullying]:

- a fear of walking to/from school
- a wish to change their route to school
- a wish to suddenly be taken to/collected from school
- coming home with clothes/belongings damaged
- become withdrawn/distressed
- become upset on going to bed, suffer bad dreams
- be unwilling to talk about school

In dealing with incidents of Bullying we believe that the following are vital in our desire to combat incidence:

1. An honest, open approach:
This includes naming children and speaking to them honestly from the very first moment of concern (to try and discuss Bullying without naming names means that children can remain unaware, confused and those on the edge of bullying uncertain of their role).
2. This honesty must also apply to allegations made against a child who has made an allegation against another. To not discuss all views honestly, with children and parents, is to allow situations to fester and never be resolved.
3. At some point Parents may need to meet together, possibly with their children, to identify a pathway satisfactory to all. To enable this, a second person, usually the Deputy Head or a Senior member of staff will be present at all meetings and record the matters arising.

APPROACH TO COMBAT BULLYING

The Governing Body has set down the following guidelines for the implementation of the anti-bullying policy of Holy Family Catholic Primary School.

1. Every member of the teaching and non-teaching staff will be on the alert for signs of bullying and will bring any suspicions or reported incidents to the immediate attention of the Head Teacher.
2. Every member of the teaching staff will know the pupils in their class so as to be aware of any difficulties which individual pupils might be experiencing.
3. Every member of the teaching staff will ensure that all pupils understand what to do if they are being bullied.
4. All complaints of bullying will be taken seriously and investigated thoroughly and the Head Teacher will decide on the justification of any complaint and the course of action to be taken. To be seen to act is as important as taking action – silence and secrecy nurture bullying. The Head Teacher will ask the member of staff to produce a written account of the incident and subsequent actions.
5. When a complaint is upheld the subsequent reaction must:
Ensure the victim feels safe

- Encourage better behaviour from the bully/colluders
6. Where a complaint of bullying is upheld the parents of all children involved will be contacted by the Head Teacher by telephone or in writing (and recorded).
 7. If any of the parents wish to appeal against the decision of the Head they have the right to appeal to the Disciplinary Committee of the Governing Body and should write to the Chair of Governors outlining the grounds for the appeal.
 8. The Disciplinary Committee will meet and consider all the documentation, hear any personal representations necessary, before notifying their decision to all parties.

Supporting the child who is being bullied

- We must ensure the child knows that this behaviour is not their responsibility or their fault.
- We must be ready to listen and support the child with honest and achievable approaches/reactions.
- Encourage assertiveness training for all and give advice/strategies that the child can use to combat the bullies, to be assertive and to relay incidences.

Changing the behaviour of the bully

- 'Bullying is an anti-social behaviour – increasing alienation and anxiety through punishment is unhelpful. Effective action must be taken and improved behaviour must be the result with no action that results in revenge on the victim.'
[Taken from Maines and Robertson 1992]
- Use of a no-blame approach that is effective, leads to changed behaviour in the bully and does not put the child who is being bullied at risk.
- Provide advice or strategies that combat the need to bully and encourages respect for others and the ability to socialise and relate to one another.
- Identify actions that may be deemed sanctions, to help the 'Bully' understand the distress they have caused and make amends.
- Ensure that the colluders understand their role in the distress of the 'victim' and that they understand their responsibilities.

ROLES AND RESPONSIBILITIES

Staff

- Be aware and watchful.
- Use Curriculum time to reinforce the Policy and raise awareness of pupils (including cyber-bullying).
- Use materials such as SEAL, All that I am (Y5 & 6) Childline materials, videos to help the children develop social skills, respect for others, self-respect and self-esteem.
- Treat all incidents in accordance with Governors guidelines.
- Follow Action Flow chart in Appendix 1.

Pupils

- Do not bully others
- Inform members of Staff if you are being bullied or witness bullying
- Do not be a bystander or collude with others

Parents

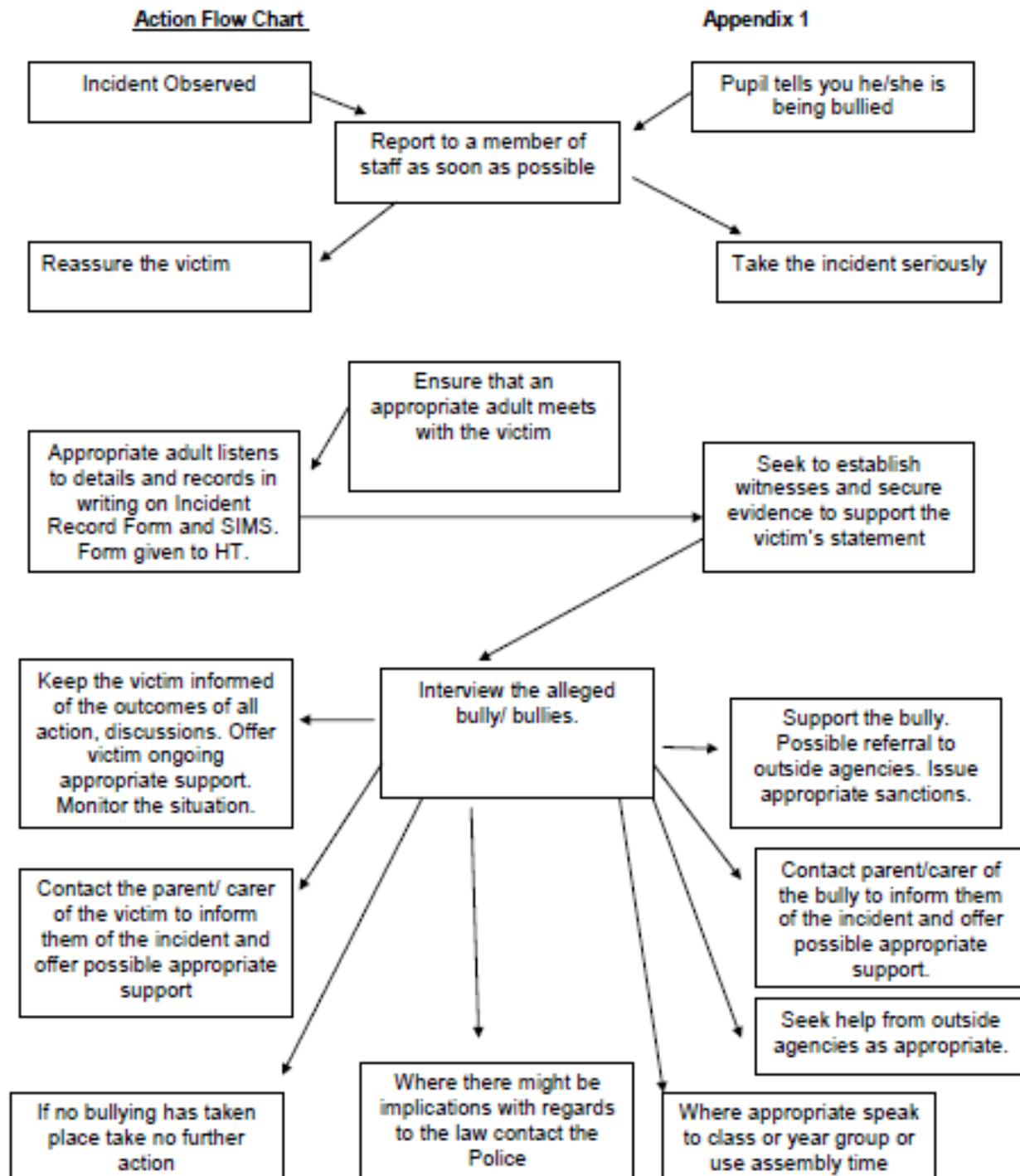
- Be aware and watchful.
- Be prepared to listen supportively.
- Discuss this Policy with your child, explain the definition, and discuss the child's responsibilities

Governors

- Monitor and evaluate this Policy and its success in preventing and reacting to bullying within Holy Family Catholic Primary School.

SUCCESS CRITERIA

- All members of Holy Family Catholic Primary School know of and follow this Policy.
- All members of the School Community know, accept and apply the definition of Bullying consistently.
- The guidelines are applied correctly when an incident of bullying is reported.
- Pupils feel safe and secure and are ready to report bullying because they know the bullying will stop.
- Bullying is rare in Holy Family Catholic Primary School.





Holy Family Behaviour Management Flow Chart Guidance

There is a behaviour management system in all classrooms which the children understand. Generally, if poor behaviour starts, then the child should have a chance, followed by a warning. On the 3rd repeated incident, the child's behaviour needs to be logged in the class behaviour book. If there are 3 instances of poor behaviour evidenced in the behaviour book then parents will be contacted to speak to a senior leader in school. If poor behaviour continues then behaviour charts may be used to monitor more closely class behaviour followed by behaviour plans and as a last resort - fixed term/permanent exclusion. Parents will be kept closely informed through minuted discussions and written notifications.

Poor behaviour – child is reminded about expectations/warning/entry into the behaviour book/My Concern – class consequence i.e. missing part of break/lunchtime



Three entries on My Concern / pattern noticed during senior leaders weekly checks of behaviour – parents notified and invited in to speak to a senior leader



Weekly behaviour plan implemented to be monitored by class teacher and senior leaders. Parents invited in to speak about outcomes of the week



Individual Behaviour Plan to be put into place with advice from SENDCo and external advice may be required. Another meeting will take place. The child's behaviour is monitored by the DH/SENDCo for a week.



Behaviour monitored by the Head Teacher. 1 week. Further meeting with parents/guardians.



Meeting between Head Teacher, Deputy Headteacher and parents/guardians.



Fixed term exclusion (amount of days to be decided at the time). Review meeting to take place with Chair of Governors, Head Teacher, AH, SENDCo, parents.



Permanent exclusion from the school

Please note:

- **If there are significant improvements in your child's behaviour, then a Positive Letter is sent home and praise is given to your child. A record of this will also be made in the class behaviour book.**

Any meeting that takes place, minutes must be recorded and signed by all present at the end of the meeting. Teachers are to keep a log of any form of parent contact that is made. This should be kept in the front of the Behaviour book.

Good Behaviour Chart



Pupil Name: _____

Date	8:45-10:30	10:30 - 10:45am Break	10:45- 11:30am	11:30- 12:15pm	12:15-1:00 Lunch	1:00-2:00pm	2:00-3:00pm	Spellings & Tables	Reading Diary
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Targets:

1)

2)

3)

