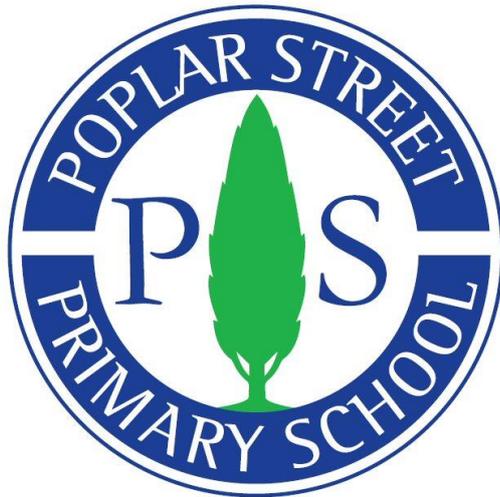


# Poplar Street Primary School



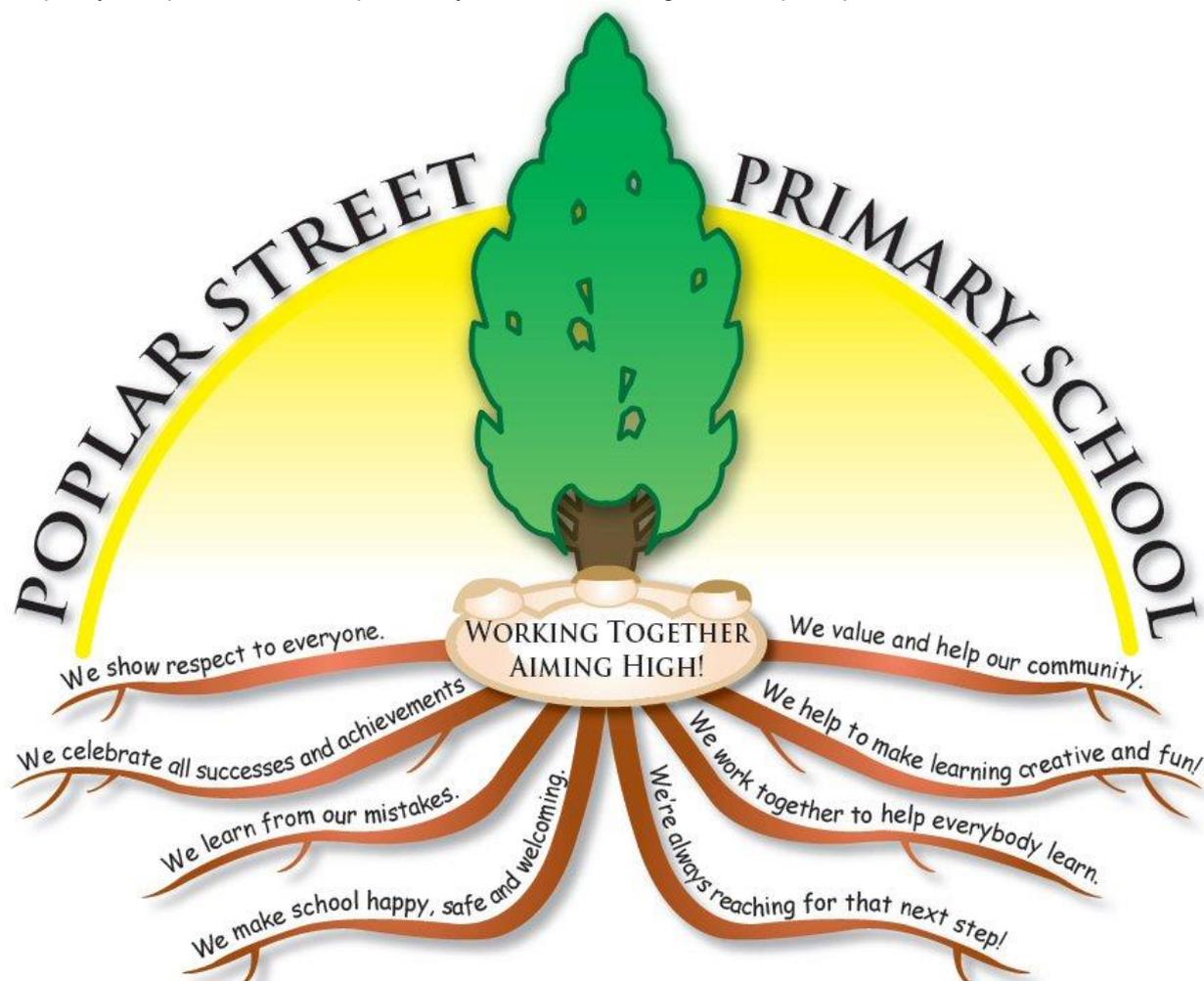
## Behaviour policy 2015/16

## BEHAVIOUR POLICY

### Purpose of this policy

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible citizens. It is written for the benefit of all members of the school community, to enable everyone to understand the policy of the school and to apply it fairly and consistently.

Our policy and practice is underpinned by and measured against the principles illustrated below:



We believe that everybody in our organisation has a right to expect these things and a responsibility to foster and deliver them. They are the benchmark against which everything we do is measured. They are not aims, to be delivered somewhere in the future, but a set of beliefs that we consider to be the foundation of what we do for every child, every member of staff, every member of our community – every day.

These principles are discussed and agreed by all and underpin the work we do in upholding British Values as identified by the UK government.

### Aims

Our aims for behaviour are that all children will:

- Achieve their potential in terms of self-esteem, academic achievement, self discipline and spiritual awareness
- Be tolerant and act with understanding and consideration for the rights, views and property of others, regardless of race, gender, religion or sexual orientation
- Develop a positive, responsible and co-operative attitude towards work
- Take a pride and a responsible interest in caring for their environment, and as far as possible take responsibility for their own actions.

In this policy, it is our aim to develop the positive atmosphere and ethos that is so important to the learning and personal development of every pupil in our school. We recognise the need to involve everyone concerned with the school within this process:

<b>Rights and Responsibilities</b>	
<b>Staff will:</b>	<b>Staff will need:</b>
be consistent and fair	consistency and fairness from others
be able to justify their actions in the imposing of rules, rewards and sanctions	understanding and support in using the rules, rewards and sanctions
set high levels of expectations of children's academic and social progress so that they may experience satisfaction and a sense of achievement	everyone to work hard in aiming to achieve these high standards both with and for the children and will expect training and support in working towards these targets
set the right climate in class and around the school in promoting positive relationships between all members of the school community	training and development for all members of the school community in encouraging these positive relationships
consult and co-operate with others when and where appropriate	consistency and cooperation from others in promoting good behaviour throughout the school
take the appropriate action to try to solve issues with speed and sensitivity	the support, understanding and patience of others when that appropriate action is taken
set clear targets to enable future identifiable progress	pupils to work hard towards those targets and parents to understand and help with these targets
Aim to provide challenging, exciting and meaningful learning activities for all children, which are matched to their needs and abilities	pupils to engage and interact with these activities, behaving in an appropriate way Training and resources to support them in their aim
assess children's achievements so that they can be made aware of their own progress	pupils and their parents to engage in the assessment process so that they are aware of their targets, including attending parents meetings
use praise and encouragement whenever possible	consistently applied systems and structures that promote the use of praise and encouragement
provide extra-curricular activities which enable children to develop new interests and skills	pupils to show a good attitude and appropriate behaviour both in and out of school time
ensure, wherever possible, that the safety and wellbeing of children in their care is promoted and considered	pupils to show good sense and a developing awareness of their own health, wellbeing and safety
consistently enforce rules about care and tidiness of the whole school and surrounding community and to set a good example of such.	all members of the school community to apply the same rules and care so that the school is looked after and a good example is set by all
be considerate to the needs of others and be prepared to listen without judgment or aggression	respectful and polite interaction from parents, staff, children and the school community

<b>Rights and Responsibilities</b>	
<b>Children will: (responsibilities)</b>	<b>children will need: (rights)</b>
be kind and friendly to one another	Kindness and friendship to be shown to them
Support each other in times of need	the support of others when they need it
be polite at all times and treat everyone with respect	to be treated with politely and respectfully by everybody in school
be prepared to speak and listen at the right time	to be listened to when they have something important to say
respect school property and the property of others	to be shown how to use equipment properly
aim to work to the best of their ability	staff to plan and deliver excellent and enjoyable activities
behave in a way that keeps themselves and others safe	help from others who will model, teach and encourage safe behaviour
dress appropriately and safely for all school activities	support from parents/carers in supplying the clothes and resources
Make sure they respect the personal space of others, keeping hands and feet to themselves	Everyone to respect their personal space and keep hands and feet to themselves
consider the needs of others and be prepared to listen without judgment or anger	other children, staff and the school community to consider their needs and to listen calmly

<b>Rights and Responsibilities</b>	
<b>Parents will: (responsibilities)</b>	<b>Parents will need: (rights)</b>
Get to know about their child's life in school	to be informed about all aspects of their child's experiences at school
Support the school policies and guidelines for behaviour	to be consulted and informed about policies regarding behaviour
See that their child attends school regularly, on time, properly equipped and wearing school uniform	to be made aware of school targets for attendance and follow all guidance about continued absence from school
Let the school know about any concerns or problems that affect their child's work or behaviour	to know immediately if there is a concern about their child's behaviour
Attend information and open evenings and opportunities for discussion about their child's effort, progress and behaviour	clear information about how their child is doing as well as ample opportunity to discuss the progress of their child/ren
Support their child in homework and other opportunities for home learning	a clear understanding of what is expected of their child when doing home study
treat staff members with respect and politeness, listening and communicating with courtesy	to be listened to and spoken to calmly, politely and respectfully by staff members
be considerate to the needs of others and be prepared to listen without judgment or aggression	respectful and polite interaction from staff and the school community

## Procedures

For promoting acceptable behaviour include:

- Teaching and non-teaching staff acting as role models
- Teaching and non-teaching staff to use praise and encouragement to children whenever possible
- Collaboration within classes, across Year groups and Key Stages
- A merit system involving the distribution of stickers and other rewards which celebrate all children's successes including good work and good behaviour

For eliminating unacceptable behaviour include:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all teaching and non-teaching staff
- A schedule of sanctions for unacceptable behaviour
- Conscientious supervision of all children
- A rapid and stringent response to incidents of bullying and harassment, including that of race, culture, religion or sexual orientation

## Policy into practice

The School Code of Conduct has been carefully devised in consultation with children. It sets the tone for behaviour within Poplar Street and attempts to identify and promote effective behaviour both inside and outside the classroom. It is displayed in every classroom and throughout the school as a visual reminder for the children and as a term of reference for teaching and non-teaching staff.

## Rules

- Show good manners
- Follow instructions
- Respect and value people and property

So, anyone who disrupts lessons or playtimes or makes other people feel insecure, frightened or anxious is behaving unacceptably. They are not only interfering with their own learning or play but are showing disrespect for others' rights to learn, play and be happy.

ACCEPTABLE BEHAVIOUR INCLUDES:

- Listening at the right time
- Concentrating on a task
- Sitting in the allocated seat throughout a lesson
- Putting up hand to ask or answer a question
- Following instructions the first time
- Talking quietly and politely to everyone
- Walking quietly and calmly / sensibly from place to place
- Working or playing co-operatively with other children or adults
- Keeping noise to the minimum level necessary (acceptable)
- Respecting other people's work or play
- Taking appropriate care of equipment and resources
- Showing consideration towards other children
- Respecting property
- Respecting others as individuals with a right to feel safe, secure and happy

Reward systems

Our discipline is based on a positive approach. We encourage acceptable behaviour by consistently recognising, highlighting and rewarding good behaviour as it occurs. We explain and demonstrate the behaviour we wish to see, ensure that criticism is constructive and actively encourage the children to be responsible for their own and others' behaviour. Children are praised for effort, achievement and good behaviour.

We believe that our reward system will encourage children to work hard, behave well and work as a team. It will not only apply to academic achievement and success but also celebrate examples of good citizenship and acts of kindness and consideration. The system will be applied consistently by all staff throughout the school. There are two aspects:

Individual rewards      This recognises a child's individual efforts and achievements.

Whole class awards      This acknowledges the teamwork exhibited within a class, promoting good team work.

<u>Foundation and Key Stage 1</u>	<u>Key Stage 2</u>
<ul style="list-style-type: none"> <li>➤ Stickers and stamps for acceptable behaviour and good work</li> <li>➤ Name on 'Happy side' of board and ticks resulting in stamps, leading to badges</li> <li>➤ Certificates</li> <li>➤ Playtime points leading to trophy</li> <li>➤ Class stars for whole class good behaviour</li> <li>➤ Tidy award plaques for cloakrooms and classrooms</li> <li>➤ Extra playtime / class treats when class receives 10 stars</li> <li>➤ Good News post cards</li> </ul>	<ul style="list-style-type: none"> <li>➤ Team points</li> <li>➤ Playtime points</li> <li>➤ 'Golden Time'</li> <li>➤ Lucky dip raffle tickets</li> <li>➤ Merits – merit badges</li> <li>➤ Certificates</li> <li>➤ Tidy award plaques for cloakrooms and classrooms</li> <li>➤ Good News post cards</li> <li>➤ Top Banana certificates - lunchtimes</li> </ul>

### UNACCEPTABLE BEHAVIOUR INCLUDES:

- Talking at the wrong time
- Constantly shouting for attention
- Persistently out of seat
- Refusal to follow instructions and answering back
- Causing a disturbance to other children
- Making any unnecessary noise
- Talking loudly or shouting during work / activities
- Use of inappropriate language / swearing / verbal abuse of an adult
- Interfering with someone else's work or play
- Throwing things
- Fighting or hurting other children
- Damaging or stealing property
- Bullying\*

#### \*What is Bullying?

In our school we define bullying as being a combination of three things:

1. persistent or continual verbal/physical actions towards another, *and*
2. Deliberate intention to cause hurt or upset, *and*
3. Acts of the above that are repeated and take power from another

### Sanctions

Whilst our policy encourages good behaviour and discipline through positive reinforcement, occasionally children may behave inappropriately. We realise the importance of a consistent approach to dealing with any misbehaviour. In the event of this situation all staff will follow the behaviour plan outlined below. Recognising that certain misbehaviours are more serious than others, behaviour types have been classified using a three point system.

### Behaviour types

#### Point 1

- Talking at the wrong time
- Constantly shouting for attention
- Persistently out of seat
- Causing a minor disturbance to other children at work or play
- Making unnecessary noise
- Use of inappropriate language
- Name calling
- Rough play fighting
- Encouraging others to misbehave

#### Point 2

- Arguing or answering back
- Significantly interfering with someone else's work or play
- Continuing to cause a disturbance
- Continuing to make unnecessary noise
- Deliberately damaging or stealing property
- Swearing
- Throwing objects
- Encouraging others to misbehave significantly

#### Point 3

- Refusal to follow instructions
- Verbal abuse of an adult
- Fighting or intentionally hurting other children
- Racial, cultural, gender-based or homophobic abuse
- Bullying

## Classroom Behaviour Management

### The nine most frequently identified strategies for encouraging good behaviour:

- Give pupils work that is relevant, interesting and matched to ability levels
- Expect and reinforce positive behaviour through praise and rewards
- Organise yourself and the classroom well in advance
- Be seen as fair and consistent
- Encourage pupils to take responsibility
- Develop good relationships with pupils
- Lead by example
- Show children that you value them and their work

### The ten most important things to avoid:

- Being too negative
- Losing your temper
- Punishing whole groups
- Using frequent or severe punishment
- Labelling or expecting poor behaviour
- Physical or verbal abuse
- Making idle threats or false promises
- Being inconsistent
- Having too many unnecessary rules and restrictions
- Acting as a poor role model

## Procedure

Initially classroom or lunchtime misbehaviour will be dealt with by Class Teachers, Learning Support Assistants or Mid Day Assistants, more serious misbehaviour should be referred initially to Line managers, then if it continues to the Deputy Head and finally to the Head Teacher.

Point 1	Infants	Years 3 / 4	Years 5 / 6
Name on Board	Informal reminder	Informal reminder	Informal reminder
Name X	Older infants 5 mins loss of playtime.	5 mins loss of playtime or lunchtime	10 mins loss of playtime or lunchtime
Name XX	10 mins at playtime	10 mins loss of playtime or lunchtime	20 mins in lunchtime detention
Point 2			
Name XXX	Miss whole playtime	15 mins in dinnertime detention	30 mins in dinnertime detention
Name XXXX	As above plus letter to parents	25 mins in dinnertime detention plus letter to parents	As above plus letter to parents and removal from class for 30 mins
Point 3			
	Refer to line manager, Deputy or Head. Removal from class (with work) for half a Day. Letter home.	Refer to line manager, Deputy or Head. Removal from class (with work) for half a day. Letter home.	Refer to line manager Deputy or Head. Removal from class (with work) for half a day. Letter home.

- Where children receive two or more full dinnertime detentions within the space of a half-term a letter will be sent to parents.
- Where children receive 8 crosses within a short period of time e.g. one week / five days, a letter will be sent to parents to arrange a meeting.
- In cases of persistent misbehaviour, if there is no change after the first letter home, the class teacher should arrange a meeting with parents and set targets for improvement.
- If misbehaviour continues it may be necessary in accordance with LA policy to consider adding the child to the Special Needs register, the process for this is outlined in Appendix 3.
- In the rare instances where a child's behaviour puts themselves, other people or school property in danger, restraint may be necessary. Where restraint is used, within the 2013 DfE guidance, the principles identified on the school website. If restraint is likely to be required, relevant staff members will be appropriately trained.

## APPENDIX 1

### BULLYING

At Poplar Street we define bullying as persistent or continual verbal or physical actions towards a child or a group of children.

We consider an action to be bullying if it is:

- Deliberate
- Repeated
- Takes power from another (the victim)

It is a deliberate attempt to tease, torment, threaten, frighten or hurt someone on a regular or repeated basis – it is not a one off action!

#### Aims

- To eliminate incidents of bullying
- To deal with bullying effectively
- To work together to create and maintain a secure, calm and healthy learning environment
- To record and analyse incidents of bullying
- To monitor and evaluate the effectiveness of the anti-bullying policy
- To review the anti-bullying policy to inform future practice

#### What is bullying?

Bullying is defined above and may include the following behaviours or actions:

- Hitting, hurting and fighting
- Name-calling
- Gossiping
- Spreading rumours
- Threatening people
- Teasing and mimicking
- Excluding people from a group
- Making people feel unwelcome
- Stealing, hiding or damaging the property of others
- Abuse of another by means of race, culture, gender or sexual orientation

#### General principles

- Poplar Street is an anti-bullying school, bullying is not tolerated
- We work in partnerships based on mutual respect and we value and respect everyone
- Our curriculum includes preventative approaches to bullying and intimidation
- No-one should have to tolerate bullying because bullying hinders learning
- Everyone in the school community should know and understand the school's policy on how to respond to a bullying incident
- A response to bullying must be made and seen to be made

#### Implementation

Our anti-bullying policy will be implemented through:

- Consulting and informing staff and pupils about our anti-bullying policy
- Providing opportunities for pupils to behave positively
- Staff/adults in school providing positive role models
- Promoting anti-bullying through assemblies
- Teaching themes in PSHE e.g. friendship, conflict, trust, power
- Encouraging group tasks and discussions on anti-bullying strategies
- Promoting anti-bullying values and co-operative behaviour through the curriculum
- Discussing in School Council and providing feedback from the pupils

### Guiding principles for dealing with Bullying

Poplar Street School takes incidents of bullying seriously. When bullying is reported it is dealt with quickly and in an appropriate manner

- Time is the key; so pupils feel supported, respected and valued
- The needs and problems of both the person doing the bullying and the victim need to be taken into account
- Bullying must never be ignored by members of staff, whether it is reported to, or apparent to them
- All members of staff must remain vigilant
- All staff are expected to act as positive role models in their relationships with pupils
- Discussions about incidents should take place in private
- Care needs to be taken when involving parents
- If in doubt about dealing with bullying seek guidance

### Procedures

- The procedures outlined under the point system of our Behaviour Policy will be implemented
- A teacher will talk to the perpetrator and find out why s/he is bullying others
- The incident will be logged and proven cases reported to the Council, (parents to be informed of this)
- The behaviour of the perpetrator will be monitored
- Should further incidents occur the parents of the bully will be informed and involved
- It may be decided the perpetrator needs further help
- In very serious cases the Head Teacher will decide if further action needs to be taken

## APPENDIX 2

### Dealing With Racist Incidents

RACISM – A racist incident is any incident which is perceived to be racist by the victim or any other person.  
(Stephen Lawrence Inquiry)

### Legal obligations

Schools in Tameside have had guidance available since 1987 advising them of the need to have a clear policy towards racist behaviour. This requires:

- That all schools record racist incidents
- That all recorded incidents are reported to Governors
- That all recorded incidents are reported to the pupils' parents/guardians, school governors and LA
- That the numbers and self-defined ethnicity of 'excluded' pupils are published annually on a school-by-school basis

### Aims

- To eliminate incidents of racism
- To deal with racism effectively
- To work together to create and maintain a secure, calm and healthy learning environment
- To record and analyse incidents of racism
- To monitor and evaluate the effectiveness of the anti-racism policy
- To review the anti-racist policy to inform future practice

### What is racism?

Racism is defined above but may include the following behaviour or actions:

- Incitement of others to behave in a racist way such as bringing racist leaflets, magazines or computer software into school
- Physical assault against a person or group because of colour, race and/or ethnicity
- Verbal abuse and threats
- Derogatory name-calling, insults, racist jokes and language
- Racist graffiti – wearing racist badges or insignia and other provocative behaviour
- Racist comments during lessons
- Attempts to recruit other pupils to racist organisations and groups
- Refusal to co-operate with other people because of their colour, ethnicity, language, accent or dialect
- Ridiculing someone because of their cultural differences
- Incidents may not involve a direct victim and these are described as 'victimless'. This is where, for example, a pupil makes derogatory comments about a particular racial group but there are no members of that group in the classroom.

### General Principles

- Poplar Street is an anti-racist school
- We work in partnerships based on mutual respect and we value and respect everyone
- Our curriculum includes preventative approaches to anti-racism
- No-one should have to tolerate racism because racism hinders learning
- Everyone in the school community should know and understand the school's policy on how to respond to racist incidents
- A response to racism must be made and seen to be made

### Implementation

The anti-racist policy will be implemented through:

- Consulting and informing staff and pupils about our anti-racist policy
- Providing opportunities for pupils to behave positively
- Staff/adults in school providing positive role models
- Promoting anti-racist attitudes through assemblies
- Teaching themes in PSHE e.g. friendship, conflict, trust, power
- Encouraging group tasks and discussions on anti-racist strategies

- Promoting anti-racist values and co-operative behaviour through the curriculum
- Discussing in School Council and providing feedback from the pupils

#### Guiding principles for dealing with Racism

Poplar Street School takes racist incidents seriously. When racism is reported it is dealt with quickly in an appropriate manner.

- Time is the key, so pupils feel supported, respected and valued
- The needs and problems of both the victim and the perpetrator need to be taken into account
- Racism must never be ignored by a member of staff
- All members of staff must remain vigilant
- All staff are expected to act as positive role models in their relationships with pupils
- Discussion about incidents should take place in private
- Care needs to be taken when involving parents
- If in doubt about dealing with racist incidents seek guidance

#### Procedures

- The procedures outlined under the point system of our Behaviour Policy will be implemented
- All racist incidents will be investigated as quickly as possible
- All racist incidents will be logged in accordance with LEA policy
- The incident will be discussed with the perpetrator
- The victim will be offered support
- The behaviour of the perpetrator will be monitored

## APPENDIX 3

### Adding a name to the Special Needs register

#### Stage 1

- The class teacher observes and notes the nature of the child's behaviour during the course of teaching
- The class teacher informs the SENCO and the child is placed on the SEN register
- The presence of contributing learning difficulties including sensory, specific and physical difficulties are considered and appropriate action / differentiation undertaken
- The child's parents are consulted and supportive strategies agreed
- Strategies promoting the learning of positive behaviours are implemented, monitored and reviewed
- The presence of exacerbating features in the class layout and management are considered by the class teacher and head teacher and appropriate actions taken
- Undertake behavioural audit and complete form

#### Stage 2

- The class teacher and the SENCO evaluate the nature of any suspected learning difficulty, agree to undertake action/differentiation
- Child's parents consulted and supportive strategies agreed
- Child observed in key situations by SENCO, supported by class teacher observations used to identify nature, frequency, duration and possible causation of child's negative and positive behaviours
- Priorities for learning are identified and strategies agreed
- IEP drawn up
- Strategies promoting the learning and performance of possible behaviours are implemented, monitored and reviewed

Head / SENCO to confirm behavioural audit and review IEPs

#### Stage 3a

- The school refers to the Educational Psychology Service
- The nature of any learning difficulties are investigated and differentiation/action undertaken
- The school and outside agencies investigate the nature, frequency, duration and possible causal and maintenance factors relating to the child's positive and negative behaviour
- A whole class management strategy is identified from the agreed targets set, implemented and monitored
- Priorities for the child's learning are identified from the agreed targets set, implemented and monitored
- Priorities for the child's learning are identified and strategies agreed with parents and EPS
- IEP drawn up
- Strategies promoting the learning and performance of positive behaviours are implemented, monitored and reviewed

- Stage 3b

- The school, parents, EPS, agree a request for temporary intensive support from EBD outreach
- Priorities, strategies, methods of monitoring and review period are agreed between school, parents, EPS, EBD outreach
- IEP drawn up
- Strategies promoting the learning and performance of positive behaviours are implemented, monitored and reviewed.

## APPENDIX 4

Fixed term or permanent exclusions may be invoked for any of the following behaviours:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist, gender-based, religious or homophobic abuse
- Sexual misconduct
- Drug and/or alcohol related behaviour
- Theft
- Persistent disruptive behaviour
- Putting health and/or safety of self or others at risk
- Cyber-bullying or victimisation/use of digital social media to intimidate

Appendix 5

BEHAVIOUR INCIDENT RECORD

DATE.....

TIME.....

Staff member ..... Child's name.....

<u>Tick box – add details if necessary</u>	
<u>POINT ONE</u>	
Persistently out of seat	
Causing a disturbance to other children	
Inappropriate actions (e.g. not sharing/excluding someone)	
Use of inappropriate language (not swearing, e.g. use of unkind words)	
Name calling including (gender/size/sexuality -please identify).....	
Rough play fighting	
Encouraging others to misbehave	
<u>POINT TWO</u>	
Answering back (arguing with staff members)	
Significantly and repeatedly interfering with someone else's work or play	
Continuing (after reminder) to cause a disturbance	
Deliberately damaging property or stealing	
Swearing	
Throwing objects in classroom	
Encouraging others to misbehave significantly	
<u>POINT THREE</u>	
Repeated refusal to follow instructions	
Stealing	
Verbal abuse of an adult	
Fighting or intentionally hurting another child	
Racial, cultural, religious or sexual or homophobic abuse (please identify).....	
Bullying (please refer to definition below) or victimisation	
<u>ACTION TAKEN</u>	
Name on board	
5 / 10 / 15 / 20 / 25 / 30 minutes detention	
Discussion with pupil	

## Appendix 6

### Guidelines for rewards and sanctions during lunchtime

#### Lunchtime rewards

1. Stickers to be given regularly for immediate praise by all MDA staff and to be shown to the teacher for a team point.
2. Class / individual awards – certificates given at the end of the week for the children who MDA's have identified as being particularly well-behaved over the week.
3. A special certificate to be awarded by MD Supervisor at the end of each half term to those children who have consistently come to notice for being polite, helpful and sensible at lunchtime. These children will be given a special cake from the dining staff.

#### Lunchtime sanctions

Sanctions will occur on two levels, the first – Points 1 and 2 – will be dealt with by MDA's and the MD Supervisor.

1. First warning involves a reminder of why the behaviour is unacceptable, and the consequence of a further warning.
2. Second warning will result in the child having 'time out' - standing at the wall for five minutes, and a reminder of the consequence of a further warning.
3. Third warning will result in the child being sent to the MD Supervisor and having a further 'time out' in the hall. The MD supervisor will record their name on a behaviour incident form.
4. Fourth warning will result in the child being sent to the DHT and a detention the following lunchtime.

Second level – Point 3 – more serious incidents, will be dealt with by the MD Supervisor and Senior Management, these will result in a detention the following lunchtime which will be recorded in the log book.

#### Lunchtime exclusions

- Two lunchtime detentions in a half-term will result in a letter home to parents.
- If the unacceptable behaviour persists and the child receives more than two detentions, a meeting with parents will be requested and the child be excluded internally at lunchtime for 5 days.
- If there is no improvement following the above sanction, this will result in a fixed term exclusion at lunchtime for a period to be determined by the Headteacher.

APPENDIX 7

Draft letter 1

Date

Name

Dear Parent/ carer,

I would like to bring to your attention that NAME has not been able to keep to our Code of Conduct and has displayed the behaviour highlighted below after being reminded several times.

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ACTION TAKEN:

---

I would appreciate you discussing this with NAME.

Thank you for your help and co-operation in this matter. Please feel free to contact me if you would like to discuss this further.

Yours sincerely

TEACHER  
Class Teacher

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REPLY SLIP

DATE:

I have received your letter informing me of my child's misbehaviour.

Signed .....Child's Name: NAME  
(Parent / Guardian)

Draft letter 2

Date

NAME

Dear Parent / carer,

Unfortunately, this is the second letter I have had to send to you concerning NAME behaviour. Please could we arrange an appointment to discuss this matter further within the next day or two.

Yours sincerely

TEACHER'S NAME  
Class Teacher

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REPLY SLIP

DATE

I have received your letter informing me of my child's continued misbehaviour. I will telephone / come into school to arrange an appointment with you.

Signed .....

Child's Name.....  
(Parent / Guardian)

Draft letter 3

date

Name

Dear Parent/ Guardian

I am delighted to inform you that NAME has been very well behaved for the last five days. NAME has tried really hard and should be congratulated on his/her effort. WELL DONE!

Yours sincerely

TEACHER  
Class Teacher

Action Area: *Inclusion*

System/procedure: *Key Stage 1 Traffic light Behaviour System*

Vision/intended outcome: *Consistency in application of system*

Lead facilitator: *K. Evers*

Commence date:

Benchmark/step:		Accountability (who)	Timescale (when)
1	Beginning of each day all children start off in green segment.	Class teacher/ TA	
2	First sign of unacceptable behaviour (see list) child will receive a verbal warning, yellow face shown to the child.	Class teacher / TA	
3	If unacceptable behaviour continues child will be shown the yellow face for a second time and moved to yellow section.	Class teacher / TA	
4	If unacceptable behaviour continues, child shown the red face. Name is moved down to the red segment and a behaviour sheet is completed, followed by a 5, 10 or 15 minute detention.	Class teacher / TA	
5	At the end of the lesson the behaviour sheet is collected by the behaviour monitor and taken to next lesson.	TA	
6	Child will complete a detention immediately or at nearest opportunity(break time or lunch time). A 5- 15 minute detention should be completed with class teacher in class or on the wall if the teacher is on duty.	Class teacher	
7	If a child misbehaves in a serious manner they will be immediately moved into the red segment.	Class teacher / TA	
8	If child displays signs of changed attitude/improving behaviour they may be moved back to the yellow segment at any point during the day.	Class teacher /TA	
9	If a child reaches the red segment on 3 occasions, a letter or phone call home, by classteacher. (The child may also forfeit Golden time.)	Class teacher / Learning Mentor	
10	End/start of each day all those children still on green should be entered into a lucky bag or similar system for a reward (this can be determined by class teacher)	Class teacher	
11	All children are put back on green for the start of the next day.	Class teacher	
<b>standards</b>			
1.	All staff follow the steps outlined above		
2.	All children understand how the system operates		
3.	Good behaviours and attitudes are celebrated		
4.			

Action Area:	<i>Inclusion</i>	
System/procedure:	<i>Key Stage 2 Traffic light Behaviour System</i>	
Vision/intended outcome:	<i>Consistency in application of system</i>	
Lead facilitator:	<i>K. Evers</i>	Commence date:

Benchmark/step:	Accountability (who)	Timescale (when)
1	Beginning of each day all children start off in green segment.	Class teacher/ TA
2	First sign of unacceptable behaviour (see list) child will receive a verbal warning, yellow card shown to the child.	Class teacher / TA
3	If unacceptable behaviour continues Name is moved down to the red segment and a behaviour sheet is completed.	Class teacher / TA
4	At the end of the lesson the behaviour sheet is collected by the behaviour monitor and taken to next lesson.	TA
5	Child will complete a detention at break time or lunch time (whichever is soonest). A 10 minute detention should be completed with class teacher in class or on the wall if the teacher is on duty. 3/4 children should be sent to Deputy at lunch time if it is a 15 minute detention.. 5/6 children should be sent to Deputy at lunch time if it is a 20 - 30 minute detention.	Class teacher
6	If child displays signs of changed attitude/improving behaviour they may be moved back to the yellow segment at any point during the day.	Class teacher /TA
7	Children displaying behaviours in point 3 should go straight on a behaviour sheet as they are too serious to require a warning.	Class teacher / TA
8	If a child reaches the red segment /receives 3 behaviour sheets in one week, a letter or a phone call home, by class teacher, should be made. Child will also forfeit Golden time.	Class teacher / TA /Learning Mentor
9	End of the day all those children still on green should be entered into a lucky bag or similar system for a reward (this can be determined by class teacher)	Class teacher
10	All children are put back on green for the start of the next day.	Class teacher

**standards**

1.	All staff follow the steps outlined above
2.	All children understand how the system operates
3.	Good behaviours and attitudes are celebrated
4.	