

# St Mary and All Saints C of E Primary School

## Positive Behaviour Policy

Policy date: Autumn 2023

Review date: Autumn 2024

Member of Staff Responsible: Headteacher

Governor Responsible: Mrs Caroline Davis-King

**VISION STATEMENT**

**Head, Hand, Heart**

With our heads we learn • With our hands we create • With our hearts we love & care for each other

We believe in education of the whole child and through this holistic approach, and our christian ethos, when children leave SMAS they are:

- Confident, resilient learners
- Able to challenge themselves and overcome challenges
- Well-rounded young people
- Equipped for life in an ever changing world
- Global citizens, respectful of themselves & others
- Caring and thoughtful individuals

Colossians 2:2 "My goal is that they may be encouraged in heart and united in love so the they may have the full riches of complete understanding"

*'And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him'*  
Colossians 3:17

In conjunction with our vision, Christian ethos and key Christian values, this policy aims to provide a set of principles to support positive behaviour management and so enable successful learning and the development of loving and caring human beings.

As a school, we have also taken guidance from The Church of England publication, 'Valuing All God's Children' (July 2019)

### **Why we need a behaviour policy**

- To benefit pupils
- To provide guidance to staff
- To promote school improvement
- To maintain consistency across the school
- To comply with national legislation

### **Aims**

- To foster a caring atmosphere, in which teaching and learning can take place in a safe and calm environment.
- To teach moral and Christian values and attitudes through the curriculum, as well as knowledge and skills.
- To enable a positive, industrious learning ethos where all children have equal opportunities to learn.
- To promote self-esteem and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To foster caring attitudes and mutual respect for all regardless of faith, opinions or differences.
- To develop a fair, consistent and positive whole school approach.
- To encourage our children to develop socially, academically, morally and spiritually in preparation for a positive role in society.

### **Philosophy of the school**

St Mary and All Saints CE Primary School wishes to provide an environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a 'Home School Agreement' that sets out in general terms, how we expect our pupils and all members of our school community, to behave (Appendix 1).

### **Principles – Code of Conduct**

- All members of the school community should respect one another.
- All children should acknowledge and respect the authority of teachers and other adults within the school community.
- All children should show regard for their fellow pupils.
- All children should respect their own, the school's and other people's property.
- Pupils should be well-behaved, well-mannered and attentive throughout their time in school.
- Pupils should walk (not run) within the school.

- Physical violence is not permitted within school and will be reported to the Headteacher.
- Inappropriate language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Children should follow the school rules on uniform and jewellery.
- Pupils and staff will adhere to the principles outlined in the Home-School agreement and the school's handbook.

## Classroom / Whole school Ethos

### Encouraging appropriate behaviour

Children learn best in a calm environment where purposeful and self-disciplined behaviour is expected. Children respond positively to interesting and suitably challenging work that is taught in a well-organised and resourced classroom. Children need to take responsibility for their behaviour and understand sanctions for inappropriate behaviour. Praise is the best way in which value is communicated.

Pupils are encouraged to;

- Show respect towards oneself and others
- Try their best
- Be honest
- Be polite

Staff promote a supportive and calm classroom by:

- establishing a mutually agreed set of class rules, routines and boundaries to create a sense of order and trust
- ensuring the consistent application of agreed classroom rules
- acting as role models for respectful behaviour
- having high expectations of all pupils
- modelling and expecting in return, good manners and politeness
- providing an attractive and welcoming environment
- creating an inclusive ethos that supports all
- using PSHE lessons and Circle Time to support pupils' emotional and social needs
- giving their time freely.

### Our 7 Golden rules (Appendix 2)

1. We always do our best
2. We always respect and care for each other
3. We always look after our own and each others' property
4. We always care for the school environment
5. We are always organised and ready to learn
6. We always keep each other and ourselves safe
7. We are always honest

## Whole School Behaviour Chart (Appendix 3)

A standardised, physical behaviour chart is displayed in every classroom and used consistently across the school. Children are rewarded for positive choices and behaviour as described above and are able to move their name up towards the top of the chart. When they near the top of the chart, pupils are rewarded with house point or pre-agreed class prizes / bonuses. Similarly, children who fail to adhere to the class rules or continue to make poor choices will be asked to move their name down the chart. At any point, children have the opportunity to turn their behaviour around and move back up the chart. If, a pupil's name reaches the bottom of the chart, they will be asked to go to the Reflection Room at break time the following day.

## Rewarding Appropriate Behaviour

- We employ a 'House point' system throughout the school to encourage positive behaviour and attitudes to learning (See Appendix 4).
- Within each class, staff use their own rewards system to highlight and reward desirable academic achievement, effort in learning or general behaviour e.g. stars, stickers, points, merits etc. Class teachers recognise and praise children's work that is of the highest possible standard for that child.
- Each week the class teacher chooses two children from their class to receive an 'Award of the Week' for demonstrating one of our Christian values, excellent work or effort, good manners, helpfulness etc. These achievements are recorded in a whole school book and displayed in the entrance hall.
- A Headteacher's Award is given each term to praise exceptional effort or achievement.
- Once a half term, teachers nominate one pupil to receive the 'Above and Beyond' award. This is an award that recognises children who go the extra mile and/or are consistently meeting the school's high expectations. These children are invited to have a celebratory hot chocolate, biscuit and marshmallow with Mrs Barnett and Mrs Philpott.

### Praise and Rewards

Staff seek out opportunities to praise pupils and raise their self-esteem and whenever possible:

- Give descriptive praise and positive feedback
- Acknowledge considerate behaviour
- Use positive language
- Celebrate successes and achievements through display
- Encourage perseverance and the belief that success comes from trying hard
- Move a child's name up the class behaviour chart
- Arrange for an audience with another member of staff, a member of the SLT or the Headteacher

Rewards are specific to individual class teachers / year groups but include examples such as:

- Stamps / stickers

- Gold stars
- Raffle Tickets
- Prize pot/dip in the tin
- Cushions
- Adventure playground time
- Celebration notes home
- House points
- Table points

## Behaviour management strategies

### How we deal with unsatisfactory behaviour

There will always be children who require a system of sanctions to remind them of their responsibilities. The aim of any sanction is to encourage positive learning and behaviour and to encourage children to learn from their mistakes and make appropriate choices in the future. Unsatisfactory work and behaviour should be dealt with in a calm and quiet way in the expectation that the child will learn from experience.

In the first instance, unsatisfactory behaviour will be dealt with by the involved member of staff (teacher or LSA). All breaches of discipline are dealt with in a caring, supportive manner, having regard to the age of the child.

### Initial strategies

- Using non-verbal signals such as moving closer, eye contact, a look or a gesture
- Refocusing the child on their work
- Reminding the child of a specific rule / value
- Providing a clear description of the desired response preceded by the words, 'thank you', eg. 'Thank you for sitting on your chair properly ...'
- Providing acceptable choices
- Distracting pupils by drawing their attention towards something they are known to enjoy
- Ignoring secondary behaviours that are designed to provoke a response
- Issuing a warning
- Administering warnings consistently and fairly
- Moving a child's name down the class behaviour chart

### STEPS

Staff are trained in the programme 'Step On'. The term 'STEPS' means 'the steps needed to be taken/put into place in order to support children to manage their own feelings and regulate their behaviour. The 'Step On' programme concentrates on de-escalation ethos and relationship building, before, during and after a crisis.

### Sanctions

Imposition of sanctions should be consistent with the school expectation that all pupils and staff should be treated with respect and have at their heart our key Christian values (Wisdom, Creation, Love).

Any consequence or sanction must be appropriate to the seriousness of the misbehaviour and the age of the child. The aim is that they discourage future misbehaviour. Sanctions should be applied consistently and in a timely manner and follow the guidelines laid down in our 'Progression of Sanctions' (Appendix 5). Teachers need to decide on an appropriate time / place for an individual to be disciplined to avoid the feeling that the whole class is being punished.

For some children with Special Educational Needs, the sanctions and stages may not be appropriate and a personalised programme may be agreed.

Sanctions include such things as:

- A break time spent in the Reflection Room
- Completing a 'Behaviour Reflection Sheet' (Appendix 6)
- A loss of free time (such as break times)
- Thinking time (moving in class to sit alone)
- Writing a letter of apology
- Completing unfinished work
- Reporting to the Headteacher / Deputy Head / Assistant Head / Phase Leader
- A behaviour book / chart may be used to support pupils working towards short term behaviour targets, which will be shared with parents as appropriate. This should be reviewed regularly to encourage the child to take responsibility for their behaviour. The Headteacher / Deputy Head / Assistant Head should be informed if this sanction becomes necessary.

### **School Reflection Room**

Children who are sent to the reflection room, will:

- Discuss with the lead member of staff, why they are there, how they could have prevented the situation or how they could have acted differently?
- Complete a reflection form (Appendix 6a & 6b), with support if necessary.
- Undertake an appropriate activity that will enable them to cope differently with the situation should it occur again in the future.

Phase Leaders monitor Reflection Room attendance records each half term and identify / communicate the appropriate next steps for regular 'visitors'. Phase Leaders / Assistant Head / Deputy Head / Head teacher are kept informed as appropriate. When deemed necessary by school staff, parents will be contacted to discuss their child's behavior, so that a joint way forward can be agreed.

### **Playtime**

Similar sanctions are also employed for poor behaviour at playtime (Appendix 7). Children who have been inappropriately behaved at lunch or break time will have their playtime restricted. At the discretion of the Head teacher / Deputy Head / Assistant Head / Teaching and Learning Leads, playtime may also be curtailed on subsequent days.

## **More serious behaviour**

Major breaches of discipline include such things as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, bullying behaviour or repeated refusal to do set tasks. St Mary's School has a standard procedure for dealing with serious breaches of discipline. All incidents of this type are reported to the Head teacher / Deputy Head / Assistant Head using the school's blue 'Pupil Incident Report Form' form (Appendix 6). Failure to improve at any stage automatically leads to the next stage.

This type of behaviour is rare at St. Mary's School and it is the duty of the Head Teacher and other senior staff to deal with it promptly, particularly if the problem persists. The Head teacher will follow the procedures for discipline and, where necessary, follow the guidance outlined in the school's Exclusions Policy, which will reflect the requirements of the law and the LEA exclusions protocol.

Procedures for dealing with major breaches of discipline;

- A discussion with the Head teacher or Deputy Head teacher concerning future conduct.
- Time out period.
- Verbal communication with parents informing them of their child's unacceptable behaviour.
- A meeting with parents at which a warning is given about further sanctions, unless there is improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures may be implemented-with consultation with the Governing Body where necessary.

## **Physical Handling**

Occasionally, we need to take specific action to keep your child safe and also to consider the safety of others and property.

We follow the DfE guidelines for the use of "Reasonable Force Advice". Staff may physically restrain your child if his/her behaviour is likely to:

- Place him/her at risk of harm
- Place other pupils' safety at risk
- Place staff safety at risk
- Damage property
- Disrupt the learning of other pupils
- Seriously undermine the discipline expectations of staff (including being verbally or physically abusive to staff or pupils)

Prior to using physical handling or restraints, staff will have taken steps to de-escalate the situation and handling will only be used as a last resort. A review or discussion is held with the pupil after the event and you will be informed of the actions taken if physical handling of your child has become necessary. The decision to intervene is down to the professional judgement of the staff member concerned and will always depend on individual circumstances. A number of staff within the school have completed 'Step Up' training which specifically focuses on safe restraints.

## Stages of behaviour

Level of behaviour	Examples of behaviour seen
Stage 1 Low level disruption / inconsiderate behaviour	<ul style="list-style-type: none"> <li>• Not abiding by class rules</li> <li>• Being silly, noisy</li> <li>• Disturbing others</li> <li>• Not on task</li> <li>• Moving around the classroom without permission</li> <li>• Calling out</li> <li>• Interrupting pupils</li> <li>• Ignoring minor instructions</li> <li>• Pushing when standing in line</li> <li>• Talking without permission</li> <li>• Going 'out of bounds'</li> </ul>
Stage 2 Unacceptable behaviour	<ul style="list-style-type: none"> <li>• Not abiding by school rules</li> <li>• Scribbling / drawing / writing on own or others' books</li> <li>• Taking property without permission</li> <li>• Rough play in the playground</li> <li>• Not responding to an adult's request</li> <li>• Being more disruptive, deliberately creating a disturbance</li> <li>• Accidental damage or hurting someone through careless behaviour</li> <li>• Cheek, off-hand comments</li> <li>• Minor challenge to authority</li> <li>• Swearing / bad language</li> <li>• Deliberately annoying other children</li> </ul>
Stage 3 More serious behaviour	<ul style="list-style-type: none"> <li>• Deliberately throwing small objects and breaking them</li> <li>• Hurting someone</li> <li>• Wilful damage of school / another pupil's property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do set tasks</li> <li>• Continued or more serious cheek / challenge to authority</li> <li>• Hurtful / offensive name calling including homophobic or racist language</li> <li>• Verbal abuse / swearing at someone</li> <li>• Bullying behaviour including online bullying</li> </ul>
Stage 4 Very serious behaviour	<ul style="list-style-type: none"> <li>• Repeatedly leaving the classroom without permission</li> <li>• Fighting and intentional physical harm to other children</li> <li>• Throwing large or dangerous objects</li> <li>• Serious challenge to authority</li> </ul>



	<ul style="list-style-type: none"> <li>• Verbal abuse to any member of staff</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Repeated bullying behaviour</li> <li>• Repeated homophobic or racist language</li> </ul>
Stage 5 Extremely serious behaviour	<ul style="list-style-type: none"> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority</li> <li>• Repeated verbal abuse to staff</li> <li>• Physical abuse to any staff</li> <li>• Persistent bullying</li> </ul>

## Record Keeping

### Behaviour Records

Details of incidents / sanctions that have resulted in a pupil being referred to the Phase Leader (Stage 2 and some Stage 3 incidents), will be recorded in the 'Phase leader's behaviour Log' (Appendix 8).

Staff complete the school's 'Pupil Incident Report Form' (Appendix 9) upon witnessing incidents of more serious behaviour (Stage 3 and above) and hand this to the Head teacher / Deputy Head / Assistant Head / Teaching & Learning Lead/Phase Leaders as appropriate. Records relating to the following misdemeanours are kept and analysed:

- Any incidents involving a child, or anyone employed in the school, resulting in personal injury or damage to property.
- Loss, theft or damage to property.
- Repeated bullying behaviour.
- Any other incidents or matters of a serious nature.
- Racist or homophobic abuse
- Sexual abuse

## Inclusion

### Differentiation

All pupils and staff are expected to follow this policy, regardless of their educational, social or emotional needs. Staff and parents will support the pupils in understanding their responsibilities as outlined in the policy and pupils will be provided with any additional support needed to work towards this aim.

For some children with Special Educational Needs, the sanctions and stages as listed within this document may not be appropriate and a personalised programme may be agreed. Provision to enable everyone to abide by school rules and expectations may include:

- Time to talk
- Curriculum adaptation
- Change in classroom, curriculum organisation, timetabling or pupil groupings
- Using different resources to suit ability groups
- LSA intervention

- Short time scale rewards, for example: stars/ smiley faces on work, on charts and in special books.
- Peer mentoring
- Personalised sanctions
- ELSA (Emotional Literacy Support Assistant) led groups / activities

### **Statement on entitlement and equal opportunities**

All pupils, including those with special needs, are entitled to a comprehensive education which fulfils the statutory National Curriculum requirements and takes into account pupils' individual needs and interests. Our school aims to provide opportunities which reflect the cultural diversity of the school and local community.

- Using different resources to suit ability groups
- Rewards of stars/ smiley faces on work, on charts and in special books.
- Use of certificates, special stickers for such things as listening, being kind, helpful etc.
- Commenting on a child's good behaviour to other children/ other classes.
- Showing achievements in Assembly (Award of the Week)
- Involving parents at an early stage to co-operate on an action plan.
- Introducing new staff to whole-school arrangements through the support of the Induction Policy/Handbook

## **Implementation, monitoring and evaluation**

### **How Parents can Support this Policy**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children.

- Parents should discuss the school rules, the Home School Agreement and the E-safety and Acceptable Use Policy with their child emphasising that they too support the rules.
- Parents should attend parents' evenings, which are a requirement, and develop a close relationship with the school to help reinforce their support of the Policy.
- Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Health and Safety**

At St. Mary & All Saints the consideration of health and safety is of utmost importance. The teacher is responsible for children's welfare and safety during all lessons. Health and safety regulations apply in all lessons. When working, appropriate levels of behaviour are outlined by staff and high expectations are set and taught (e.g. knowing when to listen and stop their work). Pupils are shown safe and effective use of the equipment, relevant to that subject e.g. not taking food or drink into the ICT suite or ensuring they are carrying PE equipment safely. The class teacher and Head teacher are responsible for ensuring they are familiar with appropriate Health and Safety Guidance, where appropriate.

### **Monitoring Impact of this Policy**

This policy will be reviewed in line with the school's policy review cycle. The review will consider the effectiveness of the current policy and update it to reflect the purpose of supporting the day-to-day management of behaviour.

### **Dissemination of the Behaviour Policy**

This policy is discussed collaboratively with full-time teaching staff and the Head Teacher during a staff meeting. The draft policy is read with staff and amendments are made during this consultation process. It is then, approved by the Governors. The final copy of the policy is distributed to staff and a master copy is held in the school's policy file

## **Appendices**

**Appendix 1:** Home School Agreement

**Appendix 2:** Our 7 Golden Rules

**Appendix 3:** Whole school Behaviour Chart

**Appendix 4:** House Point information

**Appendix 5:** Progression of Sanctions

**Appendix 6a & 6b:** Behaviour Reflection Sheet

**Appendix 7:** Playground Rules and consequences

**Appendix 8:** Phase Leader Behaviour Log

**Appendix 9:** Pupil Incident Report Form

# St Mary & All Saints CE primary School –Home school agreement

Head, Hqnd Heart

With our heads we learn. With our hands we create and with our hearts we love and care for each other

## Appendix 1

### School

- The school will:
- actively fulfil our safeguarding duties.
  - care for and cherish all pupils at SMAS and treat them fairly.
  - provide all pupils with a balanced curriculum and additional opportunities to enable them to achieve the school's vision.
  - implement all school policies fairly and make sure they are readily available on request.
  - Take any concerns seriously and deal with them as appropriate.
  - be open and welcoming to all parents and supporters of children and value their input.
  - contact parents if there are any concerns about their child, including problems with attendance, punctuality or equipment.
  - send home an annual Record of Achievement.
  - arrange Parents' Evenings during which progress will be discussed.
  - keep parents informed about school activities through regular letters home, newsletters, school website and notices about special events.

Headteacher: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

### Parent/Carer

- To help my child at school, I will:
- see that my child goes to school regularly, on time and is properly equipped.
  - let the school know about any concerns or problems that might affect my child's work or behaviour.
  - support and encourage my child to lead a healthy lifestyle. (healthy eating, exercise, personal care and wellbeing)
  - support the school's policies and guidelines for behaviour.
  - support my child in homework and other opportunities for home learning.
  - attend Parents' Evening and discussions about my child's progress.
  - get to know about my child's life at the school by reading newsletters, parent mails etc.
  - recognise and support achievement and progress.
  - help all children to be proud of being pupils at St Mary and All Saints.
  - arrange holidays outside school time.

Parent/carers: \_\_\_\_\_

Date: \_\_\_\_\_

### Pupil

- I will:
- always do my best for both myself and my school.
  - make sure I know, understand and follow the school rules, especially the 7 Golden Rules.
  - care for other pupils and be friendly.
  - look after my own belongings and respect other people's belongings.
  - keep the school looking attractive and welcoming.
  - be punctual, polite and organised.
  - behave well at all times to maintain the safety of myself and others
  - listen to my teacher and other adults at all times
  - talk to a trusted adult if I am struggling with anything e.g. school work, friendships etc.
  - uphold the school values of Wisdom, Creation and Love.
  - follow these expectations and know that if I don't, I may not be allowed to attend St Mary & All Saints CE primary school.

Name of pupil: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Our 7 Golden Rules



1. We always do our best



2. We always respect and care for each other



3. We always look after our own and each others' property



4. We always care for the school environment



5. We are always organised and ready to learn



6. We always keep each other and ourselves safe



7. We are always honest

**Appendix 3**  
**KS2 Class behaviour chart**

**I am going above and beyond in my learning and my attitude is exemplary.**

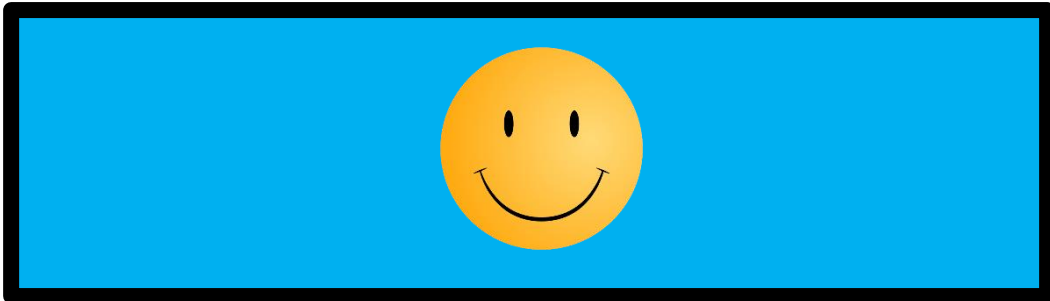
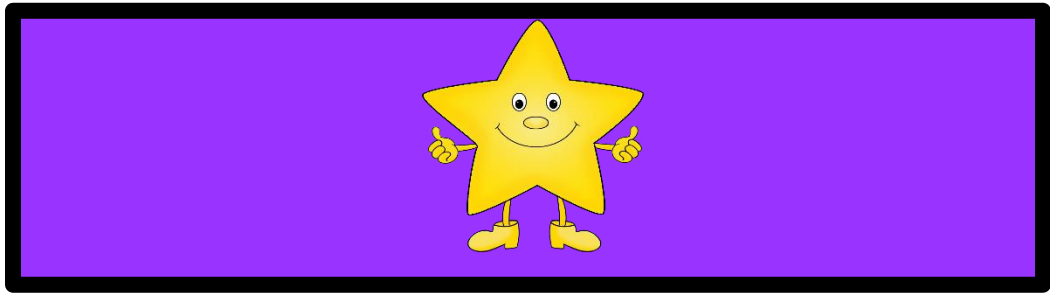
**I am taking pride in my learning and setting a good example to my peers.  
(1 house point)**

**I am ready to learn and show respect to my teacher and peers.**

**I have been reminded about my choices and need to make a positive change.  
(warning)**

**I need to pay back some learning time to reflect on my choices.  
(reflection room)**

# KS1 Class behaviour chart



## Appendix 4

### House Point Information

At St Mary's we have use house points as a whole school behaviour system to encourage positive behaviour and attitudes to learning. Each child across the school is placed in a house. Each house is named after an Olympian. The names of the houses are Ennis House (Green), Peacock House (Blue), Redgrave House (Red) and Adams House (Yellow). Houses are known as their surnames and have a corresponding colour. The children are placed in the same houses as their sibling and stay in these houses through the school.

#### What are house points awarded for?

The children should be rewarded a house point in line with our school values.

- Wisdom: Going above and beyond within their class work or homework. For sharing their knowledge and understanding with others.
- Creation: Practicing and developing new skills. Creating positive relationships with their peers.
- Love: Being kind and compassionate towards others. Being helpful and polite.

The children can also be awarded house points for anything any member of staff deem as above and beyond with regards to work, behaviour and relationships with peers.

#### How are house points awarded?

If a child receives a house point they are given one house point at a time. If it is rewarded in class, for their work or behaviour, it is placed on a class tally chart. Each class has tally chart displayed in their rooms.

If a house point is rewarded on the playground or around the school, the children are given a white token, which is placed on in house point tubes around the school. The tokens are made available for all staff to give children.



#### How are the house points collected?

In Year 6 each house has two house captains. Each week the house captains collect the house points at lunch time, on a Thursday, and create a graph to show in assembly on Friday. In Friday assembly a house captain states the totals for each house for the week and the running totals for the term. The house with the most points each week get their coloured ribbon on the house cup presented at the front of the school for all staff, children and visitors to see. The house point running totals are displayed in the hall on the house point board. The house with the most points each term receive a reward decided by the headteacher.





## Appendix 5

# St Mary & All Saints Behaviour Policy

## Progression of Sanctions

Sanction	Consequence managed by	Stage 1 Low level disruption	Stage 2 Unacceptable behaviour	Stage 3 More serious behaviour	Stage 4 Very serious behaviour	Stage 5 Extremely serious behaviour
Non-verbal signal / reminder of rules / redirection	Class teacher / LSA	1 <sup>st</sup> occurrence				
Warning		2 <sup>nd</sup> occurrence				
Time out at break (5 minutes) / Move child away from current table		3 <sup>rd</sup> occurrence				
Time in Reflection Room (15 minutes) / Complete Behaviour Reflection Sheet		4 <sup>th</sup> occurrence	1 <sup>st</sup> occurrence			
Refer to Phase leader / Letter of apology / Time out at break (15 – 30 minutes) / Informal discussion with parents	Class teacher / Phase Leader / T & L Leads AHT	5 <sup>th</sup> occurrence	2 <sup>nd</sup> occurrence	1 <sup>st</sup> occurrence		
Short separation from class with work (parallel class) / Complete blue form / Time out at break (30-40mins) / Discussion with parents				3 <sup>rd</sup> occurrence	2 <sup>nd</sup> occurrence	
Create a short term Target Sheet / Parents to be involved in discussion / Complete blue form / Break and/or lunch times missed	Class teacher / Phase leader / T & L Leads / AHT / DH / HT		4 <sup>th</sup> occurrence	3 <sup>rd</sup> occurrence	1 <sup>st</sup> occurrence	
Time out of class to complete work with PL / T&L / AHT / DH / HT. / Hand blue form to HT or DH / Break & lunch times missed for 2/3 days / Parents kept informed				5 <sup>th</sup> occurrence	4 <sup>th</sup> occurrence	2 <sup>nd</sup> occurrence
Exclusion from break and lunch time play for a week / Referral to HT / Complete blue form and hand to HT / Internal exclusion / Parents asked to come in	HT/ DH			5 <sup>th</sup> occurrence	3 <sup>rd</sup> occurrence	1 <sup>st</sup> occurrence

Further incidents of very serious or extremely serious behaviour may result in exclusion.

## Appendix 6a

### St Mary & All Saints CE Primary School

#### Behaviour Reflection sheet

**Name:**

**Date:**

**Class:**

What did I do?

Why did I do it?

Who was upset? Why?











Which rule did I break / What did I do wrong?

What can I do to fix this? If this happens again, what will I do?

## Appendix 6b

### St Mary & All Saints CE Primary School

#### Behaviour Reflection sheet

<b>What happened?</b>				
				
unkind words	unkind hands	not listening	something else	
<b>How did you feel?</b>				
				
angry	upset	scared	worried	something else
<b>How did others feel?</b>				
				
angry	upset	scared	worried	something else
<b>What is the result of my actions?</b>				
				
on red	miss break	did not learn as much	let myself down	something else
<b>What could I do next time to make the right choice? (Draw or write)</b>				
<b>How do you feel when you make good choices?</b>				

## Appendix 7



# KS1 Playground Rules and consequences



### Our Key rules

1. We play nicely, share equipment and look out for our friends.
2. We ask children who are on their own, or sitting on the Buddy bench, to join in with our games.
3. We use kind words when talking to others and treat each other and adults with respect.
4. We say sorry if we accidentally hurt or bump into anyone.
5. We always put our rubbish in the bin.
6. We use the adventure playground equipment safely.
7. We stop, look at the teacher and listen when the whistle is blown.
8. We line up smartly and show our teachers that we are ready.
9. We all enjoy a happy playtime.

### Examples of unacceptable behaviour in the playground

Taking people's balls or kicking them away	Talking or being silly when lining up
Spoiling other children's games	Pushing people out of the way
Rough play	Leaving children out of games on purpose
Not listening to the adult in charge / answering back	Pulling other children's clothes
Saying unkind things	Being silly with or on the playground equipment

### Consequences

If I choose to break a rule, the following steps will be taken:

1 <sup>st</sup> time	Reminder (attention draw to rule)
2 <sup>nd</sup> time	Verbal warning
3 <sup>rd</sup> time	5 minutes time out
4 <sup>th</sup> time	10 minutes time out. At end of break, referral to class teacher who will note behaviour and seek an apology to adult or child as appropriate. Move to orange on class behaviour chart.
5 <sup>th</sup> time	Referral to Phase leader – record to be made in PL Behaviour Log. Miss whole of break on following day, or 15 minutes at lunch time – consider involvement of parents / weekly target sheet / inform T&L Leads, AHT, DH or HT as appropriate. Move to red on class behaviour chart.

**More serious behaviour, such as deliberately hurting someone, will result in a blue form being completed and the Head teacher, Deputy Head, Assistant Head or Teaching & Learning Leads being involved straight away. Parents will be informed, and break / lunch time play missed.**



# Our KS2 Playground Rules and consequences



## Our Key rules

1. We include others in our play and respect others' games. This means we don't disrupt other children and their games or equipment.
2. We play safely and use equipment in the right way.
3. We share equipment fairly and only go on the adventure playground when it is our turn.
4. We treat each other with respect through our actions and language.
5. We take care of our environment and always put rubbish in the bin.
6. We only play in places where we can be clearly seen by supervising adults and not for example, on the slope, behind the gazebo or behind the bike sheds.
7. We treat the supervising adults with respect and tell them if we are concerned about someone or something in the playground.
8. We work together to ensure everyone has a happy playtime.

## Examples of unacceptable behaviour in the playground

Taking people's balls or kicking them away	Talking in lines
Spoiling other children's games	Pushing people out of the way
Rough play	Deliberately excluding others
Not responding to an adult's request or treating adults disrespectfully	Wilful damage of school property
Teasing or picking on others	Using inappropriate language
Name calling	Pulling other children's clothes
Undue silliness on the adventure playground equipment that could result in someone getting hurt	Continually playing in areas that are deemed out of bounds

## Consequences

If I choose to break a rule, the following steps will be taken:

1 <sup>st</sup> time	Reminder (attention draw to rule)
2 <sup>nd</sup> time	Verbal warning
3 <sup>rd</sup> time	5 minutes time out.
4 <sup>th</sup> time	10 minutes time out. At end of break, referral to class teacher who will note behaviour and seek an apology to adult or child as appropriate. Move to orange on class behaviour chart.
5 <sup>th</sup> time	Referral to phase leader – record to be made in PL Behaviour Log Miss whole of break on following day, or 15 minutes at lunch time – consider involvement of parents / weekly target sheet / inform T&L Leads, AHT, DH or HT as appropriate. Move to red on class behaviour chart.

**More serious behaviour, such as deliberately hurting someone, will result in a blue form being completed and the Head teacher, Deputy Head, Assistant Head of Teaching & Learning Leads being involved straight away. Parents will be informed, and break / lunch time play missed.**

## Appendix 8

### St Mary & All Saints CE Primary School Phase leader Behaviour Log

Date	Pupil / Class	Brief details of incident	Action taken	Referred to AHT / DH / HT

**St Mary & All Saints CE Primary School**

**Appendix 9**

**Pupil Incident Report Form**

*(Blue Form)*

Levels of behaviour seen (Circle as appropriate)

Stage 3    Stage 4    Stage 5

Name of Pupil:

Year Group:

Date:

Time:

Reporting member of staff (Name):

Details of incident by reporting member of staff:

(Add continued/additional information to back of the page)

Form signed by reporting member of staff:

Incident reported to (Circle as appropriate): T&L   AHT   DHT   HT   PL

Date form was handed to circled senior member of staff:

Action taken by senior member of staff:

(Information to be writing by senior member of staff - to include details of how the incident was dealt with and resolved)

Form signed by senior member of staff:

Date:

Form filed:

Date:

Initials: