

GISBURN ROAD C.P. SCHOOL
BARNOLDSWICK

BEHAVIOUR AND DISCIPLINE
POLICY



REVIEWED SEPTEMBER 2023

REVIEW DATE: SEPTEMBER 2024

‘Catch children being good’

With every ‘right’ comes responsibility

Associated Policies-Anti-Bullying and Lunchtime Policy

1. Our Vision and values for our school

At Gisburn Road we nurture, inspire and challenge every child to have the confidence, skills and values to thrive and achieve.

Respect, trust, friendship, perseverance and honesty

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos of our school and with the PSHE curriculum because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy.

2. Aims

This policy sets out the high expectations of behaviour at Gisburn Road Community Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and fosters positive attitudes.

3. Key Principles

- To promote a positive ethos in the school through encouraging a shared understanding of the **values** which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount.

4. Positive Attitudes and Good Relationships

4.1 Between pupils

We actively encourage children to live our school values, and provide many opportunities to re-inforce this message, for e.g. through daily conversations, assemblies, our curriculum and other strategies such as: Seeds and Gardeners: To foster caring relationships between our Year 6 and Reception children
House Teams: To foster a sense of collective responsibility Monitors/Jobs: To encourage children to take responsibility for others and school resources.

4.2 Between staff and pupils

Good pupil behaviour is based on good relationships between children and staff. Mutual respect is the key. Staff must get to know the children and model the sort of behaviour they are encouraging from the children. At Gisburn Road we expect all staff to be warm, friendly and polite, and use their sense of humour when appropriate.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective teaching and learning environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race faith or preconceptions
- Show appreciation of the efforts and contributions of everyone

All staff are responsible for the modeling of good behaviour, positive relationships and dealing with incidents around school.

4.3 Between staff and parents

At Gisburn Road, we know that managing children's behaviour is more effective when staff and parents work together. Our SENDco and Learning Mentors arrange additional support for families whose children are having difficulties with behaviour. The support takes many forms, and can include work with the child and/or work with the parents. Again, the relationships between staff and parents need to be based on mutual respect. This means that staff listen to parents' concerns and take appropriate action to address those concerns. Parents, equally, behave respectfully to staff, even if the parent is upset. In extreme circumstances, the governors have the power to ban parents from the school premises, (eg for displaying inappropriate or threatening behaviour).

Reconciliation and restorative approach It is really important that when relationships break down between children, parents or staff we try to repair and restore them. Within a restorative approach, a caring attitude, good relationships, mutual respect and a sense of belonging are all key ingredients. It acknowledges that conflict and inappropriate/unacceptable behaviours do happen, but rather than seek blame and dispense punishment it aims to repair harm by finding Behaviour Policy acceptable ways to repair the harm so that more positive relationships can be restored.

A restorative approach seeks to teach children the necessary skills to self-regulate their behaviour. Emphasis is placed on affecting real change above blame and punishment.

That said, we do believe that children should be taught to take responsibility for their own actions and behaviour, and we do believe that there needs to be proportionate and reasonable consequences for certain types of behaviour. However, it is important to try and teach children the impact of their behaviour on others and to help them understand how to put things right. Using the restorative approach, staff should always look for the positives and actively encourage and reward children for behaving in the way we expect. When challenging negative behaviour, staff should always remind children of our expectations and encourage them to behave well.

When significant issues have arisen and children have caused real upset and harm, staff must provide children with the opportunity to discuss the incident and find a way forwards, using the following language to frame the discussion:

(When challenging behaviour)

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done?

In what way have they been affected?

What do you think you need to do, to make things right?

To help those affected:

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

5. Well-structured lessons and a broad and balanced curriculum

The importance of an appropriate and engaging curriculum plays an important role in promoting positive behaviour. Teachers make use of the Lancashire Planning support materials. Teachers plan lessons carefully to ensure that the needs of all children are well catered for. The importance of developing children's social, emotional, spiritual and cultural awareness are seen as crucial in promoting positive behaviour, tolerance of others and self-discipline. This is taught as part of the weekly timetable.

6. Well-structured lunchtimes and playtimes

As children are given less structure at playtimes and lunchtimes than in lesson times, good organisation and high quality supervision is essential. Welfare assistants and teaching assistants supervise the children at these times.

At the end of playtimes and lunchtimes, the children are collected by their class teacher and taken into their classrooms. We ask that teachers and staff are always prompt, to avoid children lining up for unnecessary periods of time.

7.1 Creating a calm dining room

We have clear expectations for behaviour in our dining halls and welfare staff actively reward children for behaving well in the dining hall. Children are allowed to sit with their friends and we keep lining up time/sitting around time to a minimum. Some of our older children support the welfare assistants, as monitors and buddies in the dining hall to help routines run smoothly.

7.2 Positive Playtimes

This year we are building up wide range of structured games and activities for children to play on the yard. We have taken the model suggested by Jenny Mosley (Jenny Mosley is a key UK Education Conference Speaker, and holds a wealth of experience with a background of teaching, consulting and working in all types of schools in the UK and overseas) and plan to develop a zoned approach so that over time we will offer areas for different activities, such as areas for:

- Clapping Games
- Traditional Games
- Chasing Games
- Skipping Games
- Song and Dance
- Make Believe/ Role Play
- Quiet Activities
- Ball Games
- Craze of the Week

Organised games such as football/netball will place under strict guidelines on the MUGA. Children wanting to take part in the team games must follow the rules and abide by the referee's decisions. If a child has been given 2 yellow cards for not following the rules or behaving inappropriately, they will have red card and ban from the MUGA for a period of time. This will be decided by the staff and will be communicated to parents.

8. Expectations and Rules

Everyone in our school has the right to:

- To learn
- To feel happy and safe
- To be treated with respect
- To be allowed to make mistakes

We believe that children need to know and understand the types of behaviour we expect to see at Gisburn Road so that they know how to behave. At Gisburn Road CP School we have adopted 'Golden Steps to Success' because they are simple, child friendly and re-inforce our vision and values. These Golden Steps are clearly visible in every classroom and in prominent positions around the school. Staff must make regular reference to these Golden Steps and the values to encourage children to behave in a positive way.

The Golden Steps to Success have been adapted for the Playground and Dining Hall, so that children have clear expectations all around school.

‘Golden Steps to Success’:

Our Golden Steps to Success focus on Behaviour for Learning and Growth Mindset.

I will approach every task with a can do attitude

I will always show courtesy and respect

I will always be kind

I will approach my learning with curiosity and perseverance

School assemblies regularly focus on our Golden Steps to Success and values, discussing ways in which we can put them in to daily practice. Our weekly awards assembly will celebrate success and give children the recognition they deserve.

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. Children will sign up to the class charter at the start of the year.

All rules will be **clearly displayed** in the classroom and referred to regularly.

9. Rewards & DOJOs

The school has a clear system of rewards which are used to encourage good behaviour. Staff must make clear reference to the Golden Steps to Success when rewarding children where applicable. All children start every day on the green face. Any move to the red face will result in 5 minutes missed golden time. At the end of the week, if children have kept all their Golden Time they will end 35 minutes of creative activities on Friday afternoon.

PreSchool: Staff will reward children with stickers and they can have a dip in the treasure box on a daily basis for a child that has shone.

Year R-6: Staff in Yrs R-6 will reward children with **Dojo** points which will be logged on the Class Dojo. For a child that is doing exceptionally well, staff should send home a ‘Well Done’ post card or a text message home/phone call to parents through the Dojo/class email system. This should be done frequently to reinforce positive behaviour. Each week, the top 3 children in each class with the highest number of dojos will win a prize. Children who stay on the Green face all day will receive 10 dojos per day.

Gisburn Road Achievement keyring

When joining school, all children will receive a Gisburn Road Achievement keyring to collect achievement charms. When a child reaches 500, 1000 and 2000 dojos they will receive a charm. These can be added to their Gisburn Road keyring and proudly displayed on their school bag.

House Teams: Children from Rec-Y6 will be placed into one of four house teams – Unicorn, Pegasus, Dragon, Pheonix. Dojo’s will be linked to house teams. House team winners (the house with the most dojo points) will be announced each Friday. The winning house each week wins a trophy – with team colours. **Aim:** Houses compete to achieve the most dojo’s over a term. There will be a prize each term for the winning house team (eg, party, film....etc). Children will help to decide the prize.

Lunchtime: Welfare assistants award dojos to children and will hand these over to the class teachers at the end of lunchtime. At the start of the afternoon teachers will do a short lunchtime plenary. Teachers

will choose 1 or 2 children to tell a 'Good Tale' about another member of their class. They should comment how well they shared/took turns/showed empathy etc. The children will be awarded dojos.

Golden Star of the Week:

Each week, we give out a **GOLDEN STAR** certificate to a child in each class (Nursery-Y6) who has shone out in some way. This will not be linked to dojos necessarily – but is awarded for really impressing staff for good behaviour for learning. E.g demonstrating a growth mindset. Children will receive a certificate and a charm for their Gisburn Road Keyring. Their photo will be displayed for the week on the Golden Stars board in the hall.

10. Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the District 13 Inclusion Hub, Behaviour Support Service or Educational Psychologist.

11. Consequences

To help children understand that there are boundaries and to help them take responsibility for their actions, we believe it is important to put consequences in place. The aim of these consequences is to encourage children to change their behaviour and follow our expectations and mission statement once again. It is important that staff refer to our Golden Steps to Success and school values when dealing with inappropriate behaviour, and to emphasise the fact that children are making the wrong choices. If children end up in the amber zone in a lesson, they will stay in at the next available playtime and complete a reflection sheet. If children continue to ignore the adults and end up in the red zone during a lesson, they will lose 5 minutes Golden Time and also complete a reflection sheet.

Reflection Room – Each lunchtime the Reflection Room will be open and run by a senior leader. Children may go to complete missed work, complete a reflection sheet or any other reason given by the teacher. The idea is to give children time to reflect and time to have a restorative conversation with a senior leader.

We acknowledge that inappropriate behaviour can take many forms; from relatively minor incidents to more serious incidents.

Minor incidents (See appendix 3a and 5)

Examples of minor incidents include;

Shouting out / swinging on chairs / causing a disruption/distraction in class or assembly

- Not lining up quietly or in a prompt manner
- Running inside (ie, along the corridors/ in classrooms or dining hall)
- Not looking after equipment
- Making fun of/teasing others
- Misuse of toilet/cloakroom areas
- Answering back/ speaking rudely

Serious Incidents (see Appendix 5, Appendix 6 and Appendix 7)

Five types of behaviour we class as serious are:

- a. causing deliberate physical harm to self/others/property.
- b. using foul, abusive or derogatory language
- c. ignoring members of staff/point blank refusal to follow a reasonable instruction
- d. **persistent low level behaviour** (ie; regularly having time out at play time, regularly being moved away from friends and peers, **regularly in amber zone** /red zone in class).
- e. causing excessive disruption to lessons or other activities in school.

As a general rule, we adopt a stepped approach to challenge inappropriate behaviour. However, the steps should not be viewed as a list that must be followed sequentially in all circumstances. Instead, staff must use their own discretion, depending on a range of factors, such as, the age of the child, the context, the intention to cause harm/offence

12. Exclusion

It may be necessary to exclude a child from Gisburn Road Community Primary School. There are three types of exclusions that Headteacher will consider if the child's behaviour is serious enough:

a. Internal exclusion

This is when a child works in isolation, away from his/her peers. A member of the leadership team will supervise the internal exclusion and work will be set by the class teacher. Parents will be informed if their child is internally excluded via Behaviour Letter 2.

b. Fixed term exclusion

This is when a child is sent home for a fixed period of time. The Headteacher will inform parents in the event of a fixed term exclusion (usually verbally, and then by letter).

c. Permanent exclusion

This is when a child is no longer permitted to attend the school. In the event of a permanent exclusion, the Headteacher will meet with parents to explain the process in full.

The decision to permanently exclude a child will only be taken:

- In response to extreme or violent physical abuse to a member of staff or another child
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- The repeated use of foul and abusive language aimed at other children and adults / undermining the staff

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

13. Consequences – Conduct outside the school gates

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school related activity

- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour:

- Poses a threat to another pupil
- Could affect the reputation of the school
- Could pose a threat to the orderly running of the school

The same principles of the Behaviour Management Policy of the school will be applied when dealing with such incidents.

14. Detention

In following through with consequences pupils may well miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act reasonably. Parents will be spoken to and given 24 hours' notice for any child that requires a detention. Detentions outside of school time will be used for Junior children that use physical aggression towards other pupils.

15. Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the public order Act 1986. For example under the Malicious Communications act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send a message that is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school feel an offence may have been committed they may report the incident to the police, this would only be done with the agreement of the Headteacher.

16. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items:

1. The general power to discipline enables members of staff to confiscate, retain or dispose of pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- Any item banned by the school

THESE ARE NOT ALLOWED IN SCHOOL

Jewellery (only stud earring and watch allowed)

Chewing gum
Nail varnish/make-up
Hair braids/ coloured extensions
Toys/trading cards..'latest craze' (unless this is an organised activity by the school)
Electronic equipment – iPods, MP3 players
Dangerous objects
Extreme Haircuts – tramlines, shaved too low

17. Power to use reasonable force

In our school we do not have a 'no contact' policy. Members of staff at Gisburn Road Community Primary School have the legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

18. Consistency

It is important that all staff adhere to this policy to promote positive behaviour and minimize inappropriate behaviour. Staff must be consistent in the way they actively look for and reward positive behaviour. Staff must equally challenge inappropriate behaviour using the steps identified.

19. Roles and responsibilities

The Governing Body sets out the rationale for this policy which the Headteacher operates on a daily basis. We expect all staff to adhere to this policy. We expect all parents to support this policy; communication regarding the policy should be directed to the Headteacher.

20. Consultation, recording, monitoring and evaluation

Behaviour in school is recorded through an electronic system known as CPOMS. ALL staff are responsible for logging an incident which they have witnessed and or dealt with. If children spend time in the Consequence Room at lunchtime for their behaviour they will be given a reflection sheet to complete. A register of children attending the consequence room will be kept. Progress towards individual targets will be recorded on individual behaviour/ education plans. The Leadership Team monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed annually with all staff at the start of each academic year. Following the review parents will be advised on any adaptations or changes through letters and on the school website.

21. Complaints Procedure

Our school's complaints Policy can be found on the school website. In the event of a complaint against a member of staff, thorough, speedy and appropriate investigations will be carried out. School will follow the guidance set out in the Dealing with Allegations of Abuse against Teachers and Other Staff document when deciding what immediate action should be taken. If the decision is taken to suspend a member of staff, the school must ensure that the member of staff has access to a named contact who can provide support and appropriate pastoral care.

22. Uniform

We expect all children to come to school in school uniform. Children are encouraged to wear appropriate clothes (including footwear) for school. Children should also have appropriate kit for PE and swimming lessons (see School website for details). Children are not permitted to wear jewellery in school, with the exception of a watch, small stud earrings, and items of particular religious significance that have been authorised by the Headteacher.

APPENDIX I

Agreement Between Parents and School

- **Parents**

Your role in your children's education is key. Supporting your child's learning - and working with us at school - makes a huge difference.

- **We're a team**

Good communication between home and school is very important. We work with you, so that the messages your children receive about how to behave at home and at school are consistent.

- **When you're at school**

The behaviour of all adults - including you - should be positive at all times. Always remember how you are behaving towards other adults as well as children.

- **Rules, rewards and consequences**

You will find the school's steps to success, rewards and consequence systems on display at school. We explain them regularly to the children.

Children are expected to follow the school steps to success and classroom codes of conduct. They should respect the rights and needs of all adults and other children in our school community.

- **The Home & School agreement**

We have a Home & School agreement which is signed by pupils, parents and teachers. We expect you to read these and support them.

- **When there are concerns**

If a member of school staff has concerns about a child's welfare or behaviour, you will be contacted. The details are in the school behaviour policy.

- **Supporting the school**

When children's behaviour is unacceptable and we have to use reasonable consequences, you should support our actions.

- **If you don't agree with us**

If you have any concern about the way that your child has been treated, you should initially contact the class teacher. The Deputy Headteacher may then be involved, then the Headteacher. If the concern remains, you should contact the school's Board of Governors.

- **We're all adults**

We expect you to behave in a reasonable and civilised manner towards all school staff, as professionals and each other. Any issues will be dealt in an atmosphere of trust and mutual respect.

- **When lines are crossed**

If you behave inappropriately or aggressively towards staff, this will be reported immediately to the Headteacher and/or Governors. They will take appropriate action.





APPENDIX 3a: SANCTIONS

STEPPED APPROACH (For Minor Behavioural Incidents)

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| <p>1. SUBTLE HINTS</p> | <p>Eg praise the children close-by who are following expectations, simply move closer to the child not following the expectation, give 'the look'. These strategies are to be used by all staff as the first step encouraging children to follow our expectations (ie Golden Rules).</p> |
| <p>2. FIRST WARNING</p> <p>(No name on board)</p> | <p>Point out what the child is doing (describe the behaviour), remind the child of our expectations (Golden Rules)</p> <p>E.g. ' (child's name) , you have been doing....but that is not what we expect at Gisburn Road. Remember our Golden Steps to Success...this is what we want instead. This could be replaced with ...remember one of our school values is....</p> |
| <p>3. SECOND WARNING</p> <p>(children move to amber zone)</p> | <p>Point out what the child is doing (again describe the behaviour) remind the child that you have already spoken to them and they have chosen to continue/ignore the Golden Steps to Success. Remind them of theses and make it clear that there will be a consequence if they continue to behave inappropriately.</p> <p>E.g. . ' (child's name) , I have spoken to you already and given you a chance to put things right...but you have chosen to carry on... Remember our steps...This is your final warning. If you chose to carry on ...(state the consequence)</p> |
| <p>4. ISSUE CONSEQUENCE</p> <p>(children move to amber and red zone)</p> <p>Time out</p> | <p><u>In Class Sanctions:</u></p> <p>EYFS - Red, Green & Amber faces</p> <p>All children start each day on the Green zone and each lesson is a fresh start. If children are moved onto the Amber or Red zone during a session, after their warnings, they will miss part of a free choice activity/playtime to reflect on their behaviour. Children must stay inside with a member of staff to complete a reflection sheet at the earliest playtime.</p> <p>If children end up in the red zone in a session, they then do miss 5 minutes Golden Time on a Friday. Children must stay in class with a member of staff for this time and complete an age appropriate reflection sheet or complete any missed learning due to their behaviour.</p> <p>Staff MUST notify parents that their child has been on red (via a phonecall or private chat) and explain why. This must be logged on CPOMS.</p> <p>Being in red zone does not prevent the child from going back to green at the start of the next session.</p> <p>TIME OUT – Children may need time out of their classroom to calm down. They should be taken by an adult to the next classroom available for 5-10 minutes, no longer. If the child is still not calm and not ready to return to learning after this time then Janet will take them to hold restorative conversation. The child should</p> |

| | |
|--|--|
| <p>Red Zone</p> | <p>return to their class to continue learning as soon as possible and may need to catch up any missed learning in the Reflection Room at lunchtime.</p> <p><u>On the Yard Consequences: Time Out Lunchtime and Playtime</u></p> <p>Children in Key Stage 1 must stand in the reflection zone with a member of staff for 2/3 minutes. Children in Key Stage 2 must stand for 5 minutes as a time out to calm down and reflect. Staff must talk to the child before allowing them to go back to play. Staff should talk to them about what they did using positive talk, why time out was necessary and remind them of the Golden Steps to Success.</p> <p>If children reach their third time out during lunchtime they must be sent in to see the Senior Manager on duty that day. The lunchtime staff must report this to the class teacher and lunchtime staff MUST complete a CPOMS log. The child will move to the red zone. The class teacher MUST inform parents and the child will lose 5 minutes Golden Time. Aggressive behaviour on the yards is not acceptable and children will be sent in to the Reflection Room immediately. Again lunchtime staff must log the incident on CPOMS and the class teacher MUST be informed.</p> <p><u>In The Dining Hall:</u></p> <p>Children will be asked to move seats away from their friends for inappropriate behaviour in the dining hall. If they continue or display excessively disruptive behaviour they will be asked to eat lunch with the senior manager on duty for that day in the Reflection Room.</p> |
| <p>5. PERISITENT BEHAVIOUR</p> | <p>If children are regularly making mistakes and going into amber/red zones, or having time-outs on the yard, the class teacher needs to be informed so that they can contact parents to discuss next steps.</p> |
| <p>6. Child loses all their Golden Time in a week</p> | <p>If a child loses all their Golden Time in one week, they will be given a Yellow Card for the next week. By this point parents will be well informed that there has been an issue through informal telephone calls and behaviour letters. A behaviour letter will be issued when a child has lost 20 minutes Golden Time/been in the red zone 4 times in the week. (Appendix 8) The class teacher will issue and sign the letter and have a discussion with parents, either by phone or in person at handover time. To issue a yellow card, the Class teacher must bring the child's parent into school and meet with parents to explain with DHT. This must be logged on CPOMS. This will monitor their behaviour on daily basis. During this period the children will be earning their playtimes and earning their Golden Time. If they are successful, they will go back to the above system the next week. If the child does not meet expectation, then further consequences will apply.</p> |

APPENDIX 4a: KSI Reflection Exercise (to be used for minor incidents)



Behaviour Reflection Sheet KS1

Today, you have made a mistake and forgotten to keep our Golden Rules. You need to think carefully about what you have done and how you can make it right.

Name:

Class:

| | |
|---------------------------|--|
| What happened? | |
| What will I do next time? | |
| What do I need to do now? | |

APPENDIX 4b: KS2 Reflection Exercise (to be used for minor incidents)

BEHAVIOUR REFLECTION (KS2)

Today, you have made a mistake and forgotten to keep our Golden Rules. You need to take some time to think carefully about what you have done and how you can make changes so that you can make a fresh start.

Name:

Year Group:

| | |
|---------------------------------------|--|
| What Happened? | |
| What did you do? | |
| What did other people do? | |
| How do you feel now? | |
| What could you have done differently? | |
| What have you learnt? | |

| | |
|--|---|
| Behaviour Letter 1: | Staff will issue Behaviour Letter 1 to children when the behaviour is serious. Behaviour letter 1 highlights to parents that a serious incident has taken place and seeks parents to co-operate in resolving the issue. If further such incidents occur, this may lead to an internal exclusion or an after school detention with a member of the leadership team. For all incidents that involve junior children using their hands and feet deliberately, children will be given an after school detention. |
| Five types of behaviour we class as serious are: | <ul style="list-style-type: none"> a. causing deliberate physical harm to self/others/property. b. using foul, abusive or derogatory language c. ignoring members of staff/point blank refusal to follow a reasonable instruction d. <u>persistent low level behaviour</u> (ie; regularly having time out at play time, regularly being moved away from friends and peers, regularly in amber zone /red zone in class). e. causing excessive disruption to lessons or other activities in school. |
| <p>Further guidance re. Use of Behaviour Letters</p> <p>Any member of staff can issue Behaviour letters to children, but only class teachers should pass them on to parents with an explanation. If parents do not collect the children, teachers must ensure the letters are handed over to the adult collecting the child, or contact parents via telephone or the class email/school system. Letters can follow the next day.</p> <p>The Headteacher must be notified of all Behaviour Letters issued and this would be added under 'action' on CPOMS. Staff must keep a record in class of all behaviour letters sent home on CPOMS – recording the pupils name, the date and the category.</p> | |
| Persistent serious Incidents (Letter 2) | <p>If children receive three Behaviour letters per half term, parents will be invited to discuss next steps with the class teacher/DHT or AH.</p> <p>If children receive three further Behaviour letters in a half term, parents will be invited to a meeting with the Headteacher and Learning Mentor to discuss next steps. These may include:</p> <ul style="list-style-type: none"> • Individual Behaviour Support Plan • Alternative Provision within school for a specified period of time (i.e. remove the child from the context) • Alternative Provision in another education establishment for a specified period of time. • Going home at lunchtime • Exclusion from school |

APPENDIX 6:

BEHAVIOUR LETTER I (SERIOUS INCIDENT /INTENTION TO HARM/CAUSE OFFENCE)

Date: Letter no.....

Dear Parents / Carer of

I regret to inform you that, in school today, your child:

- Has used foul, abusive or derogatory language.
- Used physical and aggressive behaviour towards another pupil/adult.
- Repeatedly ignored and/or point blank refused to follow a reasonable instruction from a member of staff.
- Has caused excessive disruption to lessons or other activities in school.

(* please highlight the appropriate category/categories)

At Gisburn Road we set high standards for behaviour and expect all children to follow the Golden Steps to Success set out in our Behaviour Policy.

This is unacceptable behaviour.

A repeat of this behaviour may result in an internal exclusion where your child will be removed from the classroom or given an after school detention if they are a Junior child.

At Gisburn Road we want all children to be happy and feel safe in an environment of love, respect and friendship.

Thank you in advance of your support.

Yours faithfully,

Mrs Nicola Walker
Headteacher

APPENDIX 7:

BEHAVIOUR LETTER 2 (SERIOUS INCIDENT / INTENTION TO HARM/CAUSE OFFENCE)

Date:

Dear Parents / Carer of

I regret to inform you that, in school again today, your child:

- Has used foul, abusive or derogatory language.
- Used physical and aggressive behaviour towards another pupil/adult.
- Repeatedly ignored and/or point blank refused to follow a reasonable instruction from a member of staff.
- Has caused excessive disruption to lessons or other activities in school.

(* please highlight the appropriate category/categories)

At Gisburn Road we set high standards for behaviour and expect all children to follow the Golden Steps to Success set out in our Behaviour Policy.

This is unacceptable behaviour and has resulted in an internal exclusion/after school detention, where your child has been removed from the classroom and play areas.

Date and time consequence.....

Duration.....

At Gisburn Road we want children to be happy and feel safe in an environment of love, respect and friendship.

Thank you in advance of your support.

Yours faithfully,

Mrs Nicola Walker
Headteacher

APPENDIX 8

BEHAVIOUR LETTER –LOST GOLDEN TIME (4 LOTS OR MORE IN ONE WEEK)

Date:

Dear Parents / Carer of

I regret to inform you that your child:

- Has continued to cause a disruption to learning by.....
.....

He/She has now lostminutes Golden Time. If they lose all 35 minutes of their Golden Time a Yellow Card will be issued. If you wish to discuss this matter further, please contact me.

At Gisburn Road we set high standards for behaviour and expect all children to follow the Golden Steps to Success set out in our Behaviour Policy.

At Gisburn Road we want children to be happy and feel safe in an environment of love, respect and friendship.

Thank you in advance of your support.

Yours faithfully,

