

# THE STOKE POGES SCHOOL

## Behaviour Policy

<b>Governors Committee Responsible for the Policy</b>	Finance, Pay and Personnel Committee
<b>Date Approved</b>	September 2020
<b>Recommended Review Period</b>	Annual
<b>Date Reviewed</b>	September 2021
<b>Person Responsible for the Policy</b>	Headteacher

### Introduction

We wish to promote a positive, nurturing environment in which all pupils can realise their full potential, reach the highest possible standards and feel safe, secure and good about themselves.

This policy is based on respect and care for each other and our environment. Success comes from staff, pupils and parents working in partnership with common goals.

### Aims

Our behaviour policy:

- Provides consistency for children
- Enables children to be clear about what is expected of them
- Sets clear boundaries for acceptable behaviour
- Promotes security and safety for all in the school
- Reinforces good and acceptable behaviour in a positive way
- Encourages children to reflect on their behaviour
- Shows that everyone has rights and is valued
- Encourages respect and care for others
- Develops recognition of authority and responsibility
- Makes appropriate reference to rewards and sanctions

Children are supported to achieve these through a system of classroom and whole school rules, rewards and sanctions and social skills groups.

### Our Principles of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe
- Everyone must be protected from disruption or abuse
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Creating a whole school approach to discipline with a clearly defined code of conduct
- All adults will set excellent examples to the children and act as positive role models
- Every child has a sense of personal responsibility for his/her own actions
- Effective communication systems
- Share the strategies we use with parents; working on an active partnership
- Early support for developing problems
- To seek advice and support from appropriate outside agencies

### Implementation

We recognise that the quality of learning experiences will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

We also recognise that external influences must be considered and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

It is important to reward those who behave well. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct.

In all disciplinary actions it is essential the child knows that it is the behaviour which is unacceptable, not the child as a person.

## **Working in partnership**

### **Collective Responsibility**

At The Stoke Poges School, discipline is recognised to be a collective responsibility between parents, staff, governing board, children and other agencies involved with the school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Adults in school:

- Will care for the children; acting as role models, displaying the standards of conduct and behaviour we hope to develop in pupils
- Follow and apply the behaviour policy
- Explain their expectations clearly and apply rewards and consequences consistently and fairly
- Support children who need to have good behaviour modelled to them and talk to children about their behaviour, good and bad, to increase their understanding
- To develop an effective working atmosphere
- To trust that parents will work in partnership with staff to maintain a consistent approach to the behaviour policy
- To discuss with parents the rewards and consequences that can be used at the discretion of staff
- To contact parents where appropriate to inform them of rewards and consequences that are being used with their children
- To recognise the contribution that parents can make to the success of a behaviour policy

Governing Board:

- To assist the Headteacher in the implementation of the policy
- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation

Children

To develop in our pupils:

- An awareness of appropriate behaviours in a range of situations
- The ability to take responsibility for their actions and an understanding of the consequences
- An understanding of the rules and boundaries
- Self-control and the strategies to manage emotions
- A caring attitude and respect for themselves, others and the environment
- An acceptance of other races, religions and ways of life
- Consideration for younger pupils and those with special needs

We expect all pupils:

To be kind, gentle and helpful:

- To display good manners everyday
- Only use polite, acceptable language
- Keep unhelpful hands, feet and objects to themselves
- Keep unhelpful comments to themselves
- Show respect for all adults and each other

To keep themselves and everyone else safe:

- Move sensibly and carefully around the school and playground
- Be quiet in the cloakrooms, corridors and library
- Walk in school and keep to the left
- Follow all staff instructions straight away
- Look after all property and put things back in their proper place

- Think before they act
- Tell an adult if they are worried about anything
- Let people pass and hold doors open for others

To work hard and be responsible:

- Try their best in every lesson
- Listen carefully to the teacher and the views of other children
- Use a quiet voice at all times unless told otherwise in lessons
- Let others work without interruption
- Collaborate and work with other children cooperatively
- Be honest
- Complete homework and hand it in on time

To be proud and make a positive contribution:

- Wear their school uniform smartly and be neat and tidy – leave jewellery, nail varnish and make-up at home
- Wear black school shoes
- Tuck their shirts in and wear a tie (when in KS2)
- Come to school every day, on time and with all the equipment they need
- Be responsible for their own possessions
- Take pride in their work and achievements and celebrate those of others
- Get involved in activities and take responsibility beyond the classroom
- Put litter in the bin and care for the playground equipment
- Always behave in a way that contributes to the school's good name

### **Parental Responsibility**

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour. Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. By working together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents are encouraged to help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times (See Code of Conduct Appendix 2)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment
- By ensuring regular attendance at school and avoiding unnecessary pupil absence
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers

### **Class Culture**

At the heart of a well-behaved school is the development of a supportive class culture and school ethos:

- Established rules, routines and boundaries to create a sense of order and trust
- An engaging curriculum that enthuses and motivates
- Shared responsibilities and cooperative activities to promote group belonging
- A strong emphasis on Circle Time and the support of emotional and social needs
- High expectations in all aspects of school life
- Staff acting as role models for respectful behaviour
- Good manners and politeness are nurtured, modelled and expected
- Good listening is modelled, valued and nurtured
- The classroom environment is attractive and welcoming to all
- An inclusive ethos supporting special needs and diversity
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement

- Organise and adhere to consistent classroom routines e.g. lining up
- Place emphasis on independent learning
- Avoid queues
- Be well prepared and organised
- Allow adequate time for tidying up
- Make expectations clear to children and parents, when applicable
- Share responsibilities between all children
- Avoid shouting, use eye contact, gesture, etc
- Send children to collect resources in small groups
- Be ready to greet children before the start of each lesson
- Involve children in the organisation of systems wherever possible
- Be positive e.g. use of 'please walk', rather than 'don't run'

See Pupil Code of Conduct (Appendix 2)

### **Behaviour outside of school**

We expect that children will maintain the same high standards of behaviour outside school, particularly when representing the school, e.g. on an educational visit, and that any misdemeanour which could be detrimental to their peers or the school's reputation may result in reasonable sanctions being put in place.

### **Behaviour Management Strategies**

#### **Behaviour is a choice**

We all make choices about how to behave. We want children to make good choices and understand that choices they make have consequences for themselves and others.

We want children to become self-disciplined, not to just behave because an adult is present. We believe making mistakes is an opportunity to learn and if a child breaks one of the school rules, we ask them to think about the choice they have made and consider what they would do differently next time.

We use rewards to encourage and reinforce good choices. We have a hierarchy of sanctions, which are the negative consequences of children making a poor choice about how to behave.

#### **Praise Success**

Praise and encouragement should run like veins throughout the school body

- Search out opportunities to praise and raise self esteem
- Give specific praise and positive feedback
- Acknowledge considerate behaviour
- Use positive language
- Celebrate successes and achievements through display and peer appraisal
- Encourage perseverance and the belief that success comes from trying hard

#### **Rewards**

Positive reinforcement of good behaviour is a much more powerful influence than sanctions.

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be applied in a fair and consistent manner with appropriate parental involvement.

Rewards can include the following:

- A smile
- Being told 'thank you....'
- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the child, parent, another adult in school
- Rainbow tickets
- Peer group praise e.g. a clap, name read out in class assembly

- Team points, certificates for academic and non-academic achievement
- Sent to the Headteacher for praise or sticker
- Placing value on achievements e.g. work shown to another class, name in Bulletin, part of Friday's Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model
- Stickers

### **Team Point System**

The Team Point system operates consistently throughout the School as follows:

- Children are divided into 4 teams
- Children will be awarded merit points for academic achievement and non-academic achievement. When team points have been awarded they should not be taken away.
- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis.
- At the end of each week the points are added to the display and the leading team announced in Star of the Week assembly. At the end of the year the winning team receives a trophy.

### **Redirection and Prevention**

Prevention and de-escalation is the goal of successful behaviour management

- Non-verbal signals such as moving closer, eye contact, a look, a gesture
- Refocusing child on work rather than misbehaviour
- Rule or task reminders
- Clear description of the desired response
- Humour can be used to help de-escalate but sarcasm should be avoided
- An appropriate voice should always be used
- Avoid dealing with secondary behaviour
- Maximising opportunities for pupils to take responsibility for their behaviour e.g. by providing acceptable choices
- When appropriate choose to use 1:1 private dialogue to avoid public embarrassment (see safeguarding policy)
- Mediating may be more appropriate for some misdemeanours involving anger or aggression
- Be alert to any changes in a child's behaviour and mood and discuss concerns with senior staff and/or parents

### **Warnings**

A warning gives the child the opportunity to modify their behaviour and redeem themselves.

- It should follow appropriate redirection strategies
- It should make consequences of the continuation of behaviour clear
- A hierarchy of consequences should be known in advance and will relate to class rules and the pupil's code of conduct
- The consequences should be appropriate to the seriousness of the misbehaviour
- All consequences should be followed through

### **Sanctions**

The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.

- Responses need to be clear, predictable and appropriate (See Behaviour Stages – Appendix 1)
- Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect
- It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child
- The severity of a sanction should always be kept to a minimum. The aim of sanctions is to discourage future misbehaviour
- The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the stages, should behaviour not improve
- Teachers need to decide appropriate time/place for an individual to be disciplined to avoid the feeling that the whole class is being punished

- Whole class punishments should be avoided and only used when there is clear justification
- For some children with Special Educational Needs the sanctions and stages may not be appropriate and a personalised programme may be sanctioned

### **Dealing with Poor Behaviour**

A punishment must be reasonable. In determining whether a punishment is reasonable, *Section 91* of the *Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

- Corporal punishment is illegal in all circumstances
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary

### **Use of Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

### **Persistently Challenging Behaviour**

When addressing behaviour concerns we will always:

- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise
- With parental advice, we will seek advice as necessary from other agencies, particularly the Early Years and Childcare (EYC) Improvement Team for Inclusion
- If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we will consult with the Pupil Referral Unit (PRU) and the EYC Improvement Team before taking any action. We will discuss with parents/carers the possibility of using exclusion. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Bullying incidents are logged. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Please refer to our Anti-bullying Policy.)

### **Behaviour of staff**

The behaviour of staff should always be of the highest standard; setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.

When using social networking sites, staff should never accept as 'friends' pupils at the school and should be very mindful of being 'friends' with parents or ex-pupils where it may lead to a breach of confidentiality or bringing the school into disrepute.

### **Behaviour of governors**

Governors should always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school but should pass on parental concerns about the day-to-day running of the school to the headteacher.

When using social networking sites, governors should never accept as 'friends' pupils at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of members of staff or act against the agreed policies of the school.

### **Behaviour of parents**

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

In relation to behaviour of parents towards a member of staff, governors or volunteers, the school will not tolerate any instances of:

- Bad language
- Bullying
- Threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their licence to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the governors.

### **Wider Application**

This policy will also apply to pupils, staff, governors and parents during social events at the school or held in the name of the school, school/class visits or sporting events where it is important that Health and Safety rules *e.g. not going on the climbing frame*, appropriate relationship and the good name of the school are all maintained.

### **Record Keeping**

All significant incidents are recorded on CPoms. These records may assist in seeing patterns developing or simply keeping a track on what was said or done as a result of a behaviour being displayed.

All meetings with parents will be minuted and agreed actions logged.

### **REVIEW AND MONITORING**

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.

<b>Headteacher</b>		<b>Date</b>	
<b>Governing Board</b>		<b>Date</b>	

## Behaviour Stages

### Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep the mark. For a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate a pupil.

For consequences to be effective, and a helpful tool in teaching pupils how to behave, they are presented to children as a choice.

### Consequence hierarchy – the daily sanctions procedure

A child's name will start the day on the green apple (KS1) or in the goal (KS2). This is what happens if they choose to break the school or class rules.

<p><b>Stage 1: Low level disruptive behaviour – Warning</b></p> <p><b>The child will be reminded of the rule / expectation but his/her name will remain on the green apple or in the goal.</b></p>	<p>Low level (for example):</p> <ul style="list-style-type: none"> <li>• Not following class rules</li> <li>• Being silly, noisy</li> <li>• Not on task and disturbing others</li> <li>• Moving around the room without permission</li> <li>• Calling out</li> <li>• Ignoring minor instructions</li> <li>• Pushing in line</li> <li>• Being noisy walking around school</li> </ul> <p>Sanctions for isolated incidents (for example):</p> <ul style="list-style-type: none"> <li>• A reminder of how to behave</li> <li>• Eye contact</li> <li>• Redirection</li> <li>• Being moved in the classroom</li> <li>• Non verbal signals</li> <li>• Completing unfinished work at playtimes</li> </ul>
<p><b>Stage 2: Mid-level misbehaviour – Yellow Apple or Card</b></p> <p><b>After several repetitions at Stage 1 or the child displays mid-level misbehaviour, a warning is given that the behaviour stages will operate and the child will be asked to put his/her name on the yellow apple or card. The child's name can be removed from the yellow if the behaviour stops.</b></p>	<p>Mid-level (for example):</p> <ul style="list-style-type: none"> <li>• Repeated incidents at Stage 1</li> <li>• Not abiding by the school rules</li> <li>• Not responding to an adult's request</li> <li>• Being more disruptive, deliberately creating a disturbance</li> <li>• Cheek or off hand comments</li> <li>• Taking property without permission</li> <li>• Writing on own or others' books</li> <li>• Minor challenge to authority</li> <li>• Deliberately annoying other children</li> <li>• Rough play in the playground</li> </ul> <p>Sanctions - Yellow card or apple, plus (for example)</p> <ul style="list-style-type: none"> <li>• Separation within the class</li> <li>• Giving a verbal apology or writing a letter of apology if appropriate</li> <li>• Completing unfinished work at playtime</li> <li>• Parents informed verbally</li> </ul>
<p><b>Stage 3: High level misbehaviour – Red Apple or Card</b></p> <p><b>After several repetitions at Stage 2 or the child displays high level misbehaviour, a warning is given that the behaviour stages will operate and the child</b></p>	<p>High level (for example):</p> <ul style="list-style-type: none"> <li>• Repeated incidents at Stage 2</li> <li>• Deliberately throwing objects in anger</li> <li>• Harming someone</li> <li>• Damage of school / pupil's property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do a task or follow an adult's instructions</li> <li>• Continued or more serious cheek / challenge to authority</li> </ul>

will be asked to put their name on the red apple or card.

- Harmful / offensive name calling or swearing
- Fighting and intentional physical harm to other children
- Throwing objects
- Verbal abuse
- Vandalism
- Stealing
- Running out of school
- Bullying, including cyber-bullying
- Bringing the school into disrepute

Sanctions – a red card or apple

- Detention – 15 minutes at a lunchtime to reflect on behaviour. Parents informed by a letter, behaviour recorded and phase leader and Headteacher informed

Also (for example)

- Separation from class
  - First time – phase leader
  - Second time – HT or DHTThis will give children an opportunity to calm down and 're-start' their day.
- Fixed-term exclusion from playground
- Report card
- Consider involvement of outside agencies
- Risk assessment considered

### **Challenging Behaviour**

In the case that a pupil's attitude and behaviour is not responding to the above system of rewards and consequences, and there is persistent inappropriate behaviour the child will lose the right to proceed through the hierarchy of consequences and the following steps will be followed:

#### Stage 1

The class teacher will talk to the pupil and make them aware that their behaviour is inappropriate. The pupil's behaviour will be monitored and behavioural targets set to encourage the pupil to make the correct choices. The parents will be informed of the concerns about their child's behaviour and regular (daily) contact made to reinforce good behaviour.

#### Stage 2

The parents will be invited into school to discuss the concerns about their child's behaviour and discuss how to proceed. The child will be placed on an individual behaviour plan and their behaviour monitored by the Phase Leader / SLT.

#### Stage 3

Outside agencies may be contacted in order to offer practical support and advice on strategies that can be used to help support the child within the school setting.

#### Stage 4

If a child is in danger of exclusion, a Pastoral Support Programme (PSP) may be agreed with parents.

### **Severe Misbehaviour**

In the case of serious or persistent misbehaviour, a child will be removed from the classroom situation and sent straight to the Head or Deputy. The decision will be taken when a child's behaviour:

- Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated
- Persistent verbal abuse to staff and serious challenge to authority
- Involves serious, actual or threatened violence against another pupil or member of staff
- Puts himself/herself, other pupils, members of staff or the wider community at risk of harm or injury
- Possession of alcohol, drugs or a weapon
- Repeated bullying

In such cases, the parents will be informed. A risk assessment will be completed for the child with challenging behaviour. Staff must follow restraint guidance if necessary.

A decision whether to exclude the child for a fixed period of time or to permanently exclude the child will be taken. The Headteacher reserves the right to use discretion when making any decision about exclusion.

### **Exclusions**

- The decision to exclude a child lies solely with the Headteacher or Acting Headteacher.
- Exclusions fall into 2 categories – fixed term and permanent. It is possible for a fixed term exclusion to be commuted to a permanent exclusion.
- To exclude is a serious step and will only be taken after staff have worked with the child and parents within the terms of the Behaviour Policy, unless the offence that triggers the exclusion is of a particularly serious nature.
- Where the school decides to exclude a pupil, the parents will be informed the same day and the exclusion will not commence until parents have collected the child.
- During the period of exclusion, a pupil will not be allowed on the school grounds, including for extra-curricular activities.
- The school will set work for the period of the exclusion.
- The school has the right to exclude a pupil from the premises at lunchtimes, if there are particular issues at this time.

Exclusion is never taken lightly. Following a period of fixed-term exclusion, a re-integration meeting is held.

### **Managing behaviour at lunchtime**

Mid-day assistants (MDAs) are encouraged to promote positive behaviour during lunchtime by using the following rewards:

- Use of verbal praise to encourage and develop the engagement in positive behaviours
- Stickers to be worn on school jumpers

However, when children choose to break the school rules the MDAs will use the following consequences:

- Use non-verbal communication such as body language / eye contact whenever possible (i.e. shake of the head)
- Give an informal verbal warning that reminds the child that they are choosing to break the rule and that if they persist they will get a yellow card
- The child is given a yellow card. This means that the child has 5 minutes time out in the playground on the reflection bench
- If the misbehaviour persists the child is given a red card and sent to the HT or DHT. They are required to complete a behaviour self-reflection sheet which is sent back with the child to the class teacher and a letter is sent home to parents

### **Playtimes**

Children whose behaviour is deemed to be inappropriate, dangerous, confrontational, provocative or uncooperative will be:

- Given a verbal warning
- On repetition or if severe, the child will be asked to sit on the reflection bench or next to the person on duty to take time out to calm down and reflect
- If the misbehaviour persists the child is given a red card and sent to the HT or DHT. They are required to complete a behaviour self-reflection sheet at lunchtime and a letter is sent home to parents

### **Behaviour to and from school**

If it is brought to the attention of the school that a child is behaving inappropriately on their way home or to school, the individual will be spoken to and an appropriate sanction taken. The child's parents will be informed of the incident and action taken.

## **SEN ADAPTATION**

Personalised programmes will be place for children with Special Needs or particularly low self-esteem.

Provision to enable everyone to abide by school rules and expectations may include:

- Mentoring
- Curriculum adaptation and organization
- Short time scale rewards
- Teacher Assistant intervention
- Personalised sanctions
- Nurture groups
- LA involvement

The aim is for all children to work within school parameters while recognising that some children will find this more difficult than others.

A risk assessment and positive handling plan will be put in place for children with challenging behaviour.

In specific cases where a child with specific identified special needs is involved with a serious incident likely to result in exclusion, the decision to exclude or not will rest with the Headteacher. The specific needs of the child may have relevance and therefore the decision must be made considering the needs of the child.

## **APPEALS**

Where a pupil has been excluded for 15 days or more in a term, the governors are required to form an appeals committee to discuss the exclusion. If the Headteacher has permanently excluded a pupil, then the parents have the right to appeal to the governors to overturn the decision.

## APPENDIX 2

### PUPILS' CODE OF CONDUCT / VALUES

#### Be kind, gentle and helpful:

- Display good manners every day
- Only use polite, acceptable language
- Keep unhelpful hands, feet and objects to ourselves
- Keep unhelpful comments to ourselves
- Show respect to all adults and each other

#### Keep everyone and ourselves else safe:

- Move sensibly and carefully around the school and playground
- Be quiet in the cloakrooms, corridors and library
- Walk in school and keep to the left
- Follow all staff instructions straight away
- Look after all property and put things back in their proper place
- Think before we act
- Tell an adult if we are worried about anything
- Let people pass, and hold doors open for others

#### Work hard and be responsible

- Try our best in every lesson
- Listen carefully to the teacher and the views of other children
- Use a quiet voice at all times unless told otherwise in lessons
- Let others work without interruption
- Collaborate and work with other children cooperatively
- Be honest
- Complete homework and hand it in on time

#### Be proud and make a positive contribution

- Wear our school uniform smartly and be neat and tidy – leave jewellery, nail varnish and make up at home
- Wear black school shoes
- Tuck our shirts in and wear our tie (Key Stage 2)
- Come to school every day, on time and with all the equipment we need
- Be responsible for our own possessions
- Take pride in our work and achievements and celebrate those of others
- Get involved in activities and take responsibilities beyond the classroom
- Put litter in the bin and care for playground equipment
- Always behave in a way that contributes to the school's good name

I promise to follow the pupils' code of conduct at all times.

Name: ..... Class: .....

Date: .....

## APPENDIX 3

# RESOLVING CONFLICT

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

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, but not aggressive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

### **Suggested Strategy for resolving conflict – 3 steps**

1. The others listen with no interruptions
2. They are encouraged to maintain eye contact
3. Each child has a turn to say:
  - What the other(s) has/have done to upset them
  - How they feel about it
  - How they would like them to behave in future

No-one is allowed to interrupt or argue. They go on taking turns until everyone has finished.

The adult is there as referee, not as part of the discussion. S/he makes sure that the turns are taken, that children stick to the 3 steps, that they listen to each other and maintain eye contact.

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

## APPENDIX 4

### Meeting with Parents Proforma

#### Before the meeting staff need to consider:

What do you want to get out of the meeting? What do you want to achieve?	
What is happening with the child now? What factors are relevant?	
What have you tried so far?	
What options are there that could be tried?	
What is your preferred plan? Why do you think this plan will be more successful?	
How will you engage the child?	

**Minutes of the meeting held on.....**

Present	
Points raised: Parents / Child	
Points raised school:	
Next steps	
<b>Action Plan</b>  School will  Child will  Parents will	

APPENDIX 5

**Behaviour Intervention Plan**

Pupil..... Lead teacher.....

Date..... Review Dates.....

**Potential Triggers**

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**What we want to see / positive behaviours**

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**What you will say and do**

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**Signs things are not going well / difficult behaviours**

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**What you will say and do**

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**Where behaviours could lead / crisis**

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**What you will say and do**

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## Appendix 6: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

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

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date  
\_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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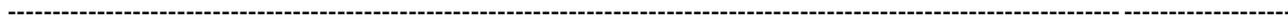
If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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



**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

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