



BEHAVIOUR POLICY

Suffah Primary School & Nursery

Autumn 1 2020

Review Date: Autumn 1 2022

1. RATIONALE / PRINCIPLES

“We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.”

p. 99 Elton

2. ISLAMIC PERSPECTIVE

The Messenger of Allah (Peace be upon Him) said:

“Righteousness is beautiful Akhlaaq and sin is that which wavers in your soul and which you dislike people finding out about.” (Narrated by Nawas b. Samaan ra).

“Nothing will weigh better in the scales of the believer on the day of judgment than beautiful character. Truly Allah SWT detests the wicked and foul tongued.” (Narrated by Abu AdDarda)

2.1. Behaviour for Learning

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

It is, therefore, worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its core purpose.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanction stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

We believe that responsible behaviour underpins and facilitates good progress and high standards of achievement. Teaching staff, support staff, parents and governors are all responsible for and can influence the behaviour of pupils.

The school categorically condemns the use of any corporal punishment and stresses that no one who is working in the school or is in charge of any pupil can use any physical punishment of any time on any one for any reason. Such an act will be dealt with the severest of repercussions for the perpetrator!

2.2. Expectations

Parents should send their children to school with a positive message about behaviour and learning. Parents are expected to support the school's behaviour policies including rewards and sanctions.

Pupils have a right to be taught in a safe environment that is conducive to learning, should attend school regularly and on time, should listen and respond thoughtfully to adults and to each other.

School staff should encourage respect and promote positive behaviour in a consistent way. They should have safe working conditions, appropriate professional development and support on behaviour issues with clear guidelines.

We are proud of the good behaviour displayed by the pupils at Suffah Primary School. They show positive learning behaviour and positive relationships with their peers and adults. In order for this to continue it will be important for the behaviour policies and guidelines to be adhered to by all adults.

3. AIMS

To enable all children to control and take responsibility for their behaviour.

To create an environment in which everyone can develop their self - esteem and demonstrate their respect for other people.

4. OBJECTIVES

- To provide a calm and caring ethos where learning is valued.
- To provide a caring and supportive atmosphere in which adults are good role models
- To have clear expectations and standards for behaviour which will be consistently applied by every adult
- To have a clearly explained structure for the use of rewards to reinforce acceptable behaviour
- To have a clearly explained structure for the use of sanctions to deter unacceptable behaviour
- To ensure that every individual takes responsibility for their own appropriate behaviour
- To remind children that they have a choice as to how to behave and may need guidance to make good choices.
- To help children learn to value each other's opinions and personal qualities
- To provide time for children to develop self-esteem and the necessary social skills to prepare them for life now and in the future.

5. EQUAL OPPORTUNITIES

Our purpose is to deliver a well - planned and appropriate curriculum, including Personal, Social and Health Education, to meet all the needs of the community we serve. We have high expectations of all our children and provide them with quality behavioural learning experiences. These are irrespective of race, religion, gender, disability and class. The schools' ethos supports the development of cultural and personal identities and prepares children for full participation in society.

6. QUALITY OF TEACHING AND LEARNING

The quality of our children's' behaviour is dependent on all staff consistently promoting and sustaining the same behavioural expectations. Through the giving of consistent messages regarding what is appropriate and acceptable behaviour, children, parents and the community will be encouraged to respond positively. Time needs to be allocated for activities, which enable the individual to find their personal identity and their group role.

Through discussions and role-play situations children can be encouraged and guided to make independent decisions. By helping children to take responsibility for making appropriate decisions regarding their behaviour we are preparing them for their future schooling and life experiences

7. NATIONAL CURRICULUM

As a school we seek to develop the whole child academically, physically, emotionally, spiritually and socially. Every child needs to achieve success in order to develop a positive self-image.

We deliver the National Curriculum whilst extending pupils awareness of acceptable behaviour and their understanding of the beliefs, values, feelings and attitudes of others. This is achieved by developing social skills such as respect and empathy.

8. SPECIAL NEEDS

Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children may be drawn to the attention of the SENDCo (Refer to SEN policy for details of procedures.) Their names will be entered in the SEN register and the class teacher will draw up an IEP for each child, in consultation with the SENDCo, parents and any outside agency that may be called upon for advice. The IEP will be monitored and reviewed at regular intervals and appropriate further action taken.

9. PLANNING

The success of the behaviour policy relies upon a consistent approach by all staff, whether teaching or associate, in response to children's behaviour. The children need to know that there are clearly stated boundaries, rewards and sanctions. The school places a significant emphasis on the use of praise to promote acceptable behaviour.

The school allocates curriculum time to promote PSHE within the classroom. Specific time is also allocated to SEAL (Social and Emotional Aspects of Learning) as well as assemblies, circle/Salah time, class discussions and role-play activities. These activities help to promote children's' social skills and give the opportunity for the development of oral expression.

10. HEALTH AND SAFETY STATEMENT

The Governors of Suffah Primary School recognise their legal responsibilities to ensure the health, safety and welfare of all employees, pupils and any other person associated with the school. We recognise that there may be times when staff will have to use their professional judgment to intervene in situations where children are endangering themselves or others.

11. RESOURCES

Suffah Primary School provides a pleasant, clean, caring and organised atmosphere. To promote positive attitudes and acceptable behaviour we employ the following strategies;

- Organised use of games in the playground and activities for wet play
- Planned allocation and organisation of resources that are easily accessible within the classroom (to minimise unnecessary movement and consequent misbehaviour)
- Appropriately differentiated classroom activities and special needs support
- Quality displays of children's work and materials to motivate and stimulate their learning and self-esteem
- Support for teachers from the LSAs, Support Staff, SENDCo

12. COMMUNITY LINKS

A secure home - school link is vital in the successful enforcement of our high expectations of behaviour. This is based on regular communication and co-operation between staff, parents and governors.

To encourage the behaviour that is expected in school to be extended into the wider community we maintain close links with local police officers.

13. ASSESSMENT AND RECORD KEEPING

Where appropriate careful and detailed records will be kept about incidents of inappropriate or unacceptable behaviour and the methods and resources employed to deal with them. All entries will be entered into SIM software, SchoolPod.

14. PROFESSIONAL \ STAFF DEVELOPMENT

The SENDCo will be able to offer advice and support to staff regarding behavioural concerns.

The SENDCo with the SMT will be involved in prioritising INSET needs to ensure the implementation of the Behavioural Policy with regard to the SDP, staff development policy and budget implications. SEAL (Social and Emotional Attitudes to Learning) is used throughout the school to support the children in developing social skills and self-awareness as well as an awareness of others.

Issues of classroom management and behaviour are regularly reviewed through staff meetings and INSET.

It is recognised and understood by all staff that lunchtime behaviour has a direct impact on class discipline and behaviour in the afternoons.

To achieve and maintain a calm and organised lunchtime routine it is essential that there is an orderly transition between teachers and Midday Supervisors.

15. MONITORING \ EVALUATION

Criteria for success

- Appropriate and acceptable behaviour is the norm rather than the exception
- The children have a positive attitude to peers and adults
- The children show awareness of, and respond positively to, the schools' Code of Conduct / Behaviour Policy
- The children respond positively to the systems of praise and reward which operate throughout the school
- Pupils experience a high level of self esteem

1. ROLES / RESPONSIBILITIES

In order to promote positive behaviour staff are expected to:

- Show respect and promote positive behaviour
- Listen to pupils
- Speak calmly and authoritatively
- Treat pupils fairly
- Help pupils manage their emotions and behaviour
- Support and encourage the school uniform code of the school
- Challenge unacceptable behaviour
- Keep parents and carers informed about behaviour issues and / or good behaviour
- Model high standards of presentation, respect and learning behaviours
- Adhere to procedures in dealing with behaviour issues

Pupils are expected to

- Follow school rules and expectations at all times
- Reflect the expectations of 'The Suffah Child'
- Listen to adults – staff, parents, visitors etc. and show respect
- Show respect for the learning environment by keeping rooms and corridors tidy, clearing away at the end of lessons and tidying when asked to do so
- Promote the good reputation of the school in the community
- Speak to an adult if they are upset or worried about anything

Parents are expected to

- Support the school's behaviour policy by talking to their children about behaviour in school
- Encourage respect for their child's school, staff and peers
- Show respect for Anti-Bullying and Anti-Racist policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour

1.1. Classroom Rules

For learning to take place there must be a sense of order. Each class teacher should draw up a set of classroom rules to regulate the conduct of the class. It is essential that the children are involved in drawing up these rules and that the behaviour in the classroom is determined by these rules. Rules should be positive, and the children should be encouraged to use them. The agreed classroom rules must be displayed in each classroom by the end of the first full week of the Autumn Term. It is essential to refer to these rules on regular basis.

1.2. Rewards and Sanctions (see guidelines)

The emphasis in behaviour management should always focus on the positive behaviour which we wish to see and develop. There should be consistent and public use of praise for good behaviour to reward the pupil who is doing well and encourage others.

We recognise that praise is more effective than sanctions. We will, however, take a firm stand on actions which affect individuals including bullying and racist behaviour. We do not tolerate behaviour that interrupts learning in any way. School staff will deal with incidents in the manner and style appropriate to the level of misconduct, involving more senior staff as appropriate.

1.3. Assemblies

Celebration Assembly is held each week on Fridays, for individual good work, behaviour or attitude (Star of the Week), attendance and punctuality certificate. Appreciation assembly is held at the end of each term for teachers to give special awards for particular achievements.

The children are expected to enter and leave assemblies in a quiet and orderly manner. Teachers should ensure that children know what is expected of them and set a good example. They should ensure that they monitor the behaviour of the children in the hall and remind them of expectations as necessary.

1. REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' means using no more force than is needed in the circumstances.

Force is usually used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking the path of a pupil, or active physical contact such as leading a pupil by the arm.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

1.1. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of school staff at school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils.

1.2. When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In school, force is used for two main purposes; to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

Force can never be used as a punishment and it would be unlawful to do so.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others
- Prevent a pupil from attacking another pupil or member of staff, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

This is not an exhaustive list but provides some examples of situations where force can be used.

There is a legal duty to make reasonable adjustments for disabled children and children with SEN. Schools do not require parental consent to use force on a pupil.

1. PLAYTIME AND LUNCHTIME

General procedures:

- Ensure that children are supervised appropriately – walk around/ do not stand talking to colleagues
- Play with children if possible or initiate games
- Take time to talk to children
- If a child falls over and /or is injured, they must be seen by a first aider

Behaviour procedures:

- Good behaviour should be rewarded with praise
- Good behaviour can be rewarded with House points/merits
- Poor behaviour should not be ignored

Strategies for dealing with poor behaviour:

- Warnings about their behaviour and what they should be doing instead
- Staff on duty to help sort out minor disputes
- The child can walk around the playground with you (not allowed to play with friends)
- The child can have time out by the wall (not allowed to play with friends and not to talk to friends)
- If there is a more serious incident you will need to send the child in to be with a senior member of staff – DHT, HT
- If a child fails to respond to you then seek support from another member of staff

Lunchtime incidents:

- For minor incidents a period of calming down and withdrawal will be enough to rectify many problems. (ie – walk with the MS or stand by the wall for a timed period.)
- More serious incidents or persistent issues should be dealt with by the MS and recorded on SchoolPod.
- The Head Teacher will monitor, and parents will be informed if children have a red slip–more serious incidents recorded.

1. BEHAVIOUR GUIDELINES

We recognise that children are learning and that at times their behaviour may fall below expectations, but we aim to ensure that children understand that respect is at the core of everything both inside and outside of school. Through 'The Suffah Child' we promote positive attitudes towards self, others and the environment so that children are able to make 'good choices'. We expect all children at Suffah Primary School to behave well by:

- Showing good manners
- Thinking of the feelings of others
- Behaving in a manner that promotes their own safety and the safety of others

We also expect that children will try their best and show respect to their peers and to adults.

It is important to promote positive behaviour at all times and this is done by

- Establishing good / positive class rules
- Using recognition and reward – praise based on clear expectations
- Developing positive relationships with children
- Dealing with children respectfully expecting them to demonstrate respect in return – leading by example
- Giving children time to develop empathy through the curriculum – PSHE, Circle/Salah Time etc...
- Encouraging children to try to solve their problems
- Having clear consequences for all children
- Encouraging positive values and attitudes through the Suffah Child

Other important points to consider:

- Planning and teaching to ensure appropriate challenge and learning for all children (ensure children are not bored – through engaging activities, well-paced lessons where teacher talk is interspersed with pupil discussion and activities).
- Appropriate use of questions to maintain pupil engagement
- Is the classroom environment conducive to learning? How you and the pupils are positioned in the classroom – e.g. if they cannot see the whiteboard they might disengage.
- Be clear with all instructions and directions to avoid any confusion which could lead to disengagement and inappropriate behaviour
- How are support staff being used – who are they working with? Where are they positioned?
- Praise – ensure that children understand why they are praised – be precise.
- Positive comments should outweigh negative comments in the classroom

2. REWARD SYSTEM

It is very important that praise and reward should have great emphasis and are used to promote positive behaviour. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe s/he is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

5.1. Rewards

a) General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Reward for pupils in class. Each class teacher has a source of age appropriate goodies that are given to them by the CT as an appreciation of their good conduct.
- Recognition can be given to successes of different kinds in assemblies, e.g. Star of the week, Handwriting Hero, etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to another teacher, Deputy Head Teacher or the Head Teacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.) extended Golden Time.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Prefects, Monitors, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Five Levels of Behaviour Chart

Each Class has a display of a behaviour chart with five coloured cards; Gold, Silver, Green, Amber and Red. Each day, pupils' names are reset to green regardless of where they were on the previous day. As they show above expected behaviour or a higher quality of work, their names get moved up to silver or gold. If they display poor behaviour or quality of work, their names get moved to amber or red. If at the end of the day a child's name is on gold, he/she is rewarded with a house token. Three days on gold in a week is rewarded by visiting the Head Teacher's office for a reward and the CT informs parents of this reward. Three days on red in a week is sanctioned by the child missing break time and the CT informs parents of this sanction.

If at the end of the day a pupil is on Gold	Congratulated	Given a dip in Teacher's lucky dip box
If at the end of the day a pupil is on Red	Warned	Miss 15 minutes of break

Three days on Gold in a week	Visit to HT's Office and a dip in the HT's lucky dip box	Letter or call home to parents
Three days on Red in a week	Miss morning / lunch break	Letter or call home to parents

b) Whole School Reward System: House tokens (KS1 & KS2). For work, behaviour that has been above the average ability of the child should be rewarded by House Points. These are coloured tokens that are given by the teacher to the pupil according to their house colour. The pupil will place these tokens in the collection boxes in the corridor outside the office. The teachers will also enter the house token into SchoolPod.

House names: Fez (green)
Cordoba (blue)
Alqahira (red)
Isfahan (purple)
Baghdad (yellow)

The notice board in front of the office is updated with the house points each Friday to show house points gained. The points added onto the SchoolPod show each pupils' individual points and their contribution towards their house as well. In each Friday's assembly, the house points are announced house and class wise. At the end of term, the house points are counted, and the winning house announced. The winning house is rewarded with a House party.

Points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Displaying qualities of 'The Suffah Child'
- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding house tokens the member of staff should reinforce the good behaviour e.g. '**You can have a token for waiting so patiently**'.

5.2. Once awarded, tokens can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

5.3. The reward system is graded as follows: -

This system has several components: praise/stickers, house tokens, certificates and stars of the week.

a) Praise

Praise should be used as much as possible for either positive contributions or improvement. When praise is used, the specific action warranting the praise should be mentioned.

b) Stickers/Stars/Dojo Points

These should be given out in conjunction with the praise and any other good action including academic achievements and actions related to the theme of the week.

c) 1 House token = 10 house points

Teachers are free to reward children with:

- with a phone call to parents
- a letter to parents
- allowing pupils to bring their favourite toy in on Friday
- extra Golden Time
- A reward from the teachers' box of goodies

d) Certificates

Children can earn certificates as follows:

Class Teacher Certificate – 100 house points/merits

Assistant Head Teacher Certificate – 250 house points/merits

Head Teacher Certificate – 500 house points/merits

Governor Certificate – 1000 house points/merits

e) Star of the week

Star of the week certificate is awarded to one pupil from each class for either their attainment, progress, demonstrating the theme of the week or any other good action noted in that week. The theme of the week will be reinforced in assemblies, after prayer, and throughout the school.

f) Always Club

Children who are **always** seen to be behaving/exuding a quality that fits a Suffah Child eg. always being punctual, always being polite, always being on task etc are awarded to attend the **Always Club**. One boy and one girl only from each class each week.

5.4. LUNCHTIME

It is important that praise and reward are used at lunchtime in the same way as the rest of the school day. MSs should have the equal respect of the children and should share the responsibility for the care of all the children in the same way as other staff.

3. SANCTIONS / BEHAVIOUR STEPS

5.1. Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make good choices and prevent further sanctions being applied.
- Allow early involvement of parents, SENDCO and Head Teacher.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

4. SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Class teacher) Use normal strategies: e.g. Polite requests, warnings, move pupils name down to amber. If same behaviour persists, give warnings again, (no more than three). Give a final warning: Use the agreed phrase, '**This is your final warning. Do you understand?**' If there is no improvement, move name tag to red. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

No child should be sent to stand outside in the corridor

4.1 Reports

If the child has 3 detentions, they are put on report to monitor him/her. As a disciplinary measure, the school may choose to place him/her on report for up to a fortnight. Parents will

be consulted, and the child will be given a set of targets to address (most likely be related to behaviour in class, around the school and/or academic effort).

There are three stages of report, namely: Class Teacher, Deputy Head Teacher, Head Teacher.

If a child improves after the first stage, they revert to normal, otherwise, matters are escalated as follows:

Type of report	Child reports to	Weekly Meeting with	Escalate to
CT Report	Class Teacher	Class Teacher	AHT Report
AHT Report	Assistant Head Teacher	Assistant Head Teacher	HT Report
HT Report	Head Teacher	Head Teacher	Suspension

5. SUSPENSIONS AND EXCLUSIONS

In rare cases, a child may be escalated from HT report, if they are still not meeting their targets, to internal suspension.

Additionally, from time to time, more serious forms of misbehaviour may manifest themselves, which may warrant internal suspension. In this situation, a report of the incident is written by the member of staff involved. The parents are informed, and the situation is monitored closely.

Extremely serious misconduct may result in fixed term exclusion, after consultation with the Chair of the Governing Body.

Some of the valid reasons for internal suspension, fixed term or permanent exclusion:

- Disrespect of Islam and its *ahkaam* (depending on age of pupil).
- Persistent bullying of a pupil
- Physical attack on a pupil or member of staff
- Verbal abuse of a pupil or member of staff
- Persistent disruptive behaviour in class
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or pupils' property, either in or outside school
- Stealing from school, staff or pupils, in or outside school.

A very serious problem may result in a child being sent home immediately.

5.1. Children involved in fighting

- Any child involved in a fight must complete a 'Stop and Think' sheet.

- If it is at playtime - one of the adults on duty should bring in the children involved and supervise them whilst they complete the form. If they do not have time to finish the form, they should complete it at the start of lunchtime before their behaviour is discussed with an adult.
- If it is at lunchtime – an MS should bring in the children involved and give them a Stop and Think form to complete outside the office.
- If the children involved are in the same class – this should be initially dealt with by the class teacher who will decide whether more senior staff need to be informed / involved.
- If the children involved are in different year groups – this should initially be dealt with by the Assistant Head Teacher.
- Serious / severe incidents can be referred directly to the AHT / HT but this should not be the norm.
- Any child involved in a fight at playtime / lunchtime should miss the playtime or/ and lunchtime on the following day. This may continue for a few days if considered necessary.

Summary of Rewards and Sanctions

Reward			Sanction		
Above expected level of work / behaviour	Praise	Silver Level	Below expected level of work / behaviour	Warning	Amber/Yellow Level
Consistently above expected level of work / behaviour	Celebratory Class Praise	Gold Level	Consistently below expected level of work / behaviour	3 Warnings	Red Level
Day end on Gold	Congratulations from whole class	Dip in CT's lucky dip box	Day end on Red	Miss 15 mins of break	Parents informed
Three days in same week, end on Gold	Honour Visit to HT's office	A prize and a Letter sent home	Three days in same week, end on Red	Sent to HT's office for explanation	Miss full break and letter sent home explaining next steps
100 House Points in a year	Congratulations	Class Teacher's Certificate	Two continuous weeks with three Red	Meeting with parents	Class Teacher's Report for 1 whole week
250 House Points in a year	Dip in Lucky box	Deputy/Assistant Head Teacher's Certificate	No improvement during CT's report or on 2 nd CT's report in same full term	Meeting with parents and Warning Letter of fixed term exclusion	Deputy/Assistant Head Report for 1 whole week
500 House Points in a year	Special HT's prize	Head teacher's Certificate	No improvement during D/AHT report	Head Teacher's Report for 1 whole week	No improvement, fixed term exclusion to be applied
1000 House Points in a year	Super Special Governor Prize	Governor's Certificate	No improvement after fixed term exclusion	Governors informed	Permanent exclusion

GUIDANCE QUESTIONS WHEN TALKING TO A CHILD ABOUT AN ISSUE

It is important that the questions below are addressed in every conversation with any adult to ensure that issues are dealt with consistently across the school.

Remember not to get personal – It is the behaviour you don't like not the child – make this clear.

6. RESPONSIBILITY OF THE HEAD TEACHER AND GOVERNING BODY

The Head Teacher and the Governing Body monitor records of behaviour for patterns and trends every half term and will share these with the staff with the intention of introducing further improvements.

STOP AND THINK (RESTORATIVE QUESTIONS)

Name:

Class:

Date:

1. Say what happened (What did you do?)

2. What were you thinking and feeling at the time?

3. What have you thought about since?

4. Who has been affected and in what way?

5. How could things have been done differently?

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