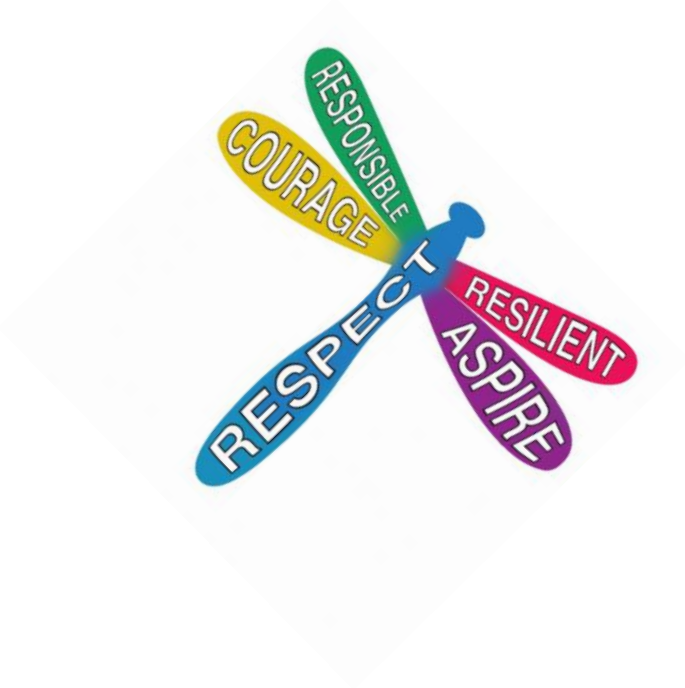
Lakeside
Nursery & Primary School

Behaviour Policy



Policy Lead: Sam Armstrong (Academy Head)

Last reviewed on: September 2022

Approved by: Krystle Hewitson (Chair of Governors)

Next review due by:

AIMS AND RATIONALE

Lakeside always strives for behaviour to be exceptional. We "**Shine the light on the good**" with a greater emphasis on empowering the children to express their emotions openly so that they can be discussed and managed before unexpected behaviours are seen.

This policy aims to:

- Provide a **consistent approach** to behavior management
- **Define** what we consider to be acceptable and unacceptable behavior, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behavior management
- Outline our system of **rewards and consequences**

It is a primary aim of Lakeside Nursery and Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and inclusive community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school has a set of values that we expect the children to be familiar with and follow. Our behaviour policy is not primarily concerned with rule enforcement but one that encourages and promotes good behaviours and includes a restorative approach when behaviours are not acceptable. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and aspire. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful and considerate way. It is important that children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Use of reasonable force in schools
Supporting pupils with medical conditions at school
It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:
Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

ROLES AND RESPONSIBILTIES

- **The Headteacher**

  The headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

- **Staff**

  Staff are responsible for:
  - Implementing the behaviour policy consistently
  - Modelling positive behaviour
  - Providing a personalised approach to the specific behavioural needs of particular children
  - Recording behaviour incidents, using CPOMS Safeguarding and Child Protection Software, behaviour logs, ABCC and frequency charts to help understand the behaviour, notice any patterns and make decisions on changes to the environment or for the individual.
  - The Senior Leadership Team will support staff in responding to behaviour incidents.

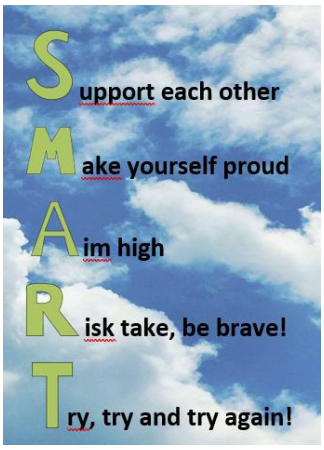
- **Parents**

  Parents are expected to:
  - Support their child in adhering to the pupil expectations
  - Inform the school of any changes in circumstances that may affect their child's behaviour
  - Discuss any behavioural concerns with the class teacher promptly

- **Children**

  Children are expected to:
  - Show respect to members of staff and to each other
  - Make it possible for all children to learn in class
  - Move quietly around the school
  - Treat the school buildings and school property with respect
  - Wear the correct uniform at all times
  - Accept the consequences when given
  - Refrain from behaving in a way that brings the school into disrepute, including when outside school

The SMART Code has been formulated with the safety and wellbeing of the children in mind, and to enable the school to function efficiently as a place of learning. The SMART Code is displayed in all classrooms and around the school.



POSITIVE REINFORCEMENT

'Shining the light on the good'

Throughout a child's time at Lakeside we will be supporting and recognising all the good choices children make. We use positive reinforcement to support children in recognising these good choices. We talk to them about 'Green behaviour' an have outlined out expectations of Green behaviour in Appendix 10. These poster are discussed with the children and displayed around the school.

These will be by:

- Awarding Star Points
- Praising a child, explicitly saying why that was a good choice
- Celebration Assembly
- Responsibility- providing children with additional responsibilities throughout the day
- Sharing with the Academy Head
- Lunchtime awards
- Dragonfly badges – for outstanding contribution to Lakeside in showing all of the school's values consistently

Star Points will be awarded in class for learning and for children demonstrating the Lakeside Dragonfly values – see below. Once awarded, Star Points cannot be withdrawn.
No more than 3 Star Points can be awarded in one go with the exception of the 'Additional Star Points'- see below.

Up to 3 Star points may be awarded:

- At playtime/ lunchtime for behavior/ attitude/ respect etc.
- For Academic achievement- when a good piece of work/ good learning is recognised.
- For demonstration of the Lakeside Dragonfly values e.g. helping another child, showing extra kindness or thoughtfulness, opening a door for others, good lining up, good manners.

Additional Star Points

- 5 Star Points for Celebration Assembly
- 5 Star Points for being Above and Beyond
- 10 Star Points for achieving 25, 50, 75 or 100 reads
- 20 Star points for a Governor Award

At the end of the year, the children with the highest number of Star Points in each class will be invited to a party with the Headteacher.

Examples of 'Above and Beyond' Behaviour

Our level of expected behaviour is known as green behaviour.
'Above and Beyond' behaviour is awarded when a child exceeds what is expected. It is for setting the example by model behaviour.
Examples:

- **Role model**: For always being the first child ready or consistently being the first table ready and tidy.
- **For a sustained improvement in behaviour** (not a one-off improvement) where a child has turned their behaviour around – celebrate this with the rest of the class.
- **For consistent helpfulness** to the teacher or others in the class.
- **For effort and achievement** which is consistent over time
- **For a sustained improvement in effort**.
- **For an outstanding piece of learning** where the child has really pushed him or herself.
- **Meeting an individual target/challenge**
- **Collaboration of a group/table for a target.**

When a child is recognised as showing 'Above and Beyond' behaviour, their names will be put into box. Each week, a child from each class will be chosen by choosing a name from the box that week

and they will be invited to celebrate being 'Above and Beyond' with a senior member of staff. The names in the box are refreshed each week. In the Early Years one child from each class will be awarded Above and Beyond each week. They will receive a congratulations video from the Academy Head on Tapestry to share with their parents as well as a treat in class.

IT IS THE RESPONSIBILITY OF THE CHILD TO KEEP THEIR STARS SAFE.
Each class has a grid for collecting Star Points.

Individual Star awards:

100 = Bronze Award	200 = Silver Award	300 = Gold Award	400+ = Platinum award at the end of the year

Class Star rewards (When all members have reached…):

Bronze Award = ½ day reward (without food)	Silver Award = ½ day reward (with food)	Gold Award = up to 1 day award

Celebration Assembly- every Friday

- Bronze, Silver and Gold Star certificates will be awarded
- Children who have demonstrated the Lakeside Dragonfly values will be celebrated and names presented in the Celebration Book.
- One child from each class (Yr1 – 6) will be drawn to attend the Above and Beyond party with a member of SLT.
- One class will be awarded the golden spoon for showing consistently green behaviour in the dinner hall.

CONSEQUENCES

Each class has a *Behaviour Zone Board* (Appendix 2) which forms part of the ladder of consequences. It is completed by the teacher each day and forms a weekly record of behaviours.

Above and beyond, Level 1, 2 and 3 behaviours are recorded and these are monitored by the Behaviour Lead and Senior Leadership Team. Decisions will then be made as to further steps that need to be taken and these will be discussed with the class teacher.

See the 'Ladder of Consequences'(Appendix 1) for further information about sanctions.

<u>Behaviour Levels Years 1-6</u>

Level 1: If a child is not showing expected behaviour then a child will be reminded of the expectation on behaviour at Lakeside and reminded of the consequences for their behaviours. The child is then given the opportunity to change their behaviour.

Level 2: If a child continues to not show expected behaviour then they will receive a verbal warning and will have a 5-minute time out at playtime/lunchtime to reflect on their behaviour as part of a restorative conversations and to discuss strategies linked to the zones of regulation.

Level 3: If a child continues to make the wrong choices then a Level 3 Behaviour Letter (Appendix 3) will be issued, parents informed and up to 30 minutes of playtime or lunchtime will be missed to allow time for reflection and to discuss strategies for managing their emotions/behaviour.

If an incident was **not** witnessed by a member of staff then the children involved will need to complete witness statements (Appendix 4) to support staff in working out what has occurred. If the incident was witnessed by adults then the Behaviour letter is sufficient.

<table>
<tr><td colspan="2">Examples of behaviours for children in Years 1-6
This is a guide only and depending on the severity, may go straight to a 2 or 3.
If Level 1 behaviours continue, then the child will escalate to a Level 2 or 3 consequence.</td></tr>
<tr><td>Level 1 Behaviours</td><td rowspan="3">Level 3 Behaviours
Examples:
• Swearing
• Stealing
• Racist/Homophobic comments
• Dangerous behaviour – hitting, kicking, violence, using equipment in a way that endangers others
• Spitting
• Deliberate damage to property
• Bullying
• Being out of bounds i.e. leaving class/playground without permission, going where adults cannot see them.</td></tr>
<tr><td>Examples:
• Disturbing the learning of others
• Talking out of turn/Shouting out etc.
• Swinging on a chair
• Spoiling others’ games
• Attention seeking / Tapping etc.
• Teasing peers / Unkind comments</td></tr>
<tr><td>Level 2 Behaviours
Examples:
• Demeaning behaviour
• Lack of respect to adults, e.g:
- Shrugging at an adult
- Eye rolling
- Tutting
- Turning away from an adult when being spoken to
- Answering back
- Interrupting
- Refusing to follow the instructions of a member of staff</td></tr>
</table>

<u>Behaviour Levels EYFS</u>

Level 1: If these behaviours are carried out with intent or malice the child will be spoken to 1:1 and reminded of the appropriate behaviour during Explore and Learn time. This will not be recorded on the weekly grid unless reoccurring throughout the week.

Level 2: If these behaviours are carried out with intent or malice the child will have ‘time out to think’ (1 minute for their age) when this is completed they will have a restorative conversation. This will be recorded on the weekly grid.

Level 3 If these behaviours are carried out with intent or malice; A Reception child will have a restorative conversation and a 5-minute detention with a member of SLT. A Nursery child will have ‘time out to think’ (1 minute for their age) and a restorative conversation. This will be recorded onto the weekly grid. CPOMs and a discussion with parents at the end of the day.

Examples of behaviours for children in EYFS

In the Early Years (Nursery and Reception) we understand that children are still developing their social skills and interactions with others. We know that many of the behaviours expected of children in Years 1-6 are still being learnt by children in EYFS. We have therefore created a separate list of behaviours and consequences for children in EYFS as they continue to develop their social and emotional understanding. We aspire to teach self-regulation, respect and taking responsibility of their own behaviour. Green behaviours will be modelled and taught through circle times, social stories and play partners.

<table>
<tr><th>Level 1 Behaviours</th><th rowspan="3">Level 3 Behaviours</th></tr>
<tr><td>Examples:
• Disturbing the learning of others
• Talking out of turn/Shouting out etc.
• Spoiling others' games / taking toys
• Teasing peers / Unkind comments</td></tr>
<tr><th>Level 2 Behaviours</th></tr>
<tr><td>Examples:
• Demeaning behaviour
• Lack of respect to adults, e.g:
- Turning away from an adult when being spoken to
- Foot stomping
- Growling/ huffing
- Arguing
- Refusing to follow the instructions of a member of staff</td><td>Examples:
• Swearing
• Stealing other's property
• Racist/Homophobic comments with understanding
• Dangerous behaviour – hitting, kicking, biting, violence, using equipment in a way that endangers others
• Spitting
• Deliberate damage to property
• Bullying
• Being out of bounds i.e. leaving class/playground without permission, going where adults cannot see them.</td></tr>
</table>

LUNCHTIMES

Lunchtime supervisors are to have their own behaviour folders containing:

- Behaviour plans for necessary children
- Witness statement forms
- Behaviour 3 letters
- Weekly grid
- Above and beyond reward cards – for children to show class teacher and parents

Lunchtime incidents are recorded separately to classroom incidents. Lunchtime supervisors are to inform class teachers of any level 3 incidents occurring at lunch times. The lunch time supervisor who witnessed/dealt with the incident completes the letter and the phone call and passes 2 copies onto the class teacher (1 for parent and 1 to be filed). If incident was not witnessed by an adult then witness forms should be used to build the picture of the incident.

ZONES OF REGULATION

The Zones of Regulation (ZoR) is a package of support that empowers children and staff to take a greater look at the "why" behind behaviours and emotions and addresses these feelings and reactions by teaching the children different strategies and techniques which they can employ when they are beginning to feel a certain way. The children will in effect be given a "toolkit" of skills that will enable them to self-regulate their emotions, express openly how they are feeling and to identify what their triggers are.

The ZoR operate across 4 colour banded zones; Blue, Green, Yellow and Red. Each colour represents a group of emotions and allows children to identify with a colour as well as an emotion, thus simplifying the need for high level vocabulary. It is much easier for a child to say they are feeling a colour than for them to be verbalizing an emotion; it is then up to the supporting adult to do the leg work to find out why.

Blue Zone emotions are typically low-level states of alertness such as being tired, bored, sad or feeling unwell.

Green Zone emotions are our optimal zone where children are well regulated and are ready to learn. Typically, a child who is feeling Green will be happy, engaged, calm and following clear social cues.

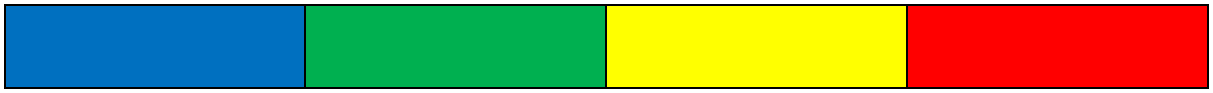
Yellow Zone emotions are when a child is beginning to move into a state of heightened alertness. Children may be stressed, anxious, worried, excited, feeling silly or confused and they can also be described as wiggly, squirmy or seeking sensory feedback. In this zone children are beginning to lose control.

Red Zone behaviours are when a child is in a high state of alertness and are expressing very intense emotions. These may include anger, rage, panic, fear or elation. At this point children tend to have lost control and their behaviour becomes impulsive. A Red Zone response tends to be manifested in behaviour such as hitting, kicking, self-harm, shouting etc. These are known as unexpected behaviours (usually Level 2 and 3 behaviours) as they are not predictable; they are a reaction to a trigger.

The ZoR curriculum is a linear system where all colour zones and emotions are valued equally. This is vital as this underpins the entire ZoR system where we are openly encouraging the children to verbalize and express how they are feeling visually using the zones, rather than in their physical actions when often it is too late. We want children to express that they are feeling Blue, Green, Yellow or Red so that an adult can address the child's feelings before they react in an unexpected way which will result in them receiving a consequence.

The ZoR process is all linked to self-regulation and empowering the children to become more aware of their own emotions and how they display and regulate these in an appropriate and controlled way. By giving the children a "toolkit" of strategies and techniques, they can use when they are feeling in a state of heightened alertness, they will then become more adept at managing their own triggers and behaviours.

When displayed in class, the zones will be placed side by side with all children starting the day in the Green Zone before they begin to interact with the zones. The basic structure for the ZoR display must be consistent across the Academy, but the language used and supporting images may vary in line with the children interacting with the zones; in effect an EYFS display may look very different to how it is presented in a Year 6 class, but will be used in the same way.



During the day children may move freely from zone to zone depending on how they are feeling. As a result, it becomes imperative that the ZoR board is monitored carefully so that if a child is feeling Blue, Yellow or Red an adult is then able to address these emotions through a restorative conversation. By having this open discussion, we would hope to be able to deescalate the heightened state and return the child to the Green Zone.

SUPPORTING BEHAVIOUR

At Lakeside, we have high expectations of our children. They should understand that it is the responsibility of parents, staff and children to uphold and maintain our school rules.

Restorative Approach

For occasions, when this is proving not to be the case, we use restorative approaches to help the children understand the impact of their actions and how to put it right.

We believe that by using this Restorative Approach, we are giving children the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects those around them. It helps children to develop respect, responsibility and truth telling. If someone in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

When our children find themselves in conflict or upset, we will ask them:

- What happened?
- What had happened before that? (to find out if there is a bigger picture)
- What were you thinking/ feeling when it happened?
- How can you make it right now?
- What can you do to stop it happening again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

BLUE CROSS

<u>What is a blue cross?</u>
A blue cross is a call for help from another member of staff or a member of SLT.

<u>When should a blue cross be used?</u>
A blue cross should be used when:

- a child is in the **red zone** and they are unable to regulate their emotions **following** CT or LSA intervention
- the situation is **unsafe** for others in the room i.e. the classroom needs to be evacuated and there is only one adult to monitor both the whole class and the dysregulated child
- There are **no other adults** in the room to support and the situation is becoming unsafe
- The child has left the classroom and cannot be seen by the class teacher or any additional adults

<u>What information needs to be shared with the blue cross?</u>

Please indicate on the blue cross whether the issue is in the class or whether the child has left the classroom. This will save time and ensure that the additional staff member is in the required place as quickly as possible.

Please indicate what has been done to support the situation already. This will support the additional member of staff to know what approaches have not worked and allow them to assess what approach to use themselves.

BEHAVIOUR PLANS (appendix 5)

For children with additional needs a behaviour plan may be created through discussions between the child, the class teacher and the parent. The plan includes possible triggers which may cause de-

regulation for that individual and also useful strategies to help regulate them again and bring them back to the green zone.
These plans can be found in each class' purple folders as well as in the lunchtime folders for KS1 and KS2. The plans **do not** mean that children are exempt from consequences. However, they may be helpful in understanding ways to approach/communicate with specific children especially if they are still in the red zone and need supporting to get back to the green zone before a restorative conversation/necessary consequences can take place.

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involved an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

This is presented to the children as:

Please see the anti-bullying policy for further information on how bullying incidents are reported and recorded.

USE OF REASONABLE FORCE
The term 'reasonable force' covers the broad range of actions used by most teachers at some point. This type of force is used to either control or restrain and can range from guiding a pupil to safety to more a child needing to be restrained to prevent violence or injury. 'Reasonable in the circumstance' means using no more force than is needed.

95% of the time, de-escalation tactics will be used to prevent behaviours from escalating. For the more serious circumstances, staff may need to use Restrictive Physical Intervention (RPI) to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property incidents

A Restrictive Physical Intervention is a physical intervention by the staff where the pupil's movement is limited and the pupil is resisting this intervention.
We ensure that reasonable force and use of an RPI is only ever used as a last resort. Staff will always try to avoid acting in a way that might cause injury, but in very extreme cases, it may not always be possible to avoid injuring the child.
Any use of restrictive physical intervention is always recorded in the academy' Bound and Numbered book. Parents will also be informed.

OFF- SITE BEHAVIOUR
Consequences may be applied where a child has misbehaved off- site when representing the school such as on a school trip or walking to or from school. This also includes any out of school hours incidents involving the school site, or if the child is wearing school uniform. The school may also

apply consequences for behaviour out of school hours where another child from the school is involved and/ or where the incident causes an issue within school e.g. cyber- bullying.

INFORMING PARENTS

We want to keep parents informed of how their children are behaving in school whether this is positive or negative.

Positive behaviours are sent home through certificates when children reach certain milestones with their star points. Parents are also encouraged to come and read the celebration book when their child has been celebrated in Friday's assembly.

Each week a slip will be sent home, with our Green behaviour poster, informing parents when their child consistently reaches level 1 and 2 behaviours. This will give families the opportunity to discuss the behaviour with their child and ensure that children know that communication is strong between school and home.

Level three behaviours are communicated on the day of the incident through a phone call and a letter home.

Children on level 4 and 5 will have communication at the end of each day to review the targets set by the class teacher or head teacher.

If any children reach level 6, 7, 8 or 9 then the behaviours will be clearly explained to the parents and a reintegration meeting will be held with the parents to discuss the targets and steps in place to reintegrate the child into the classroom.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy
- Anti- Bullying Policy
- Complaints Policy

APPENDIX 1

Ladder of Consequence EYFS (Nursery and Reception)

Expected Behaviour
I am displaying the behaviour expected of me at Lakeside Primary School. I might be able to earn some Star Points.

Level 1
If these behaviours are carried out with intent or malice the child will be spoken to 1:1 and reminded of the appropriate behaviour during Explore and Learn time. This will not be recorded on the weekly grid unless reoccurring throughout the week.

Level 2
If these behaviours are carried out with intent or malice the child will have 'time out to think' (1 minute for their age) when this is completed they will have a restorative conversation. This will be recorded on the weekly grid

Level 3
If these behaviours are carried out with intent or malice; A Reception child will have a restorative conversation and a 5-minute detention with a member of SLT. A Nursery child will have 'time out to think' (1 minute for their age) and a restorative conversation. This will be recorded onto the weekly grid. CPOMs and a discussion with parents at the end of the day. No Level 3 letter to be completed in EYFS.

If I continually make the wrong choices and I have been at Level 3 for three or more times in a week, or I am regularly showing Level 3 behaviours, I will be placed onto level 4 as stated below and continue on the Ladder of Consequence inline with Years 1 – 6.

Ladder of Consequence Year 1 - 6

Expected Behaviour
I am displaying the behaviour expected of me at Lakeside Primary School. I might be able to earn some Star Points.

Step 1
If I am not displaying expected behaviour my teacher will give me a reminder. I know that there will be consequences if I continue to make the wrong choices. My behaviour will be recorded on the class zone sheet

Step 2
I will be given a verbal warning and I need to think carefully about my behaviour. I will have to miss 5 minutes of my playtime/ lunch time. Any learning I have missed will have to be caught up. My behaviour will be recorded on the class zone sheet.

Step 3
If I continue to make the wrong behaviour choices, this is a Level 3 behaviour. A Level 3 behaviour letter will be completed, and I will be required to think about how I can change my behaviour. A letter will be sent home to my parents/carers. I will be placed in detention: I will spend the next playtime/ lunchtime with a school leader. I may have to work in another place. My behaviour will be recorded on the class zone sheet.

If I continually make the wrong choices and I have been at Level 3 for three or more times in a week, or I am regularly showing Level 3 behaviours, I will be placed onto Step 4.

Step 4
My class teacher will complete a Success Contract and targets for my behaviour will be set. My behaviour will be monitored, recorded daily and shared with my parents. I will be placed in detention for an appropriate amount of time.

If I do not meet my targets, I will be placed on Step 5

Step 5
The headteacher will create a behaviour contract with myself and my parents. My behaviour will be monitored, recorded daily and shared with the headteacher my parents. I will be placed in detention for an appropriate amount of time.

If my behaviour does not improve, I will be placed on Step 6

Step 6
My parents/ carers will be informed by letter that I am not allowed to be taught in class. I will have no access to the playground or extra- curricular clubs.

If my behaviour does not improve, I will be placed on Step 7 and 8

Step 7 and 8
My parents will be informed that I am not allowed to come to school for a set period of time. This will be on my school record forever. I will have no access to the playground or extra- curricula clubs.

If my behaviour does not improve, I will be placed on Step 9

Step 9
My parents will be informed by letter that I am not allowed to come back to Lakeside Primary School. This will be on my school record forever.

APPENDIX 2 – EYFS (Nursery and Reception)

Behaviour Zone Board- Weekly Record

Class: **Week Beginning:**

	Level 1 (reoccurring incidents)	Level 2 - TOTT	Level 3 N- TOTT+Parent / R – Detention+Parent
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
Above and Beyond			

APPENDIX 2 – Year 1 - 6

Behaviour Zone Board- Weekly Record

Class: **Week Beginning:**

	Level 1 Behaviours (A reminder is given)	Level 2 Behaviours (Verbal Warning and 5 minutes of play/ lunch missed)	Level 3 Behaviours (Detention and Level 3 Behaviour Letter)
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
Above and Beyond			

APPENDIX 3

Level 3 Behaviour Letter

Name of Child: _____ Class: _____

Reason for Letter:	**(Please tick as appropriate)**
Persistent Disruption	
Physical	
Racist Incident	
Verbal	
Swearing	
Bullying	
Other (Please specify)	
Date/ Time	Place of incident (please circle)
	Playtime (Playground) Lunchtime (playground/ hall) Classroom PE French Assembly
Restorative Questions:	
What happened? What were you thinking/ feeling at the time? What have you thought about since? Who has been affected by what you have done and in what way? What do you think you need to do to make things right? What could you do next time to try and stop this from happening again?	
Name of adult who dealt with the incident:	
Is action required from Head teacher?	
Class teacher signature	
Head teacher/ SLT signature	
Child spoken to by:	

Original filed in Child's personal file
Copy given to: Parent
Copy uploaded to CPOMS

APPENDIX 4

Witness Statement

Name of witness	
Member of staff (role)/child	
Name of staff supervising this statement (if a child witness)	
Statement written by	
Subject/Activity	
Room/Area (the incident occurred in)	
Date	
Time	
Who was involved in the incident? (children and staff)	
What happened?	
What do you think may have caused the incident?	

Signed (student)		**Date:**
Signed (member of staff supervising if it's a student witness)		**Date:**

APPENDIX 5

Behaviour Plan

Name:

Motivators/likes

-

Dislikes/stress triggers

-

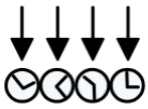
What does the red/blue/yellow zone look like for me?

-

Helpful Strategies

-

Routines that work



-

Consequences

-

Appendix 6

Success Contract – Completed with Class teacher

Name of Child	
Class	
Contract Start date	
Success criteria **No more than 3 targets to be reviewed daily.**	**1.** **2.** **3.**

Day of week	**Has target 1 been met today?**	**Has target 2 been met today?**	**Has target 3 been met today?**
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Signed (student)		**Date:**
Signed (class teacher)		**Date:**

Appendix 7

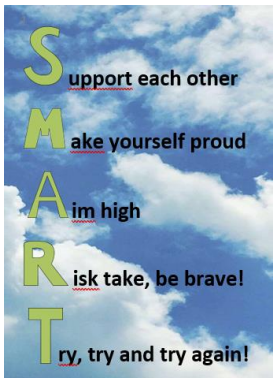
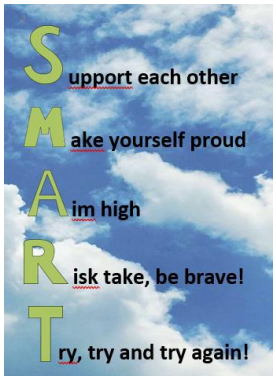
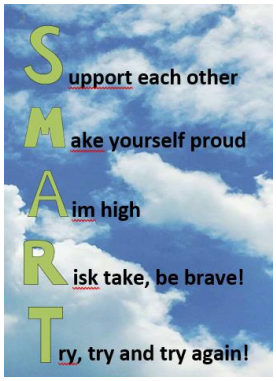
Behaviour Contract – Completed with child, headteacher and parents

Name of Child	
Class	
Contract Start date	
Behaviour contract targets **No more than 3 targets to be reviewed daily.**	**1.** **2.** **3.**

Day of week	**Has target 1 been met today?**	**Has target 2 been met today?**	**Has target 3 been met today?**
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Signed (student)		**Date:**
Signed (Headteacher)		**Date:**
Signed (Parents)		**Date:**

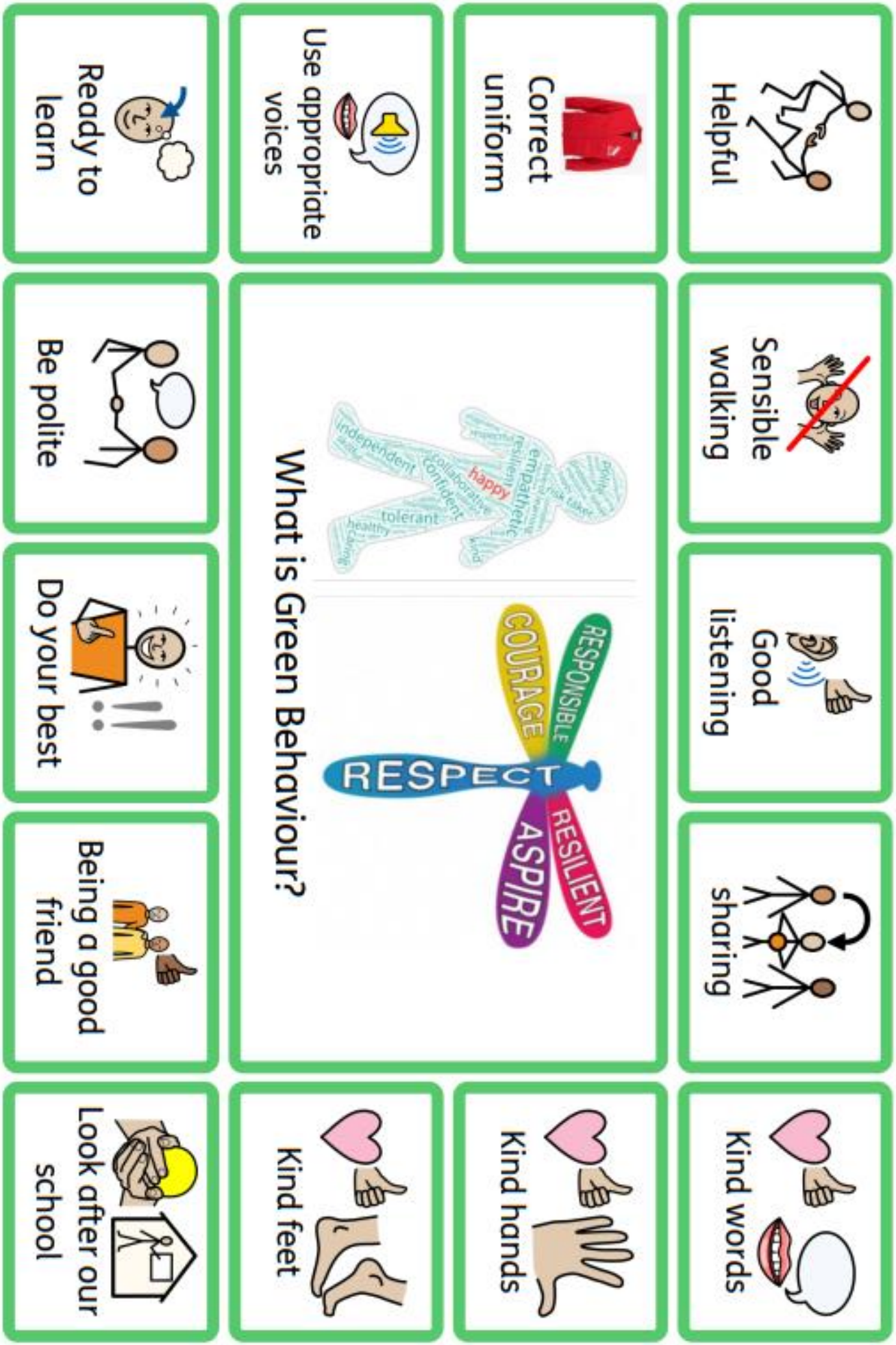
Appendix 8 - Lunchtime above and beyond reward cards

Name: **Date:** **Awarded by:** **You have shown 'Above and beyond behaviour' because you chose to:** 1. Demonstrate our school values 2. Make healthy choices 3. Be helpful 4. Play imaginatively and creatively 5. Play well with other children 6. Take care of another child 7. Take care of our school environment 8. Be respectful	**Above and Beyond!** 
Name: **Date:** **Awarded by:** **You have shown 'Above and beyond behaviour' because you chose to:** 1. Demonstrate our school values 2. Make healthy choices 3. Be helpful 4. Play imaginatively and creatively 5. Play well with other children 6. Take care of another child 7. Take care of our school environment 8. Be respectful	**Above and Beyond!** 
Name: **Date:** **Awarded by:** **You have shown 'Above and beyond behaviour' because you chose to:** 1. Demonstrate our school values 2. Make healthy choices 3. Be helpful 4. Play imaginatively and creatively 5. Play well with other children 6. Take care of another child 7. Take care of our school environment 8. Be respectful	**Above and Beyond!** 

Appendix 9 – Slips to inform parents of recent level and 1 and 2 behaviours.

Name: **Date:** Your child has reached level 1 or 2 a number of times this week. Please talk to your child at home to remind them of our green behaviours and the behaviours they should be showing in school. If you would like to discuss this with your child's class teacher please arrange a time to do so. Please see the attached poster of what green behaviour looks like at Lakeside.	**Name:** **Date:** Your child has reached level 1 or 2 a number of times this week. Please talk to your child at home to remind them of our green behaviours and the behaviours they should be showing in school. If you would like to discuss this with your child's class teacher please arrange a time to do so. Please see the attached poster of what green behaviour looks like at Lakeside.
Name: **Date:** Your child has reached level 1 or 2 a number of times this week. Please talk to your child at home to remind them of our green behaviours and the behaviours they should be showing in school. If you would like to discuss this with your child's class teacher please arrange a time to do so. Please see the attached poster of what green behaviour looks like at Lakeside.	**Name:** **Date:** Your child has reached level 1 or 2 a number of times this week. Please talk to your child at home to remind them of our green behaviours and the behaviours they should be showing in school. If you would like to discuss this with your child's class teacher please arrange a time to do so. Please see the attached poster of what green behaviour looks like at Lakeside.
Name: **Date:** Your child has reached level 1 or 2 a number of times this week. Please talk to your child at home to remind them of our green behaviours and the behaviours they should be showing in school. If you would like to discuss this with your child's class teacher please arrange a time to do so. Please see the attached poster of what green behaviour looks like at Lakeside.	**Name:** **Date:** Your child has reached level 1 or 2 a number of times this week. Please talk to your child at home to remind them of our green behaviours and the behaviours they should be showing in school. If you would like to discuss this with your child's class teacher please arrange a time to do so. Please see the attached poster of what green behaviour looks like at Lakeside.

Appendix 10 – What does green behaviour look like poster



Created in WidgitOnline.com for Lakeside
Widgit Symbols © Widgit Software Ltd 2002 - 202