BEHAVIOUR POLICY 2022-2023

ST MARY'S LEWISHAM CE PRIMARY SCHOOL

> Our Vision
> To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words *'As I have loved you, so you must love one another' (John 13:34).*

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Appendices

<u>Links with other policies</u>

This behaviour policy is linked to the following policies:

- Exclusions policy
- SEND policy
- Anti-Bullying policy
- Safeguarding policy

1. St Mary's School Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words 'As I have loved you, so you must love one another' (John 13:34).

Mission Statement
St Mary's school serves our community by providing the highest quality of education and experiences so everyone can achieve their full potential. Faith is at the heart of our life together which celebrates our diversity. Christian values unite and guide our relationships based on respect, responsibility and forgiveness.

2. Rationale

St Mary's has a positive approach to classroom management and celebration of children's full potential and achievement as we feel this is the most effective way of approaching any behaviour management system. We firmly believe that our Christian values should guide our relationships based on respect, responsibility and forgiveness. Encouragement of high standards of behaviour is crucial in the development of a positive and successful learning environment.

St Mary's is following a values based educational approach to learning and behaviour. Our shared value vocabulary was agreed in consultation with governors, children, parents and staff. All stakeholders are committed to and have contributed to this process. It is our aim to raise standards by promoting a school ethos which is underpinned by our core values because the school believes that teaching about positive human values e.g. respect, forgiveness, love, peace, faith and responsibility will improve the quality of education and behaviour of our children. Through our school values and behaviour policy, we aim to teach our children to be considerate, resilient and self-disciplined individuals within school and in the wider community.

3. Our Aim is:

- To provide a welcoming, safe and secure environment in which there are high behavioural expectations and is based on respect for others.
- To encourage good behaviour through praising children and celebrating their achievements and providing a range of rewards for children of all ages and abilities.
- To achieve a consistent approach to behaviour management throughout the school.
- To promote shared values which promote the attitudes, skills and knowledge needed to be self-disciplined.
- To promote good mental health and wellbeing and encourage a healthy lifestyle.
- To celebrate diversity and being respectful of others views, including different religious views, relationships and sex.
- To encourage self-discipline and instil in children a respect for themselves, for other people and for property.
- To support our children with developing self-awareness, social skills, motivation, empathy and managing their feelings.
- To involve parents in our positive management of behaviour and work with them in partnership to develop consistent expectations for their child's behaviour.
- To promote better communication and build positive relationships within the school community.

4. Roles and responsibilities

The governing board
The Resources Committee is responsible for reviewing and approving the written statement of behaviour principles. The Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher
The headteacher is responsible for:
- Reviewing this behaviour policy in conjunction with the resources committee, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy
- Ensuring 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 sanctions 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 pupils
- Recording behaviour incidents
- Developing positive handling in behaviour management, including verbal and non-verbal communication, diversion and de-escalation and safe, effective, humane physical interventions
- Using appropriate sanctions for each incidence of inappropriate behaviour according to the age and ability of the child
- The senior leadership team will support staff in responding to behaviour incidents and ensure that behaviour incidents are recorded

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

5. 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

6. Equal Opportunities

We achieve equality of opportunity by ensuring that our behaviour policy is implemented fairly and consistently with mutual respect between adults and children. We monitor the outcomes to ensure that it does not disadvantage any individuals or groups within our school. However, we do recognise that some pupils may have specific difficulties following the system of rules, rewards and consequences. In these cases, teachers together with the Headteacher, SENCO/ Deputy Head, will draw up a differentiated behaviour programme as necessary.

7. Safeguarding

St Mary's School is committed to promoting and safeguarding the welfare of all children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another pupil's misbehaviour (please see safeguarding policy). The school is also aware that aware that the young people in our school may face additional extra-familial risks outside of the school context, addressing this is known as Contextual Safeguarding. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. St Mary's School will regularly use student-led intelligence to identify potential risks in and outside of our community and mitigate against them through regular safety mapping exercises. Peer on Peer abuse can take many forms, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures.
(see school's Safeguarding Policy)

8. Bullying

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

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Discriminatory	Bullying can be related to age, sex, race, disability, religion, sexual orientation, nationality or any personal characteristic of the individual
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

(see school's Anti-bullying Policy)

9. School Rules & Values

'Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually.' St Mary's *aim is that all may flourish and have an abundant life.'* We feel we *have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.' **(Valuing All God's Children Autumn 2017)***

School Rules underpinned by values:

- We speak to each other kindly and listen carefully
- We use our hands and feet for good purposes
- We look after school property and use equipment sensibly
- We dress appropriately in the correct school uniform
- We move around our school with care and consideration

Class Agreements
On the first day of the academic year the children will discuss and share rules that should be followed in class. The aim is to have a shared consensus about how to maximise learning, develop social skills and create a positive classroom environment.

Values displays
Behaviour and values display boards are around the school and in the playground. The value words lie at the heart of our worship. Class teachers continue with the theme as part of our PSHCE curriculum. Our value words encourage children to develop a language around the values they would be demonstrating by following each school rule. This also encourages spontaneous discussion about the school rules with an emphasis on our school values.

School Values

Respect
Peace
Love
Forgiveness
Responsibility
Faith

10. Pupil Consultation

Children are given every opportunity to give their views on what the school does in terms of behaviour. These include worship, pupil voice, school council, circle time and through pupil questionnaires. They are encouraged to talk about how they feel about things and every child's opinion is taken into consideration.

11. Behaviour procedures in the Early Years

Nursery rewards and sanctions:-

Nursery follow the values based positive behaviour strategy, in line with the rest of the school. Children's achievements in nursery are acknowledged and praised through their 'superstar' chart system. The aim is for all children to move up the super star chart by the end of their session. One child, who has shown particularly positive behaviour or achievement, is given a 'star of the day' award, sticker and certificate.

If a child displays negative behaviour towards staff members or peers a warning is given. If the behaviour continues, the child will be directed to the reflection area to think about their actions.

We encourage the children to discuss how their actions affect each other and to sort out conflict through communication.

Reception rewards:-

- Praise children for demonstrating golden values and link them to positive behaviours we expect from the children
- Use of the going for gold chart, children are moved up when they follow golden values
- Weekly 'star of the week' certificates are given out in Worship
- Tidy up stars, the children work in teams to tidy up at the end of the day
- Some children use personalised reward charts where they work towards specific targets

Reception sanctions:-

- Verbal warning, with reference back to the class golden values
- Time out in the class reflection area (5 minutes maximum)
- Being asked to spend time away from an activity that has led to unwanted behaviour
- Reflection time in another class (10 minutes)

12. Behaviour procedures and 'Going for Gold' guidance KS1 & 2

Procedure for Going for Gold reward system

A 'Going for Gold' chart is in use in each class. Children's names are placed on green at the beginning of each morning and then moved up the chart to reflect their concentration, behaviour and attitude during lessons. Staff must encourage pupils to try and move up the chart (see next page).

Staff will look at the chart at the **end of every day** and celebrate the children's achievements.

The Reflection Time book is monitored regularly by the Deputy Headteacher to ensure it is effective. Notes are taken of race, gender and age of pupils.

	Behaviour	Possible Actions	Consequence
	Child is consistently well behaved throughout the day Child on task Child following instructions Child following school values	Children are celebrated at the end of the day Send a post card home	Gold
	Noticeable improvement in a child's attitude and behaviour Always completing reading records Always completing homework tasks – to a high standard	Continue to move child up on the chart Raise the profile of the child through positive praise	Silver
1	**First instance of rule-breaking that day** • Calling out, tapping, fidgeting, and swinging on chairs • Persistent talking • Leaving seat during working time • Negative use of body language, stopping others working • Wandering about • Interrupting other pupils • Talking with other pupils at the wrong time • Silly noises • Pushing in line	**Circle W** • Write the child's name on behaviour tracking sheet • Minimal eye contact • Looks of disappointment • Reminders • Praising another child • Verbal warning	Verbal Warning
2	**Second instance of rule-breaking that day, *all or one of the above plus...*** • Being disruptive • Deliberately creating a disturbance • Persistent rule breaking • Accidental damage to property, through carelessness • Rudeness and answering back • Minor challenge to authority • Annoying other children • Repeated refusal to do set tasks • Harmful / offensive name calling	**Circle 2** • Looks of disappointment • Give child time out in class • Separation from the rest of the group	Time out in own class **(5 minutes)**
3	**Third instance of rule-breaking that day** • Continually behaving in any of the above ways **and/or** drawing others into negative behaviour • Deliberately creating a disturbance • Persistent rule breaking • Accidental damage to property, through carelessness • Rudeness and answering back • Minor challenge to authority • Annoying other children • Harmful / offensive name calling	**Circle 3** • Record the reason for sending the child out in the time out book • Send the child to another class for 10 minutes • The child should reflect on his/her inappropriate behaviour before returning to class • Refer to ELT • Write a letter of apology • Class teacher meet or call parents	Time out in another class **(10 minutes)**
4	**Fourth instance of rule-breaking that day** • Serious rudeness/ abusive language • Challenge to authority • Striking another child or adult • Verbal abuse to any member of staff • Vandalism, stealing, bullying • Damaging pupil or school property • Fighting and intentional physical harm to other children	**Circle 4** • Put child in reflection time – reason to be recorded in the Reflection Time book • Serious incidents written up on behaviour cards • Pupil sent to ELT • Behaviour support plan • Possible formal/internal exclusion • Possible use of behaviour tracking card • Possible fixed term exclusion	**Reflection time**

13. <u>Serious Incident report cards</u>

Serious incidents should be logged on to serious incident report cards in consultation with an ELT member. The card should be completed by the adult dealing with the incident and taken straight to the office to be recorded on to the Scholarpack tracking system. Incidents such as:

- Deliberately and repeatedly creating a disturbance
- Annoying or spitting at other children
- Offensive name calling
- Striking another child/adult
- Abusive language
- Direct challenge to authority
- Fighting and intentional physical harm to other children
- Verbal abuse to any member of staff

The above list is not exhaustive but an example of the reason why a serious incident report card is completed.

14. <u>Procedures for Recording</u>

Behaviour Tracking File

The behaviour tracking file is used to record incidents of rule breaking in class and to keep a record of children who achieve gold on the going for gold chart. The behaviour tracking files are kept in the classrooms. Behaviour Tracking Files are monitored regularly by Senior Leaders in order to identify and trends or patterns that require action.

Before using the behaviour tracking file you should use the guidelines for positive behaviour management strategies.

Time out book
When a child has been given time out, the time out book should be completed with the reason why the child has been sent to the class. The child should be escorted to the link class and the time out book handed to the link class teacher. The child should be asked to sit in the class reflection area with a 10min egg timer. The time out book is kept in the behaviour tracking file.

Reflection time
Children who attend reflection time complete a sheet ,where they write about what happened and how they can learn from the incident, guided by our school values. Reflection is a time for children to think about their behaviour and reflect on the things they could have done differently. Parents are contacted when their child is put in reflection time and they are sent a copy of the sheet. Reflection time sheets are logged by the office team on Scholarpack.

Lunchtime incident - Behaviour card
When a lunchtime incident has occurred and been investigated, lunchtime staff should decide whether reflection time is used as a sanction. In this instance, the child's name, incident and action taken by staff should be clearly recorded with the name of the member of staff that recorded the entry. If the incident is of a very serious nature and requires ELT involvement, the decision will be made to record it on a serious incident report card. (Appendix 8)

Homophobic & Racist incidents – behaviour card
At St Mary's School we believe that we should respect others and that everyone deserves to be treated with dignity. Pupils learn about diversity of belief and how we must treat others with different views with respect. These could include views on relationships and sex or religion. Pupils are taught to understand and appreciate others views and take them into consideration at all times. Any incidences of racist or homophobic behaviour should be thoroughly investigated recorded straight on to a serious incident report card, in consultation with an ELT member.

Bullying incidents – behaviour card
At St Mary's School we believe that we should respect others and that everyone deserves to be treated with dignity. Pupils learn about diversity of belief and how we must treat others with respect. Any incidences of bullying should be thoroughly investigated by having written statements from the children involved. If it is determined that bulling is taking place, the incident should be recorded on to a serious incident report card, in consultation with an ELT member.

Behaviour tracking card
Behaviour tracking cards are a blank school timetable which is used to track the behaviour of a child throughout the day. Each session on the timetable is signed by a member of staff and a child can receive a reward based on an agreed number of sessions signed. The card should be shared with the child's parent at the end of the week. (Appendix 7)

Positive handling incident book
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a bound and numbered book (kept in the school office) and reported to parents

All staff have received training in Positive Handling.

15. Behaviour support plan
Behaviour support plans describe the type of situations that a child finds difficult and what they and other adults can do to help them cope with distress. A class teacher and inclusion manager can write behaviour support plans. (Appendix 6)

16. Mental Health and Wellbeing
St Mary's believe that the physical and mental health and wellbeing of pupils is paramount. Healthy lifestyles, including the importance of fitness and health eating as well as the dangers of addiction (tobacco, alcohol, drugs and gambling) and how these can affect your everyday life. Pupils are taught about Mental Health and Wellbeing and how to take care of their Mental Health. As part of this, pupils are taught how to access help if every needed. We have a designated mental health first aider to support children's mental health and wellbeing.

Worry box
Children can share a worry online, by using the Worry Box on our website or by using the Purple Mash weekly reflection. Lockable **'worry boxes'** are located in the hall and Deputy Heads door for children to place any concerns that they may have. The boxes (online and physical) are checked regularly, to ensure that children's worries are dealt with promptly. We have a School Home Support worker who is available to help both children and parents.

17. Procedures for Lunchtime Incidents

Strategies for ensuring good behaviour in the playground at lunch time
At lunch time meals supervisors will follow the same approach to positive management and will:
- Give clear and consistent instructions about rules and what we expect at St Mary's using positive language
- Be observant and intervene early with friendly reminders
- Praise many children frequently
- Become knowledgeable about children's special needs and special circumstances, differentiate communication and responses with regard to these
- Expect children to be responsible for their own behaviour and think about their actions
- Suggest ways out of problems/possible solutions
- Be clear that most children can behave well if they choose to
- Have a clear cut off point between minor and serious behaviour that needs to be reported to senior leaders
- Ensure a positive and orderly transition to class at the end of playtime – using 'lining up stars' to give classes praise for lining up peacefully and responsibly
- Model respectful communication between adults
- Hand out 'move me up cards' for positive behaviour
- Follow the behaviour policy ensure children are sent to the designated reflection area
- Record any behaviour to be followed up by other staff and inform children
- Discuss strategies for specific behaviours or children showing concern with the senior meals supervisor who will seek advice as necessary from the class teacher or senior leaders

Dealing with incidents
During lunchtime the Midday Meals Supervisors deal with incidents following the procedures in the behaviour tracking file. They record and communicate incidences of rule breaking and will follow up by recording the warning in the class behaviour tracking file. If it is necessary to have a sanction for a particular behaviour e.g. reflection time, the incident should be recorded in the reflection book. The Senior MMS will discuss and investigate the issue with the child/children using a 'restorative justice' approach, and record the action taken in the book. A member of staff is timetabled every day to follow up any incidents or speak with children who have shared a concern. A designated TA, or senior leader will deal with unresolved incidents where appropriate, after lunch time by calling children out of class to resolve the dispute. If the incident is of a serious nature, an SLT member should be informed and the incident recorded on a serious incident report card.

Lunchtime rewards
All children will be praised and rewarded for positive behaviour during lunchtime. They can receive stickers, acknowledged by friends and acknowledged in achievement worship. A move me up card can be completed for the child to give to their class teacher. The class which has lined up best will be put on a star chart and the class with the most stars will receive a cup and 5 min extra playtime on a Friday. Certificates will be awarded to children who consistently display school rules or school values and those who are exhibiting positive behaviour.

Coloured bands
Coloured bands are used to identify pupils who have been given permission to go to the toilet or enter/walk around the school building. Bands are located in the classrooms and staff room. Staff on playground duty should ensure that the bands are available to hand to children when they are outdoors.

Medical/Accident Book
Maintained by qualified First Aid staff (see Health and Safety policy). Injuries which go into this book that are caused by unacceptable behaviour are communicated to an ELT member and the usual behaviour procedures are followed. Any injury caused by misbehaviour is notified to parents/carers. EYFS operates its own Accidents/ Medical Book.

18. Lunchtime Behaviour Guidance

Behaviour		Action	Consequence
Positive doing really well		Praise and move me up cards Lining up stars	Certificates awarded for displaying school rules or lunchtime values Move me up card Lining up award
1	First instance of rule-breaking that day	Warning Gentle reminder about their behaviour Praising a child that is doing the right thing Use eye contact or small gestures such as a raised eyebrow Pause teaching and wait for stillness Keeping quiet Non-threatening facial expressions	Return to child to praise them if behaviour improves Time out in the playground
2	Second instance of rule-breaking that day	2nd warning Reminder about the rule that is broken. Time out in the playground	Return to child to praise them if behaviour improves Time out in the playground Inform Senior MMS
3	Third instance of rule-breaking that day	3rd warning Reminder about the rule that is broken. Time out in the playground	Return to child to praise them if behaviour improves Time out in the playground Inform Senior MMS Inform Class teacher
4	Repeated poor behaviour Use of inappropriate abusive language repeated threatening and aggressive behaviour towards others	Time out in the playground Inform Senior MMS Class teacher informed Removal from the playground	Put child in reflection time Record incident on behaviour card Referral to ELT Child to write a letter of apology Child to be placed on report Extended removal from playground Internal suspension

Every day is a new chance to succeed!

It is important to us that every day is a new day, a new chance to do well in the classroom, in assemblies and other whole school events. It is important that we have a fair and transparent system that all children can understand. If parents would like more information or to discuss an aspect of the behaviour policy, they are always welcome to speak to the class teacher.

Last reviewed: Spring 2023	Next review due by: Autumn 2024

Approved by: Governing Body	Date: Autumn 2021

Appendix 1 - Guidelines for positive management of physical incidents

Positive handling
A child may need to be positively handled in a small minority of situations and this must only be used by staff as a last resort. Incidents of physical restraint should be viewed as part of a strategy to respond to a situation positively but does not mean that it is an alternative to all other strategies. It is important to assess the situation, communicate and reassess the situation, look and listen for opportunities to divert or de-escalate, even if you are holding a child to keep them safe. Some children will have positive handling plans which will be shared will all staff. Staff will need to complete an incident report form following every incident of positive handling.

Staff will record the physical intervention strategy used:-

- Help Hug
- Cradle Hug
- Standing Double Elbow
- Sitting Double Elbow

Before and during and after the escalation of incidences of verbal or physical aggression, staff will need to assess the situation and use their own judgement. The following strategies should be considered in this process:-

- Is there a behaviour support plan or positive handling plan already in place for this child? Has it been followed?
- Can the situation be de-escalated using a strategy other than physical intervention?
- Are you overreacting or taking the behaviour personally?
- Are you in control of the situation?
- When you call another member of staff to support, is it better for them to take over as a way of distraction?
- If a child runs off and they can't get out of the building and is not a danger to themselves or others, can they be left to run? Should you chase them?
- If a child is throwing property around in the classroom, is it best to remove the rest of the class and clear some space or remove the child?
- When should a member of the Leadership team be contacted?
- Is the child a health and safety risk to themselves, others or property?
- Can the child be diverted away from the confrontation?
- Can you allow a child to 'get out with dignity?' By stating E.g. I'll come back to speak to you when things have cooled down a bit
- Are you avoiding unhelpful remarks that imply blame? E.g. start a sentence with **I** instead of YOU
- Are you repeating simple instructions?

Appendix 2 - Guidelines for Positive Behaviour Management Strategies

Planned ignoring
- Consider ignoring behaviour that is not disruptive to others or a safety threat e.g. children on a behaviour support plan

Non-verbal signals
- Use eye contact or small gestures such as a raised eyebrow
- Pause teaching and wait for stillness
- Keeping quiet
- Non-threatening facial expressions

Proximity control
- Either move nearer to the child or move the child nearer to you
- Keeping a safe distance away - allowing room for personal space

Effective reprimand
- Always refer to the school values and class rules
- Talk calmly but assertively
- Use a low tone, volume or pace in communication
- Careful use of words, when communicating
- Do not be sarcastic – but the reprimand might be delivered with humour
- Refer to the consequence of the behaviour
- Be brief and succinct
- Always criticise the behaviour not the child
- You are the model for the pupil to base their response on so avoid argumentative language
- Whisper warning, hand on shoulder, a look
- Refer the child to a senior leader

Be positive
- Use praise more often than checks by at least 3 to 1
- When you praise be specific about what the child is doing right
- Use the reward system effectively to promote good behaviour
- Make your praise varied and sincere
- Catch children being good
- Before addressing a child for inappropriate behaviour, praise children who are behaving appropriately
- Praise the behaviour of all children every day
- Draw child in through targeted questions
- Use positive language (Who is doing good sitting? Who is making me smile? I am really pleased with x).
- Put stickers on those sitting/listening/concentrating
- Use humour and gentle comments
- Repeat reminders of expectations
- Provide increased opportunities through day to move up from green to gold
- Work with parents to set behaviour targets and rewards
- Call for support from additional staff
- Reflection sheets
- Use gesture to alert child
- Remain calm

BEHAVIOUR TRACKING SHEET   WEEK OF _____

NAME	Achievement	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	GOLD AWARD'(S)				
		Warning 2 3 4	Warning 2 3 4	Warning 2 3 4	Warning 2 3 4	Warning 2 3 4					
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When a student receives a warning, write the students name on this tracking sheet. If a student breaks additional rules during that school day, circle each consequence on the appropriate box. For example if a student receives a warning and chooses not to follow the school rules again during the day, you would record Warning 2 3 4

Rules, Rewards and Consequences

Rewards

Lots of praise	
Stars, stickers	Member of staff can send a post card home.
Show work to other teachers	Children are invited to show their work to other teachers around the school.
Show Headteacher / Deputy Headteacher	As above.
Showing and Sharing Worship / classrooms	Children's work is celebrated in assembly, on display boards and in the classroom.
Achievement Worship	Each class teacher nominates two children each week for good work, effort and behaviour. This work is shown at an Achievement Worship. The child and/or the teacher will talk about the work. Children are rewarded with a certificate.
Extra playtime	Occasional extended playtime.
Special jobs	Children give specific responsibilities for jobs around the school and in class. (School Prefects/Councillors/Playground leaders etc)
Move me up cards	Member of staff can hand out cards for the children's name to be put up
Nominate a friend card	Children can use this card to nominate a friend who have been demonstrating the school values
Post cards	Children, who achieve a breakthrough in their behaviour or have achieved a particular success, will have a post card sent home to their parent congratulating them.

Consequences

1	Warning
2	Time out in own class – 5 minutes
3	Time out in other class – 10 minutes
4	Reflection time and involvement of ELT member of staff
5	Involvement of SLT. Inform parents (telephone call, letter, meeting with parent after school etc.)

Good classroom behaviour is seen through:

- Children concentrating, focused on the task and showing interest
- Children reflecting on their own learning
- A calm, supportive and purposeful working atmosphere
- A noise level appropriate for the context. (independent/partner/group work)
- Children showing respect for staff, other children and themselves
- Children respecting their own and each other's work
- Children responding to adult instruction
- Carefully planned and differentiated work for the ability range in the class, so that it offers the right level of challenge
- High expectations set by all staff for children's behaviour
- Carefully planned seating arrangements for different subjects and parts of the lesson
- Ability and mixed-ability grouping selected appropriately for the lesson objective
- Good classroom routines set up and running smoothly
- Use of 'hands up' to gain silence, with claps first where appropriate
- Well organised and easily accessible resources
- A stimulating learning environment that supports learning
- Staff modelling the good behaviour that we expect from the children
- Staff reminding, praising and encouraging children to behave well and using a calm and positive tone of voice
- School values and classroom rules. Rewards and sanctions are clearly displayed and explained to children so that expectations are clear and consistent
- PSHE sessions are used effectively to teach anger management and other self-monitoring strategies to children
- Anti-bullying week activities extend children's understanding and willingness to report incidents or concerns
- Teachers communicate regularly with parents to set shared behaviour targets and rewards and to review progress

St Mary's Lewisham CE Primary School - Behaviour Support Plan		
Name of child:	**Class:**	**Teacher:**
Other adults who work with the child:	**Any identified needs? SEN?**	**Parents**

Triggers
What can cause distress?

Proactive Strategies

Warning Signs

Medium intensity behaviours

High intensity behaviours

After the incident

Childs interests

Additional strategies to be considered

Meeting Led by:

Meeting attended by:

Date:

Date behaviour support plan shared with parents:

Appendix 7
Behaviour Tracking Card: **Week beginning:**

	8:40 - 9:30	9:30 - 10:45	10:45 - 11:00 **Break**	11:00 - 12:00	12:00 - 1:00 **LUNCH**	1:00 - 2:00	2:00 - 3:10
Mon							
Tue							
Wed							
Thu							
Fri							

Appendix 8

Serious Incident Report Card

Serious Pupil Incident Card
St Mary's CE School

Pupil Name:					
Year Group:					
Date of Incident:			Time:		
Name of Staff Reporting:					
Where did the incident take place:					
Name of ELT Member Involved:					
Reported to DSL:					
Please Circle	Sexual Harassment/ Peer on Peer	Racism	Homophobia	Bullying	Disruptive Behaviour
Details:					
Action/Next Steps					

Appendix 9

Bullying can be based on any of the following things: Race (racist bullying), Sexual orientation (homophobic or biphobic), Special educational needs (SEN) or disability, Culture or class, Gender identity (transphobic), Gender (sexist bullying), Appearance or health conditions, Religion or belief, Related to home or other personal circumstance.

Please refer to our Anti-bullying policy for further information.

It is important that all staff be alert to early signs of distress in students. If a member of staff witnesses a bullying incident, in any form, or is approached by a child or young person about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Staff will investigate the incident and see the child young person(s) involved and record what the victim has told you
- Staff should identify the accused bully/ies
- Obtain witnesses if possible and record what they have witnessed
- An serious behavior incident report form should be filled out and this should be passed to the Senior Leadership Team as soon as possible
- Bullying which is of a serious nature, or recurrent or persistent the Head Teacher should be informed as a matter of urgency who if appropriate will refer to a member of the Senior Leadership Team
- Senior Leadership Team will investigate the incident speaking with both the victim and the bully/ies
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident
- If allegations are substantiated implement sanctions appropriate to the incident
- Staff should continue to monitor the wellbeing of the victim and the behaviour of the bully. Meet with the victim on the review date to determine whether the bully/ies have stopped their behaviour. Staff should inform the Head teacher if the bullying has continued
- It should always be acknowledged that on rare occasions some children or young people set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- Senior Leadership Team should ascertain whether or not the alleged bully has been involved in similar incidents involving this or others, thus enabling patterns of behaviour to be established