



Whitmore Park Primary School

Behaviour and Restraint Policy

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Whitmore Park Primary School

‘Be the best you can be’

Behaviour Policy

At Whitmore Park, all children should have a safe and happy place to learn, to do this we aim for all children to demonstrate impeccable behaviour at all times, both in and out of the classroom. Our aim is for children to manage their own behaviour and to be responsible for their own actions. Because we promote a climate of kindness and want the best for each and every child, we expect everyone in school to act as role models promoting our golden values:

- **Honesty**
- **Kindness**
- **Respect**
- **Community**
- **Growth**

These values are used consistently across the school and children are taught these through whole school assemblies, class assemblies and in RHE lessons on how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have the **values displayed** and they are regularly referred to as part of the children’s learning. Children should always be praised for demonstrating the golden values.

PROMOTING POSITIVE BEHAVIOUR

Good behaviour must be role modelled and promoted by **all staff** at all times. Around school, children should be given regular, specific praise for excellent behaviour. Our school reward system is **Class Dojo Points**. The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community.

Collecting Dojo Points

Dojo points can be rewarded to children by any adult in school. When awarding Dojo points, it is important that the adult is specific about the reason for giving the point to re-enforce the positive behaviour that the child is showing.

The children will collect dojo points for the following reasons:

- A maximum of 1 Dojo point for a piece of work in their book e.g. MNP, Science etc.
- A maximum of 3 Dojo points for a piece of extended writing in their book.
- A maximum of 1 Dojo point for a child answering a question/showing good behaviour in the classroom [teacher to make it clear what the Dojo point is for].
- A maximum of 1 Dojo point for every time a child has read at home.
- A maximum of 1 Dojo point for walking around school in single file, quietly and on the left.
- A maximum of 1 Dojo point for carrying out the school’s golden values: honesty, kindness, respect, community and growth
- A maximum of 1 Dojo point for each piece of homework completed
- A maximum of 5 Dojo points for completing optional homework e.g. Science and Humanities
- A maximum of 5 Dojo points for a Head teacher’s award

Children can then decide how they would like to use their dojo points from the shopping list below:

700 points...**trip to a book shop and McDonald's for an ice-cream with Head teacher/Deputy Head teacher**

600 points...**lunch with a friend and the Head teacher/Deputy Head teacher**

500 points...**letter home outlining good behaviour/work**

400 points...**15 minutes playing a sport of your choice with two of your friends and a staff member**

350 points...**20 minutes on an iPad at the end of the day**

300 points...**15 minutes drawing or colouring at the end of the day**

250 points...**positive message sent home on Class Dojo**

200 points...**choose where you would like to sit for the day**

150 points...**choose where you would like to sit for the morning**

100 points...**change avatar on Class Dojo**

Values Champion and Effort Champion

Every week, each teacher will nominate three children for the **Values Champion award**. The children in the class will then vote for the child who they think has shown **excellence** in demonstrating the golden values. Every class teacher will also choose an **Effort Champion award**. The children will receive a certificate in Year group assemblies and take this home to parents. A photo will be taken and sent to the individual parent on Class Dojo.

Skills Academy

Skills Academy clubs take place for 30 minutes once a week. Children choose three **different** clubs they would like to attend each year. At each club, the children will learn new skills and build on existing skills through fun and innovative activities.

The clubs fall into three categories: Carousel for year groups

1. Physical development
2. Creative development
3. Academic development

Social skills and emotional well-being underpins all of the Skills Academy clubs. In line with our school values, clubs provide opportunities for the children to take responsibility for their own learning, help them to build resilience through challenging activities and learn to respect each other through team work and group activities.

Encouraging responsibility

All children should learn to be responsible for their behaviour, their classroom and their school. To do this children are given different responsibilities as they move up through school. Children carrying out these duties will be a part of the school's Junior Leadership Team.

These responsibilities may include:

1. Roles in the classroom- handing out books, tidying and organising tables, line leaders etc.

2. Sports leaders- Year 5-6
3. Student Communication Team Year 1-6
4. Eco council member Year 2-6
5. School Council Year 1-6
6. Action Team Year 1-6

Children in Year 6 are encouraged to apply for additional roles in school including assembly monitors, reading monitors and corridor monitors as well as many other responsibilities. This provides other pupils with positive role models whom they can aspire to be like.

Behaviour for Learning

Through teaching and promoting the golden values, children at Whitmore Park learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this, the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers always ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

In all classes, positive behaviour is promoted, expected and encouraged through the use of class positive praise and the rewarding of Dojo points. Children will be taught strategies to self-regulate and manage their own behaviours through the use of the class emotion thermometers, time in the calm room or sensory room or other calming strategies. We recognise that some children find making good choices in their behaviour challenging. If children are regularly displaying unacceptable behaviours they will be referred to the school's inclusion team and/or senior leaders. A behaviour audit, where needs are identified, and a support programme of work will be planned.

DE-ESCALATION AND EMOTIONAL COACHING

De-escalation and emotional coaching strategies are vital to managing the emotions and behaviour of all pupils. Every child in school needs to be supported to recognise their own feelings and how their emotions can impact their behaviour. Leaders, teachers, teaching assistants and lunchtime supervisors are trained in these strategies and use these to enable a child to make good choices about their behaviour before sanctioning pupils.

Adults have been trained to recognise the difference between poor behaviour and genuine emotional difficulties. Emotional coaching techniques will be used to support a child using the steps below.

The Emotional Coaching steps are:

- Step 1- Recognise the child's feelings and empathise with them.
- Step 2- Validate the feelings and label them.
- Step 3- Set limits on behaviour (if needed).
- Step 4- Problem solve with the child.

Adults in school understand the best time to support a child to make the right choices is when they are calm. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Positive praise will be used by adults to support pupils when self-regulating their emotions and making good choices.

Further de-escalation strategies include:

- Distractions e.g. asking the child to do a job.
- Remind the child of the positive behaviours they have previously demonstrated.
- Give positive affirmation of success e.g. I know you will be able to.
- Take up time given to allow the child to make the right choices.
- Moving to another space within the classroom or another room within school with an adult to discuss their difficulties.

UNACCEPTABLE BEHAVIOUR AND SANCTIONS

Unacceptable behaviour

Unacceptable behaviour is behaviour which demonstrates a lack of respect for others and/or an unwillingness to engage with learning in school. All unacceptable behaviour is dealt with and addressed with the child. Every classroom should be a positive learning environment and children should feel safe in all parts of the school.

Sanctions

At Whitmore Park cards are used to manage pupils' behaviour to give children every opportunity to make the correct choices about their behaviour. Pupils understand the cards and are aware good choices will be rewarded, however sanctions will be given as a result of continued poor behaviour. Once children have had a verbal warning, each card will include a sanction to deter children from making the wrong choices. Each time a child receives a warning or card the adult giving them will clearly explain why.

Children persistently receiving Red card 2s over a sustained period of time will be given a behaviour chart which will be agreed between the child, class teacher, a senior leader and a parent/carer. Children persistently receiving Red card 3s and 4s may be permanently excluded.

This approach must be **consistent and supported by all adults** in school. Parental support and communication with parents/carers is crucial in supporting children to make the correct choices in school; therefore, adults will endeavour to communicate with parents/carers regarding concerns about a child's behaviour.

Year 2 to Year 6		
Examples of behaviour	Consequences	Dojo Points
Gold card Going significantly above and beyond what is expected	Exceptional cases of fantastic and consistent learning behaviour throughout the day then a child can move up to Gold	3
Silver card Consistently doing the right thing	Demonstrates consistently positive behaviour then a child can move up to silver	2
Green card Everyone starts on Green Follow the school rules, but may	Verbal reminders and warnings for these behaviours are given initially	1

<p>need to be verbally reminded of:</p> <ul style="list-style-type: none"> • Not on task/ wasting time. • Calling out • Distracting others • Not following instructions • Inappropriate use of equipment/resources 	to remind children to do the right thing	
<p>Yellow card Repetition of the above, following a reminder from the adult</p>	Children can return to a green at the end of the lesson if their behaviour improves. However if the child misbehaves again, they cannot revert back to green instead they move to orange	-1
<p>Orange card Repetition of the above and also</p> <p>Mild swearing [in frustration or anger] Being derogatory to another pupil Vandalism e.g. equipment, resources, graffiti Being unkind e.g. name calling, pushing, tripping</p>	<p>Orange card issued and recorded on CPOMS by class teacher and alert Year Leader</p> <p>Miss whole of playtime with a staff member within their year.</p> <p>Class teacher: Class Dojo message sent to parents or speak to them after school on the door</p>	-2
<p>Red 1 Repetition of the above and also</p> <p>Swearing [at someone with intent] Being derogatory to or insulting a member of staff Damaging equipment or resources Lesser violence e.g. pushing, slapping, kicking, theft etc.</p>	<p>Red card issued and recorded on CPOMS by Year Leader</p> <p>Miss 1 lunchtime</p> <p>Year Leader and Class teacher speak to parent – phone call home – record on CPOMS</p>	-3
<p>Red 2 Repetition of the above and also</p> <p>Intentionally fighting Threatening behaviour Damaging equipment or resources Racism/Discrimination</p>	<p>Red card recorded on CPOMS by one of the following: Mrs Sandhu in KS1 Mr Payne [Y4 and Y6] and Mr Johnston [Y3 and Y5] Alert Mrs Squires when Senior Leaders are teaching</p> <p>Behaviour chart</p>	-4

	Miss 2 lunchtimes Senior Leader speak to parent – phone call home – record on CPOMS and first warning letter emailed home	
Red 3 Repetition of the above and also Serious violence Bullying	Internal exclusion – fixed term Recorded on CPOMS by Head [Thursday/Friday SS] Head teacher speaks to parent – phone call home – record on CPOMS and second warning letter emailed home	-5
Red 4 Extreme violence with intent to harm other including staff and children	Fixed exclusion Recorded on CPOMS by Head [Thursday/Friday SS] Head teacher speaks to parent – phone call home – record on CPOMS and official paperwork completed and emailed to parent	-6
Red 5 Repetition of everything	Permanent exclusion Recorded on CPOMS by Head [Thursday/Friday SS] Head teacher speaks to parent – phone call home – record on CPOMS and official paperwork completed and emailed to parent	-7

Nursery

In Nursery, children begin to learn about some of the school's Golden Values. In particular, children are taught the values of respect, kindness, good listening and looking after their nursery environment. Key words and phrases such as 'kind hands', 'kind feet and 'kind words' are routinely used to help the children understand the importance of these values.

Children displaying these values are placed on a happy face chart. At snack time, these children stand up, their good behaviour is shared with everybody and they are given a sticker as a reward.

Children who make poor choices about their behaviour will talk to an adult about the choice they made and why it wasn't the correct choice to make.

If the behaviour was related to the environment such as the misuse of resources, a positively phrased warning is given. E.G. remember kind hands to look after our toys. If the behaviour is then repeated, the adult will guide the child to a new area of learning and explain why they are being moved.

If the behaviour was being unkind to another child then they will have to hold the adults hand for three minutes and not play. After this time the child will talk to the adult about their behaviour being unkind, and then apologise to the other child.

To aid this process all adults wear simple emotion flashcards on their fob. These are used to explain behaviour and to enable all children the opportunity to express their feelings.

On the rare occasion children are repeatedly unkind, they will be sent to another adult for the duration of the session. Parents will be informed if a child has been unkind to another.

Reception

In Reception, children begin to learn about the school's Golden Values. There are rewards associated with these values. In Reception, we try and focus upon positive behaviour management and rewarding good behaviour.

Children's good behaviour is rewarded with stickers on a 'Behaviour Rainbow Chart'. When children receive 10 stickers on their behaviour rainbow chart, they receive a new colour chart and a 'dip' in the teacher's special prize box. Each class has a gold star on display and when children show that they are trying hard to follow the school's Golden Rules (for example 'listen to others'), they may move onto the Golden Star in recognition of their positive behaviour. They are then rewarded with a sticker for their behaviour rainbow chart.

Each class also has a whole class star chart. When the whole class works together to behave in a really positive way, the teacher may award the whole class with a star. When the class receives ten stars they will receive a special class prize, decided by the class, e.g. this could be extra play time or a biscuit treat!

If a child does not follow the rules they will be reminded by an adult. If a child displays the same behaviour they will be given a warning. Continued behaviour will result in 5 minutes quiet 'thinking time' (timed with a sand timer). This will be followed up with a social story or a talk with an adult to help the child better understand why the behaviour was inappropriate.

Pupil's demonstrating unsafe or more serious poor behaviour, for example, hurting another child, will be given 5 minutes thinking time straight away.

Year 1

During the first two terms, Children in Year 1 will miss Golden Time instead of their break time for their reflection. In the Summer term, Year 1 will move in line with the whole school.

Lunchtime reflection

Children who receive a lunchtime reflection for Red card 1 and 2 behaviours will be recorded on the lunchtime reflection spreadsheet.

The lunchtime reflection session intends to:

- teach children the impact of the behaviours they have shown

- support children to take responsibility for their own behaviour
- know how to repair the impact of their behaviours with an apology
- have positive strategies to improve their future behaviour

The session is led by senior and middle leaders and includes quiet time, mindfulness and group discussions.

Tracking of behaviour

Logging on CPOMS

Orange stage and all Red stage behaviours must be logged on CPOMS by the class teacher.

1. Log in to CPOMS
2. Add incident
3. Type in the name of the child you wish to report on
4. Tick behaviour incident and a behaviour incident subcategories menu will appear.
5. Tick the level and description of the behaviour
6. In the incident box briefly explain the behaviour incident, include where, when and what happened. Include the consequence as a result of the behaviour and which school leader supported the behaviour incident.
7. Tick the issue resolved/ unresolved.
8. If you are reporting an incident that concerns other children in school please add them in the linked students bar.
9. Choose which staff to alert.
10. If you have an action to add then this must be added (e.g. spoken to parent at home time about the incident).
11. Be aware that once you have added an incident you may receive an action to follow up.

Parents who do not collect their child from school will be contacted by phone. Records of meetings with parents, teachers and leaders in school will be recorded (on CPOMS) detailing the content of the meeting and future actions to help support the child to manage their behaviour.

Children with Social, Emotional, and Mental Health needs

Sanctions for children with SEMH needs will be set within the context of the child's needs and the context in which poor behaviour was demonstrated. Whilst the school has high expectations of children's behaviour, it does recognise children can make poor choices due to their SEMH needs, meaning adjustments are necessary. Children who have these needs will still receive a sanction for their poor behaviour, however the time spent in reflection, for example, will be adjusted according to the needs and context of the behaviour. A child who has genuine difficulties managing their emotions may be asked to go to reflection for a shorter period of time, once they are calm and able to understand the reasons behind the consequence. This may be on the same day or at a later date depending on the context. The school understands the need to de-escalate children's emotions before they are able to reflect on the consequence of poor behaviour.

Reintegration following a fixed term exclusion:

If a child has been excluded from school they will attend a reintegration meeting on their first day back with the HT/DHT and parents. This meeting will be to reflect on the behaviour that led to the exclusion, allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class.

Strategies for reintegration/adjustments include:

- A fixed period transition plan building up a child's time back in school
- A planned period of time in internal exclusion room
- Improving behaviour chart
- Actions for parents to put in place at home
- Learning mentor/buddies support in direct work
- Teaching Assistants may be allocated to provide support within the classroom

In extreme cases the child may be permanently excluded, this sanction is used with the greatest reluctance. Fixed term and permanent exclusions will follow guidelines set by DFE.

Internal exclusion:

To support children who are presenting challenging behaviours in the classroom children may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviours in school. They will be supported by adults who will help them practise strategies to ensure successful reintegration into their mainstream class.

Short term reduced timetables:

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader to discuss the reduced timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.

The action plan will:

- Specify an end date that the child is expected to return to full time education
- Will be reviewed weekly
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervised when they off site.
- Be shared and understood by parents with clearly recorded objectives

Online Behaviour**In school use**

Children are taught how to use devices, apps and internet access safely. Children are expected to follow the rules recorded in the Computing Acceptable Use Agreement including following teacher's instructions and taking good care of hardware such as laptops and iPads. Children are also expected to demonstrate the behaviours expected when working offline including following the school's Golden Values. Children may temporarily lose the opportunity to work online if they display unsafe or poor behaviour online.

Out of school use

Incidents relating to cyber-bullying and/or Online Safety that occur out of school, will be investigated and acted upon in school. In the event of children using social media to publicly humiliate another using an inappropriate social network entry, we will deal with this as a serious incident of bullying.

In the event that a pupil posting libellous or defamatory comments about the school, it's pupils (including their families) or staff on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. The child may also receive a consequence in school.

All incidents of unsafe, bullying and defamatory behaviour will be recorded on CPOMS.

Transitions around school

Children are expected to transition around the school building and grounds responsibly to ensure themselves and others are safe. Children are expected to line-up in single file and walk quietly around the school. At the end of playtime and lunchtime, pupils are also expected to line-up and walk in single file quietly. Children will be expected to follow the instructions of all adults in school and show respect to adults and each other.

LUNCHTIME

Lunchtime behaviour

Lunchtime supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise children as much as possible for good behaviour choices.

Unacceptable behaviour at lunchtime

Pupils will be reminded of the expectations regarding the school's rules. If the poor behaviour continues lunchtime supervisors will:

- Give the child a 5 minute time out. This can either be standing with the lunchtime supervisor or sitting in a place chosen by lunchtime supervisor (e.g. a bench).
- If a child refuses to complete the time out and/or continues to misbehave, then they will have 10 minutes time out with the Lead lunchtime supervisor.
- After time out with the Lead lunchtime supervisor or if it is felt it is not safe for the child to stay on the playground the child may be sent to a Senior Leader. The reason should be clearly explained to the child. A child would then have to attend a reflection session.
- If a child will not cooperate or their behaviour is dangerous, for example fighting, then lunchtime supervisors should call for support from a Senior Leader.

Reporting to Teachers

Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime but any rough, aggressive or unkind behaviour must be fed back to the teacher at the end of lunchtime.

ALLEGATIONS

Malicious Allegations against staff

Any allegation against staff will be fully investigated by the Head teacher and if the allegation is found to be malicious consequences will be put in place that may include any of the above Red card 3 consequences and may lead to exclusion.

PHYSICAL RESTRAINT

The Legal Framework

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control".

Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers, other members of staff in the school and the Head Teacher, to use such force as is reasonable in the circumstances, to prevent a child from:

- Committing an offence
- Causing personal injury to or damage to the property of, any person (including the child)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its children, whether during a teaching session or otherwise.

Definition of restraint

Physical restraint is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

General policy aims

Staff recognises that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline.

Specific aims of the restraint policy:

- To protect every person in the school community from harm.
- To protect all children against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure children's safety and well-being.

Failure to physically restrain a child who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. is a child about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- The 'broken record' in which an instruction is repeated until the child complies
- Use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- The employment of other sanctions consistent with the School's policy on behaviour and **team teach training manual**.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the children to regain self-control. It should never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the child and another child or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

DO

- Tell the child what you are doing and why

- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the child what she/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the child's compliance

DON'T

- Don't involve yourself in a prolonged verbal exchange with the child
- Don't attempt to reason with the child
- Don't involve other children in the restraint
- Don't touch or hold the child in sexual areas
- Don't twist or force limbs back against a joint
- Don't bend fingers or pull hair
- Don't hold the child in a way which will restrict blood flow or breathing e.g. around the neck
- Don't slap, punch, kick or trip up the child
- Don't act in temper (involve another staff member if you fear loss of control)

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the child. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. Full details of what happened and the intervention used should be logged and reported to the Head teacher/Deputy head. A debrief session is an opportunity to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through a risk assessment, which may include an anger management programmes, or other strategies agreed by the staff.

When a child needs to be handled we follow our school policy (see Handling Policy). If required, a Handling Plan will be created with parents to safe guard child and staff well-being.















Risk Assessments

If we become aware that a child is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the child (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)

- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

Appendix 1 – Behaviour chart 1

TARGET ___/ 30	 Great Behaviour (3 points)	 Could do better Behaviour (2 points)	 Poor Behaviour (1 point)	 Unacceptable Behaviour (0 points)	Comments:	Stage on Behaviour Ladder
Registration Come in sensibly, greet the teacher and complete set task						
Session 1 Complete the set task, have a positive attitude to learning, follow instructions, show respect for others.						
Session 2 Complete the set task, have a positive attitude to learning, follow instructions, show respect for others.						
Break-Time Do not hurt other children, show respect for equipment, follow instructions						
Session 3 Complete the set task, have a positive attitude to learning, follow instructions, show respect for others.						
Lunchtime (Classroom) Sit sensibly, follow instructions, eat sensibly						
Lunchtime (Playtime) Do not hurt other children, show respect for equipment, follow instructions						
Registration Come in sensibly, greet the teacher and complete set task						
Session 4 Complete the set task, have a positive attitude to learning, follow instructions, show respect for others.						
Session 5 Complete the set task, have a positive attitude to learning, follow instructions, show respect for others.						

Overall Comment:	
Parent's Comment:	
Child's Comment:	

Appendix 2 – Behaviour chart 2

Target	Rewards				Sanctions		Reward Time earned in The Den
8:50 – 9:00 Registration	Come in sensibly (1 dojo)	Sit at table (1 dojo)	Answer the register (1 dojo)	Reward point earned	<i>Record here what the sanction was for</i>	Stages earned	<i>Each dojo = 1 minute of directed choice time in The Den</i>
9.00-9.15 Assembly	Remain sat at table (1 dojo)	Listen to the assembly (1 dojo)	Answer a question about the assembly (1 dojo)				
9.15 – 10.00 PE	Walk quietly to PE with the class (1 dojo)	Sit sensibly when instructions are being given (1 dojo)	Join in the activities sensibly (1 dojo)				
10.00 – 10.30- Thrive	Follow instructions (1 dojo)	Complete task sensibly (1 dojo)	Tidy task away when told (1 dojo)				
10.30 – 10.50 English	Sit sensibly at table (1 dojo)	Follow instructions (1 dojo)	Complete a ? minutes written task with support (1 dojo)				
10:50 – 11:00	If ? has completed directed tasks, they can choose between directed choice in the Happiness Room or directed choice in The Den (<i>'Trades' in her dojos</i>)						
11 – 11:15	Break time						
11:15 -11.35 Maths	Arrive in class on time (1 dojo)	Sit sensibly at table (1 dojo)	Complete a ? minutes mathematical task with support (1 dojo)				
11.35-11.50 Maths	Sit sensibly at table (1 dojo)	Follow instructions (1 dojo)	Complete a ? minutes task with support (1 dojo)				
11:50 – 12:15 Lifeboat Spellings	Move to intervention room sensibly (1 dojo)	Sit at table (1 dojo)	Complete task sensibly (1 dojo)				

12:15 – 12:25	If ? has completed ? directed tasks, ? can choose between directed choice in the Happiness Room or directed choice in The Den (<i>'Trades' in her dojos</i>)						
12:30 – 1:30	Lunch time with Peers – ? to have her lunch ½ hour, and complete Teacher directed work ½ hour. ? and ? will be outside observing ? the first week						
1.30-1.1.35 Afternoon Register	Arrive in class on time (1 Dojo)	Sit sensibly at table (1 dojo)	Answer the register (1 dojo)	Reward point earned	<i>Record here what the sanction was for</i>	Stages earned	<i>Each dojo = 1 minute of directed choice time in The Den</i>
1.35-1.45 Handwriting	Follow instructions (1 dojo)	Sit sensibly at table (1 dojo)	Complete a ? minutes written task with support (1 dojo)				
1.45-2.25 Humanities	Follow instructions (1 dojo)	Sit sensibly at table (1 dojo)	Complete a ? minutes written task with support (1 dojo)				
2.25-2.45 Arithmetic	Sit sensibly at table (1 dojo)	Follow instructions (1 dojo)	Complete x tables rockstars with support (1 dojo)				
2.45-3.00	If ? has completed her directed tasks, she can choose between directed choice in the Happiness Room or directed choice in The Den (<i>'Trades' in her dojos</i>)						
3.00-3.15	Follow instructions (1 dojo)	Lining up in register order (1 dojo)	Home time				

Appendix 3- Pupil Reflection Sheet

Whitmore Park Primary School

Pupil Reflection Sheet

To be completed by the child: (name) _____



I have Reflection Time because:

I will improve my behaviour in future by:




Signed by the child: _____

Appendix 4-Whitmore Park Primary Home School Agreement



At Whitmore Park, we endeavour to build excellent relationships between children and adults. These relationships are built on mutual respect ensuring children have the best opportunity to fulfil their potential with the support of their peers and adults. Our home-school agreement outlines some of the promises adults at school, adults at home and children within school make to ensure everybody feels valued. At Whitmore Park, we value the ideas and opinions of our children and encourage them to share these during their whole class school council meetings. Our PSHE curriculum also empowers children to understand their emotions, how to keep themselves safe and how to stay healthy and the importance of sharing worries or concerns children have for themselves and others. Our golden values (respect, honesty, kindness, community and growth) are central to the relationships children and adults build and our home school agreement aims to outline how adults at school, adults at home and children can promote these.

School	Parent/ Carer	Child
<p>The school will:</p> <ul style="list-style-type: none"> •Provide a safe, secure and caring learning environment. •Provide a safe environment which has been robustly risk-assessed in response to the COVID-19 pandemic. •Teach and encourage the children to do their best and achieve their full potential as a valued member of the school community. •Develop in each child positive values including the school's golden values of respect, honesty, growth, community and kindness. •Develop in each child positive values, Growth Mind-set and a caring attitude towards the school community and the environment. •Provide a broad and balanced curriculum and strive to meet the individual needs of every child. •Set regular homework and acknowledge the effort children have made. •Inform children and parents/carers what the teachers aim to teach the children each term. •Be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school. •Contact parents/carers as soon as concerns are raised about your child's work, behaviour, attendance or punctuality. •Have a clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy. •Communicate between home and school through notices, newsletters, website and general meetings. •Celebrate your child's academic and personal achievements. <p>Teach children how to stay safe when online including when using social media and gaming.</p>	<p>To help my child at school, I will:</p> <ul style="list-style-type: none"> •See that my child attends school on time every day, wearing the correct uniform (including black shoes, school trousers/skirt and a red jumper) and is properly equipped and ready to learn. •Encourage my child to follow all COVID-safe rules and report to the school if my child needs to self-isolate •Ensure my child completes all of their Remote Learning lessons if they are well but are self-isolating at home. •Inform the school on the first day of absence and any day thereafter. •Raise any concerns or problems that might affect my child's ability to learn or behave appropriately. •Support the school to make sure my child maintains good behaviour in line with the school's behaviour policy. •Support my child to demonstrate the school's golden values of respect, honesty, growth, community and kindness. •Support my child with weekly homework and encourage them to complete optional homework. •Listen to my child read at least five times a week and ensure their reading journal is updated and brought to school daily. •Attend parent meetings with the teacher to discuss my child's achievements and progress. •Support all staff in their efforts to create a caring community which values children and their rights. •Support the school in getting any help my child may need. •Read all letters/messages/emails that are sent home. •Inform the school immediately of any changes to parents/carers and emergency contacts details. <p>Support my child to stay safe and behave appropriately online, including when using social media and when gaming.</p> <p>Follow the school's complaint procedures and not air complaints online or via social media</p>	<p>I will do my best to:</p> <ul style="list-style-type: none"> • Focus on my learning in every lesson, trying my hardest to improve and have a growth mindset. • Complete all of my Remote Learning lessons at home if I am self-isolating and feeling well. • Follow all of the safety rules in school including washing my hands and trying my best to keep my distance from others. •Listen carefully to instructions. •Come to school every day and on time. •Follow the school, and class, rules including the golden rules of respect, honesty, growth, community and kindness in school and online, including when using social media and when gaming. •Behave well at all times to maintain the safety of myself and others. •Be polite, respectful, friendly and helpful to other children and all adults. •Complete my homework regularly and return it to school on time. •Read 5 times a week and complete my reading journal. •Bring all the equipment I need every day including my reading book and journal. •Wear my school uniform including trousers, black shoes and a red jumper. •Wear the correct PE kit on the days I have a PE lesson. •Take good care of the school environment and living things. <p>I will use school devices and the internet safely and appropriately in school.</p>
<p>Head Teacher: Mrs McGibney</p> <p>Signed: </p>	<p>Name: _____</p> <p>Signed: _____</p>	<p>Name: _____</p> <p>Class: _____</p> <p>Signed: _____</p>

