



Positive Behaviour Policy

*"The Lord has done great things for us; we are glad" Psalm
126:3*

Great Barton C of E Primary Academy

Positive Behaviour Policy

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Reviewed By

Signature

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Reviewed By –

Signature

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Comments –

Positive Behaviour Policy

Behaviour Principles Statement

The aim of this policy is to develop and encourage a responsible and caring attitude between all age groups in order that all members of the school community can work together with the knowledge that unacceptable behaviour, including bullying in all its forms, will be challenged and will not be tolerated on the school site, or off the school site where it is witnessed by a teacher or reported to the school.

Integral to our policy is to encourage the children to take responsibility for their own actions and to consider how they should keep themselves and others safe within the school environment. In addition, all members of our school community, including parents, must take shared responsibility for setting and maintaining high standards of behaviour, with a focus on positive behaviour management rather than punishment.

Staff use a positive approach to behaviour through encouragement and praise, by being constructive in approach and by including advice on how to improve behaviour when concerns are raised. Every effort is made to ensure that all rewards and sanctions are fair and consistent, and our system of sanctions is used to deal with poor behaviour effectively and consistently, and any sanction issued will consider any special educational needs or disabilities the pupil has.

Exclusion will only be used for the most serious incidents and in response to serious breaches of school policy. Where a pupil is felt to be at serious risk of exclusion or disaffection, the school will establish a Pastoral Support Programme.

The policy document that follows explains the aim of our policy, the approach to behaviour that we will take as a school, the importance of our relationship with parents, the rewards and sanctions that we use, and statutory guidance that informs our policy. It also outlines our powers with regards to discipline.

General Aims

At Great Barton we have five core values that relate to behaviour and learning and underpin life at the school. These are:

#growth #respect #enjoy #achieve #team

Our moral code is developed through daily contact with each other, reinforced by collective worship, personal & social education, and by making clear our expectations of each other. The school rules and our code of conduct promote good relationships and these are reinforced by each class having their own agreed class rules.

Our aims are:

- To help each child to feel happy, safe and secure in school.
- To encourage children/staff to develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future they will be active, responsible citizens.
- To help children recognise their achievements, celebrate their uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

The rest of this policy covers:

- 1.1 Behaviour Principles
- 1.2 Promoting Positive Behaviour
- 1.3 Attendance
- 1.4 The Behaviour Ladder
- 1.5 Rewards
- 1.6 Sanctions
- 1.7 Exclusions
- 1.8 Confiscation and Searching
- 1.9 Safeguarding and Behaviour
- 2.0 Physical Contact
- 2.1 Use of Reasonable Force
- 2.2 Liaison with Parents
- 2.3 Discipline Outside of School
- 2.4 Bullying
- 2.5 Damage to Property
- 2.6 Role of Governors
- 2.7 Other Useful Links
- 2.8 Appendix 1 Deal Form
- 2.9 Appendix 2 Home/School Agreement
- 3.0 Appendix 3 Problem Solving at Playtimes
- 3.1 Appendix 4 Social Skills

1.1 Behaviour Principles

Our policy is based on the following principles:

- Behaviour is a form of communication.
- The emphasis is on belonging and socially responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages positive behaviour.
- An environment of high challenge and low stress is most conducive to learning and good behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour may be learned and therefore amenable to change, depending on a child's need.
- Some emotions can block learning, while others promote learning. So, learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential; it involves confirming rights and responsibilities with respect to school rules.
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment, although not necessarily at the time of the incident.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

We agree to **accentuate the positive** and, though we expect good behaviour as the norm, we understand the uniqueness of each child's individual needs. Our accepted code of conduct is that everyone will act with courtesy and consideration to each other at all times.

1.2 Promoting Positive Behaviour

All children are made aware of the school's golden rules. They are displayed in every classroom and around the school. These are:

- Be respectful.
- Be honest.
- Be ready to learn.
- Be safe.

We believe that our pupils should have a voice when it comes to creating a positive learning environment within the school. As part of this, the whole school splits into family groups to discuss matters relating to behaviour in school at regular intervals.

We also ask pupils, where age appropriate, to sign their Home-School Agreement along with their parents / carers.

To promote positive behaviour:

- Children are encouraged to think about how their behaviour affects others.
- Adults model controlled, respectful, verbal and non-verbal behaviours. This is the responsibility of all adults on the school site.
- Lessons are structured to be interesting and appropriately challenging.
- Children are made active partners in their learning with some choice over curriculum content and have opportunities to make choices.
- Children learn in diverse ways and teachers' planning address children's different learning styles.
- All children are made aware of what is expected of them (success criteria/steps to success) at the beginning of each lesson.

- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught how to use thinking skills and feelings together to guide their behaviours using taught calming down strategies, problem solving and conflict management techniques.
- Appropriate behaviour is quickly noticed and celebrated.
- Systems for rewarding good behaviour are genuinely celebrated in all areas of the school community. These include: the use of personal contact with parents, stickers and star of the week. Praise is warm, labelled, sounds like it is meant and given with smiles and eye contact.
- Teaching routinely incorporates activities designed to promote children’s social skills and emotional development.

1.3 Attendance

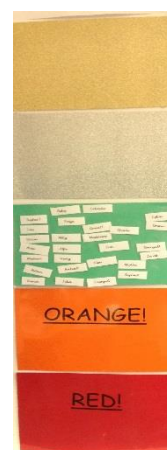
The foundation of our behaviour policy is based upon both punctual and good attendance as research has shown that good attendance has a positive impact on behaviour, which in turn helps to underpin academic achievement. With regular good attendance a child is more likely to feel part of the school community, be committed to and bound by the behaviour ethos within the school, and be ready to learn.

Our expectation is for an average attendance of 96% over the course of a year. Any attendance that falls below 90% for an individual pupil during a term will be monitored by the Local Authority Attendance Officer, and parents / carers could find themselves subject to Local Authority fixed penalty notices.

For more detailed information about the legal duties of parents and carers with regards to school attendance, and about the school’s approach to attendance, please refer to our Attendance Policy.

1.4 The Behaviour Ladder

Each classroom has a behaviour ladder whereby children are encouraged to stay on green – green means that children are following the school rules and managing the “expected” behaviour of the school. Children can move up and down the ladder and positive behaviour is always encouraged. If they move onto “amber” or “red”, they are reassured, supported and encouraged to turn their behaviour around and to move back up the ladder. The table below summarises the ladder and the “consequences” of a child ending up at a certain stage of the ladder. In rare cases of a serious breach of behaviour rules, children can go straight to red and depending upon the severity, the Head Teacher may consider a fixed-term exclusion.



<u>Gold</u> – Exceptional	<p><u>When?</u> Awarded for an exceptional attitude to learning or behaviour</p> <p><u>Consequences:</u> Class reward (e.g. 10 Dojo points in KS2) Non-Uniform, special Golden lunch and a “Golden letter”.</p>
<u>Silver</u> – Excellent	<p><u>When?</u> Awarded for an excellent attitude to learning or behaviour</p> <p><u>Consequences:</u> Class reward (e.g. 5 Dojo points in KS2) Early lunch on a Friday – KS1 12.00 and 12.15</p>
<u>Green</u> – Expected	<p><u>When?</u> This is expected attitude to learning or behaviour</p> <p><u>Consequences:</u> Class reward (e.g.. 2 Dojo points in KS2) Green raffle ticket Special mention</p>

<u>Amber</u> – Warning	<u>When?</u> Not meeting expected standard of attitude to learning or behaviour <u>Consequences:</u> Class sanction (e.g.. -1 Dojo points in KS2)
<u>Red</u> – unacceptable behaviour: - Swearing - Physical aggression	<u>When?</u> Unacceptable behaviour (immediate red with no warning), or consistently poor attitude to learning or behaviour – which could be described as 3 ambers in a week. <u>Consequences:</u> Parent Contact: Persistent disruption in lessons = working in another classroom, DEAL time. 3 x red in a half term = report (we need a plan). Class sanction (i.e. -3 Dojo points in KS2) Class sanction (i.e. -5 Dojo points in KS2)

1.5 Rewards

Rewards form a vital part of the school’s behaviour plan as they recognise pupils who choose to follow school rules. Positive recognition encourages children to continue their appropriate behaviour and increases their self-esteem. It creates a positive classroom environment and helps teachers to establish a good working relationship with pupils.

Rewards Include:

- Verbal praise, smiles.
- Individual and class reward systems (in key stage 2 most teachers choose to use Class Dojo to record class points).
- Green raffle tickets (awarded to all children who have remained on “green” for a full week)
- Pupil of the week awarded in Friday “Greatness” Worship.
- Letter or phone call home.
- Silver and Gold lunches.

Achievements will be recorded by individual teachers and celebrated during Collective Worship. Children who have remained on “green”, “silver” and “gold” are mentioned in half-termly newsletters.

At the end of every term we hold a Green Raffle. Every class teacher collects raffle tickets each week for the pupils who have stayed on green. In the final Greatness Worship of each term the Green Raffle is held and a winner from each class will be drawn. The more times they have stayed on “green” the greater their chances of being drawn in the raffle.

Class Dojo is an online method of recording class points. Its purpose is to create a positive culture where teachers can encourage students for any skill or value (whether it's working hard, being kind, helping others or something else) with positive points. There is also the facility to take points away as a sanction for unwanted behaviour, but wherever possible we put more emphasis on the positive Dojo points.

1.6 Sanctions

Sanctions are described below. Sanctions may be applied for:

- Low level disruption in the classroom will result in a verbal warning and their name may be moved off the green.
- Further continuation of poor behaviour will result in the child’s name being moved to “amber” and the next stage would be “red”.

- If a child has received 3 or more warnings in a week (Early Years and key stage 1) or a half term (key stage 2) they will not receive a green raffle ticket.
- If a child is on an “amber” three times in a week for the same reason, this will be escalated to a “red”
- If there is a serious breach of school rules then a child’s name can be moved straight to red.

If a child gets to red then they will receive an age-appropriate sanction:

- In Early Years the child will receive an immediate “time out”.
- In Key Stage 1 the child will receive a time out at lunchtime.
- In Key Stage 2 the child will spend “Deal” time with a member of the Senior Leadership Team at lunch time.

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour, early identification and intervention being essential. The SENCO will be consulted and will consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the SENCO will consider whether a Common Assessment Framework (CAF) or any other appropriate referral needs to be completed.

Time out

The child is made aware of the reason why they are in “time out” and there is a focus on rebuilding and repairing – when everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done, and using the incident primarily as a teaching moment, but not necessarily there and then.

Keeping a child in at break or lunch times

Teachers have a legal power to put pupils under 18 in detention. Parental consent is not required for keeping children in. (However, best practice states we involve parents and keep them informed of their child’s behaviour). Staff must act reasonably. When keeping a child in at break or lunchtimes, staff should allow reasonable time for the pupil to eat, drink and use the toilet. As a primary school we do not have after school detentions. Teachers do not issue sanctions where they know that doing so would compromise a pupil’s safety.

DEAL time

If a key stage 2 child (years 3 – 6) ends up on “red” then a member of the Senior Leadership Team will spend a short amount of time with them in “DEAL” time – where the incident is discussed and the child is able to talk through what happened and learn from the experience. Parents are informed of any behaviour that results in “red” via a letter, in order to support the school and reinforce the positive behaviour expected. Deal stands for: Discuss, Evaluate, Amend, Learn (please see a copy of this form in Appendix 1)

Unacceptable behaviour will be monitored through “DEAL” forms and, if appropriate, an incident form. If a child fails to respond to the procedures above, the parents will be consulted to discuss the matter.

1.7 Exclusion

The school has a legal duty under the Equality Act 2010 in respect of safeguarding children and respecting pupils with special educational needs, disabilities and vulnerabilities. Relationships between all school community members (including parents) should be fair, honest, polite, respectful and considerate. We believe behavioural management should be a positive experience. Our Behaviour Policy aims to support our inclusion policy. Where possible the response to a child’s behaviour should not prevent the child from accessing learning nor should the child’s behaviour prevent others from learning. Where appropriate, “reasonable adjustments” to the implementation of this policy will be made to allow for the specific individual needs.

Exclusions will only happen in response to a serious breach or a series of breaches of the school's code of conduct or where the alternative forms of behaviour management have been shown to have failed. We aim to carefully examine any problem in case of discrimination and will not tolerate racial or sexual harassment.

Exclusions may be either a fixed-term or permanent. It is the Head Teacher's responsibility to decide whether a child should be excluded. Any exclusions (fixed or permanent) will follow Suffolk County Council guidance. The Head Teacher can exclude a child for a fixed period of up to 3 days consecutively where behaviour has been disruptive and measures put in place have failed to have an impact. Parents must be informed of this measure. Only a Head Teacher may exclude.

As well as fixed term exclusions, the Head Teacher may, in extreme cases, exclude permanently. Parents may appeal against permanent exclusions and must be told of this right to appeal to Governing bodies. The Local Authority must be told straight away about permanent exclusions or any fixed-term exclusions that go beyond 5 days. The Governing Body cannot exclude a pupil or extend an exclusion period.

Any exclusion appeals will be heard by the governors' pupil discipline committee. In these meetings the circumstances will be reviewed, representations from the Local Authority and/or parents will be heard and governors will consider whether to reinstate a pupil. The Local Authority is bound by this ruling. In extreme incidents, we will follow the advice in 'Positively Tackling Incidents: police and school liaison' (Advice for schools and other CYP settings from Suffolk Police and NUT).

1.8 Confiscation and Searching

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of prohibited items.
- School staff have the power to search a child without consent for prohibited items including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property e.g. if staff suspect a knife or other weapon may have been brought onto the premises or may be carried on an off-site educational visit. However, in such circumstances the police would normally be called to conduct a search.
- Banned items will be determined by the Head Teacher e.g. electronic devices, latest craze toys. These may be confiscated, kept safe and given back to child or parents at the end of the day. (Searching, screening and confiscation DfE guidance January 2018).

1.9 Safeguarding and Behaviour

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff will follow the schools Safeguarding Policy. Any behaviour that is a cause for concern must be reported to the Designated Safeguarding Lead (Mrs Claire Ratley), or the alternate Designated Safeguarding Lead (Mrs Jane Green or Mrs Suzie Deeks). Staff must also consider whether continuing disruptive behaviour might be the result of un-met education or other needs. If this is the case, a multi-agency assessment must be considered. The Headteacher and SENCo (if appropriate) must be informed as soon as concerns of this nature arise.

2.0 Physical contact

At Great Barton Primary Academy, we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that the pupils thrive. For example: comforting a distressed child (see DfE Guidance 2013).

2.1 Use of Reasonable Force

We have, under the DfE guidance, the statutory power to use reasonable force.

The term "reasonable force" covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can

range from guiding a pupil to safety by the upper arm/physical prompts, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Under some circumstances, and as a last resort, a pupil maybe restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior leadership team (SLT). A report of the incident will be recorded. A physical restraint form/book will be completed.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with SEND and vulnerabilities.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used, to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outburst.

Schools cannot use force as a punishment – it is unlawful.

Telling parents when force has been used on their child

A member of the SLT will speak to parents about serious incidents involving the use of force.

In deciding on what is a serious incident, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and the level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the pupil and on the member of staff.
- The child's age and understanding.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent an injury, damage to property or disorder and was a last resort. This will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true- it is not for the member of staff to show he/she acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against

Teachers and Other Staff “guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

- School will consider carefully whether the circumstances of the case warrant a person being suspended until allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.
- The governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools, local authorities and academy trusts have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

2.2 Liaison with parents

Parents and carers, pupils and the school sign up to the Home-School Agreement, which includes statements about behaviour and discipline. Parents and carers are expected to support the school behaviour policy and the school will respect the individual rights of pupils.

A copy of the Home-School Agreement can be found in Appendix 2.

We aim to keep parents informed of any serious incidents in school and their outcomes. Minor breaches of behaviour are usually dealt with in school. Teachers will have informal conversations with parents before or after school if either parents or teachers need to make each other aware of minor issues.

If a parent has concerns over the way a child has been treated they should speak with their class teacher in the first instance. If there are further concerns then the Head Teacher will become involved.

Parents have a powerful effect on children’s behaviour. They should ensure that children arrive at school on time and have suitable clothing and any necessary books or equipment. We believe that it is vital for children to see the school and their parents working in harmony.

We encourage parents to share any concerns, however minor they feel these may be. If a child is worried, then the concern is important.

2.3 Discipline Outside of School

Teachers have a statutory power to discipline pupils outside of the school premises where:

- Witnessed by a staff member.
- Reported to the school.
- The pupil is identifiable as a pupil at the school.

Or behaviour that:

- Has repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

2.4 Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties).

Consequences will be applied fairly, consistently and reasonably, considering any Special Educational Need or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please see the school's Anti-Bullying Policy for further information.

2.5 Damage to Property

Where damage to school property occurs as the result of a deliberate or thoughtless action, the parents of the pupil concerned will be asked to pay for the repair. Pupils are responsible for their own personal property and should not bring valuables or money to school. Theft or damage of one pupil's property by another will result in both parties' parents being notified in writing. The school does not accept responsibility for pupil's possessions.

2.6 Role of Governors

The governing body has the responsibility for setting down these guidelines and for reviewing their effectiveness. The Head Teacher has day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues.

2.7 Other Useful Links:

Exclusions Guidance

<https://www.gov.uk/government/publications/school-exclusion>

Safeguarding Guidance

<https://www.gov.uk/schools-colleges-childrens-services/safeguarding-children>

POSITIVELY TACKLING INCIDENTS – POLICE AND SCHOOL LIAISON (Advice for schools and other CYP settings)

<http://www.suffolknut.org.uk/Police-LA%20Guidance%202012.pdf>

Searching, screening and confiscation DfE guidance January 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

DEAL

<p><u>DISCUSS</u> - D</p> <p>What did you do? What did others do? What happened? What led up to the incident?</p>	
<p><u>EVALUATE</u> - E</p> <p>What were the consequences? What could you have done differently? How did your actions impact on others?</p>	
<p><u>AMEND</u> - A</p> <p>What could you do differently? What might help to stop this from happening again? Do you need support from an adult?</p>	
<p><u>LEARN</u> - L</p> <p>What have you learnt?</p>	

Name: _____

Date: _____

Staff: _____



Home School Agreement

SCHOOL

Great Barton Primary Academy Agree To:

- Provide a safe, secure and caring learning environment;
- 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 Christian values and a caring attitude towards the school community and the environment;
- Provide a balanced curriculum of the highest quality and meet the individual needs of every child;
- Set regular homework and to mark it if appropriate;
- 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.

Signed on behalf of the school
Date



PARENT/CARER

To help my child at school, I will do my best to:

- See that my child attends school regularly, is punctual and properly equipped and ready to learn;
- Inform the school on the first day of absence;
- 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;
- Support my child with homework and other home learning opportunities and listen to my child read daily;
- Attend parent meetings with the teacher to discuss my child's achievements and progress;
- Support and respect all staff in their efforts to create a caring Christian 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 parent/carer and emergency contacts details.

Signed parent/carer
Date

PUPIL

I will do my best to:

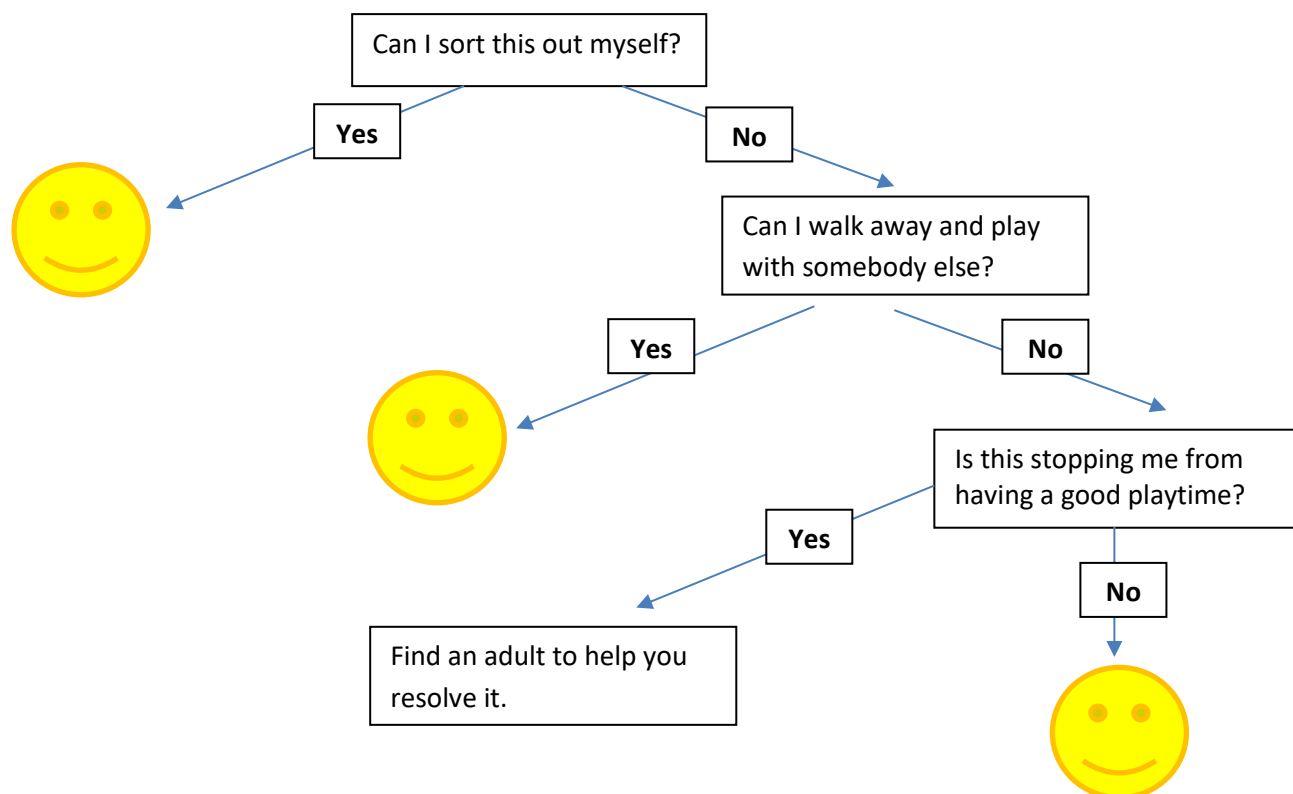
- Learn;
- Work hard and listen carefully to instructions;
- Come to school regularly and on time;
- Follow the school and class rules;
- Behave well at all times to maintain the safety of myself and others;
- Be polite, friendly and helpful to other children and all adults;
- Tell somebody if there is something I am not happy about;
- Do my homework regularly and return it to school on time;
- Bring all the equipment I need every day including my PE kit, book bag and reading books;
- Take good care of the school environment and living things;
- Respect all adults who work in the school, peers and any visitor.

Signed pupil
Date

3.0 Appendix 3 Problem-solving at Playtime

What will children do?

If a child has a problem at playtime the child needs to follow this procedure:



What will school staff do?

All staff are spread out to ensure full visibility of all areas and children. They patrol their designated area and look for signs of difficulties. Staff know the children well and are best-placed to notice any unusual changes in behaviour. This may include children who are alone, either through being excluded by others, or by choosing to isolate themselves and hide away (if they're not coping). Staff will intervene when necessary at the earliest opportunity. Playtimes and lunchtimes are not staff break time and lunchtimes, they are a valuable opportunity for staff to teach children social skills (please see appendix 4).

If a problem arises which observed by staff, staff will:

1. Approach the children involved and ask "I can see X is happening, do you need help to sort it out?" They will teach the children to solve the problem by talking them through the problem and encouraging good social skills and behaviour.

If a child reports a problem to the staff member, the staff member will:

2. Talk the child (and any other children involved) through the decision tree, encouraging and teaching them to enable them to solve their own problems.

Questions staff may ask:

- What are we playing here?

- Does everyone know the rules?
- Does everyone know who is in the game?
- Is everyone happy in this game?
- Does everyone want to keep playing?
- Do we need to change any of the rules?
- Do we need to change the game?
- What can you do to help?

In the event of a serious behaviour incident (i.e. swearing or physical aggression) at play and lunch times, staff will follow this procedure:

1. Ensure that the victim is safe and being dealt with i.e. First Aid, TLC and reassure them that the incident will be dealt with and that what has happened to them is unacceptable.
2. Keep a visual on the perpetrator and give them space to calm down. Ensure they and others are safe. Let them know you are there and are here if they need you.
3. Notify the head teacher, or deputy head teacher of the situation.
4. When the perpetrator is calm and ready to discuss the incident, the matter will be dealt with accordingly.

Serious incidents are reported to the class teacher, who may continue the conversation if it has not been resolved. Any consequences of poor behaviour choices or “red” behaviour will be followed through by the class teacher. Staff will monitor and log incidents of “red” behaviour as appropriate using the blue incident form, and/or the DEAL form.

Staff may contact the child’s parent by telephone or email to inform them of any concerns. This will depend upon the incident as well as the individual child’s needs.

What will parents do?

We value the support of all parents and actively encourage a relationship of working together to support the pupil’s needs. We hope that the information below will help parents to resolve any difficulties or worries that may come home from playtime at school.

Generally minor issues will be resolved by school staff and will not need to be reported to parents.

For a serious behaviour incident, or repeated low-level behaviour incidents, your child will come home with a “red” letter. The “red” letter will briefly explain what happened and which school rule the child needs to remember to follow. The matter will have been discussed at the time of the incident and followed up by the class teacher, or a member of the Senior Leadership Team during DEAL time after the incident.

If a parent has a concern regarding an incident in school, they can ask their children how it was resolved by staff and are welcome to use the child friendly decision tree above to help them understand the issue. If after this, they are still concerned then they are welcome to contact their child’s class teacher either by telephone, or email, to talk through the issue and get more clarification.

We value the support of parents in building children’s positive mental health and resilience.

3.1 Appendix 4 Social Skills

Social Skills

Social skills are the ways in which we interact with others. If we have good social skills then this can help us become confident, happy people who are easy to get along with.

What are social skills?



Social skills are:

- Cooperation – playing your part in a positive way, e.g. taking turns, doing your part of a shared task.
- Being a friend - there are many levels of friendship
- Sharing - like treats, belongings and ideas with others, (that means yours and theirs).
- Participation - joining in and 'giving it a go' even if you are not very good at something.
- Being patient – everyone has the right to be heard and considered so everyone needs to learn patience and wait for his or her turn.
- Helping others – you can help others so that the job gets done or someone can feel cared about.
- Following directions - learning to follow directions or rules helps keep us all safe and well.
- Staying on task - getting our own job done and not stopping others from doing theirs.
- Accepting differences - every person is unique and special and we all have feelings.
- Listening - learning to be an 'active listener'.
- Praising others and not using 'put downs'. Letting people know when they have done well and not being mean when they haven't.
- Positive communication and interaction - if you are nice to others then they are usually nice to you. Shouting and bullying may get attention but won't win friends.
- Being polite and courteous - always saying hello to people you know, visitors and family friends.
- Using good manners when talking, eating or in public.
- Respecting ourselves, others and property, and accepting responsibility for what you say or do. This includes being honest and truthful.
- Being respectful of your rights and the rights of others.
- Resolving conflicts when you have a problem with someone or they have a problem with you.

