

OLD PALACE PRIMARY SCHOOL BEHAVIOUR POLICY

At Old Palace we believe that:

- Every child and adult in our school has the fundamental right to learn and develop to his or her maximum potential, to feel physically and emotionally safe and to be treated with respect and dignity.
- Individual and collective responsibilities need to be clear and regularly agreed to achieve consistent expectations and approaches to behaviour
- Staff are considered role models for the children and must at all times demonstrate, model and exemplify appropriate behaviours with colleagues and children.
- A positive approach to the development of good behaviour is crucial to the overall success and effectiveness of our school
- All members of the community must play their part in promoting positive behaviour and consistently enforcing the rules, within a nurturing ethos.

Aims:

This policy is a statement of the principles, practices and procedures that the school has set in place in order to ensure a safe and orderly environment for all members of the community. The aims of the policy are:

- To create a safe, calm and happy environment for pupils and staff at school
- To provide a framework within which morality, responsibility and sound relationships can flourish by:
 - helping pupils to develop a sense of right and wrong,
 - helping pupils to develop respect and acceptance for others
 - encouraging pupils to accept responsibility for their behaviour
 - fostering positive and caring attitudes amongst members of our school community
- To enable all our pupils to achieve their potential as learners
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.

This policy should be read in conjunction with the school's policies on Anti-bullying and Physical Restraint

Rights and Responsibilities

At Old Palace pupils are taught that they have the right to:

- Be shown kindness
- Be safe
- Be responsible
- Be respected
- learn

At the start of the academic year, pupils discuss these rights with their teacher. They identify the rules that will support these rights and examples for each. The 5 rules are:

- Be kind
- Be safe
- Be responsible
- Be respectful
- Be a great learner

Pupils explore their responsibilities and the ways in which they need to act to protect the rights of others.

To support this, in each classroom there is a behaviour display. This includes:

- Poster showing the 5 rights
- Examples of actions to achieve these
- Class contract
- Playground contract
- Star Citizen Nominations
- A behaviour chart

In KS1 this has the rainbow, sun, cloud (reflection) and storm cloud

In KS2 this has 2 (Blue), 1 (Green), Reflection (Yellow) and red: where serious behaviours are listed.

Pupils also receive regular reminders through class and whole school assemblies to ensure that all school staff and pupils are clear about the behaviour we expect of pupils in school.

Everyone within the whole school community have responsibility for children's behaviour.

Encouraging good behaviour

At Old Palace we encourage good behaviour in the following ways. This list is not exhaustive and is updated regularly to ensure that the best solutions are found to promote good behaviour.

- Having clear shared expectations of good behaviour, which we model to the children
- Teaching children about their rights and responsibilities
- Allowing all pupils to start the day on the sun (KS1) or on 1 (KS2) on the class behaviour chart and giving them the opportunity to move (back) up the chart by displaying good behaviour
- Providing rewards and descriptive praise relate to the school rules or the pupil's own behaviour targets.
- Giving pupils opportunities to feel success and share their achievements during class or assembly time
- Encouraging pupils to take responsibility for their behaviour and to apologise to others who have been hurt or upset
- Prefects, Sports Leaders and Playground Friends are chosen to support younger children at playtimes
- Promoting mutual respect through PSHCE & assemblies

- Providing a range of monitoring roles through which pupils are able to care for one another and model responsible behaviour
- Providing 1-1 counselling with a member of staff or specialist external agencies
- Building a partnership with parents or carers.

Rewards

We believe in rewarding behaviours for learning at every opportunity. By reinforcing the positive we believe children are able to apply positive behaviours to assist with their learning and promote a well ordered and happy learning environment.

- Praise by the teacher or other adults in the school.
- Moving names up on class behaviour charts
- Entering the games room (KS2)
- Playground blue diamond tickets.
- Good manners slips
- Visit to SLT member to explain as well as receive praise and a sticker for the desired behaviour
- Rewards/ incentives linked to individual behaviour plans.
- Golden time in Key Stage 1.
- Each class nominates a Star Citizen each half term - photograph displayed in school and name included in the school newsletter

A record is kept by one of the assistant heads, of all children who have been nominated as a star citizen.

Managing inappropriate behaviour

Behaviour expectations are shared with pupils, supported by the use of visuals. All pupils are expected to follow the rules, however, we acknowledge that when pupils are upset they may be more likely to make poor choices. When managing inappropriate behaviour we will: Always remain calm and objective and minimise confrontation by responding in a quiet non-threatening manner

- Encourage children to manage their emotions by giving them an opportunity to reflect and calm down
- Anticipate behaviour and try to prevent it from escalating
- Make the distinction between the behaviour and the pupil by labelling the act not the child, e.g. 'that was a silly thing to do' rather than 'you are silly'.
- Try to ascertain the root cause of the problem and talk to the pupils individually without an audience
- Allow all parties to express their point of view and ensure that they feel that the incident has been dealt with fairly.
- Use rights respecting language to encourage children to think about their responsibilities and the rights of others

- Communicate empathy by reflecting their viewpoint back so as to defuse the situation
- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change
- Apply the appropriate sanction
- Avoid nagging and lecturing as it encourages pupils who continually want adult attention
- Apologise when we make mistakes

Sanctions

It is a fact that children learn through making mistakes. At Old Palace we believe that by challenging negative behaviour we are offering children the choice to learn from their mistakes and take positive steps to address their learning in a more positive fashion. When issuing a warning or a card, all staff should remember this action is to highlight the behaviour for the child to support that learning. It is not intended as a 'punishment' for negative behaviour; rather it should alert staff that they should be employing positive behaviour strategies that help the child avoid moving to the next stage of the behaviour system.

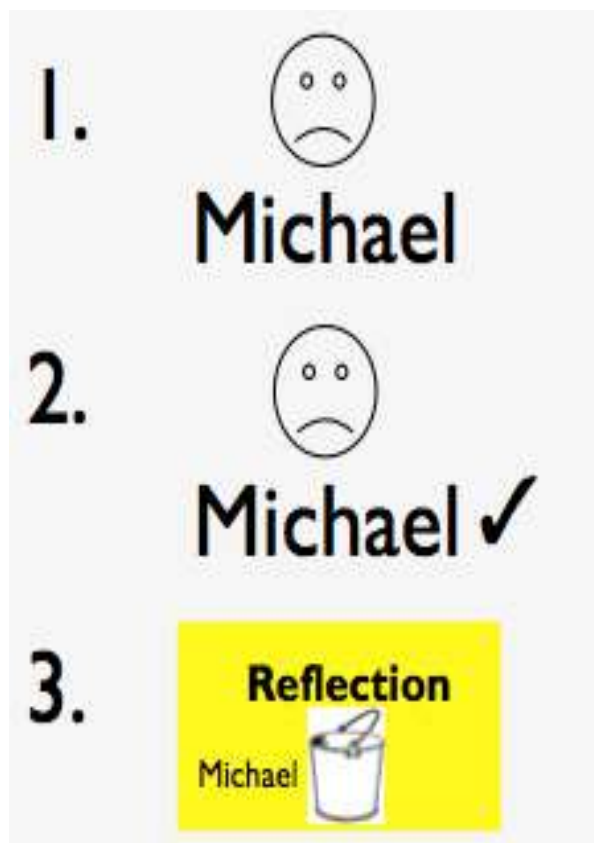
Disruptive or unacceptable behaviour will result in a series of steps:

1. Three verbal warnings
2. Yellow card – time in the reflection area
3. Red card - this leads to isolation from the pupil's class. A child who is spending 'Time Out' will be sent to the parallel class. They will be expected to complete a reflection task or other appropriate work set by the class teacher. If the behaviour is very serious the child will be sent to the appropriate Assistant Head or another member of SLT.

Inappropriate Classroom Behaviour

Minor Incidents

1. Pupils are reminded of appropriate behaviour and sanctions for not behaving in the appropriate way should this behaviour be repeated.
1st warning – Say 'I am asking you to please stop.' Action (Write name under a sad face)
2. If the inappropriate behaviour continues. **2nd warning – Say 'I am telling you to please stop.'** Action (Write a tick next to the name)
3. If the inappropriate behaviour still continues. **3rd and final warning – Say 'I have asked you and told you to stop. Now please go to the reflection area.'** Action (Move the child's name onto the Yellow section of the behaviour chart)
4. At the end of each session, names and ticks can be rubbed off providing the teacher in the next session acknowledges the status of the children who have been close or asked to go to the reflection area.
5. If a child refuses to reflect, does not change their behaviour after reflecting or commits a serious incident, then the child needs to move to red and a red card issued.



Serious incidents:

If low/moderate level behaviours are repeated, these become a serious incident
The following behaviours are also classed as serious as will result in the child receiving a red card:

- Repeated moderate level behaviours, including refusing to go to the reflection area
- Vandalism
- Running out of class or playground without permission
- Throwing or threatening to throw items,
- Violent behaviour: kicking, hitting, biting, spitting, throwing,
- Entering the building without permission.
- Swearing or being aggressive towards other children and adults.

- Dangerous refusal to follow instructions that may put them or others at risk.
- Stealing.
- Bullying at school or online.
- Discrimination

In the case of serious incidents, the following procedure will be followed:

1. If a pupil displays a serious behaviour (or have not been able to change their behaviour after reflecting) their name is moved to the red section on the behaviour chart and they are sent to sit for 15 minutes time-out in the parallel class. They take the red card with them, together with work to complete. The pupil automatically loses minutes off of their golden time if in KS1, or has to complete lunch time owing with a member of SLT, if in KS2.
2. When the 15 minutes is finished the child is expected to have reflected and to attempt to change their behaviour.
3. If disruption continues the child is sent to the appropriate AHT's office and will stay with them for the rest of the lesson. After this they will return to class.
4. If the child has not been able to improve their behaviour by the end of the morning/afternoon session, an internal exclusion will be considered. This would involve the child being sent to a class in another year group, along with work to complete.
5. In the case of very serious incidents, the appropriate Assistant Headteacher will investigate the incident and decide on the sanction needed. Possible sanctions include: Missing several morning/ lunch playtimes over a specified period of time, missing a class treat, being placed on a report card, an internal or fixed day exclusion. The child's parent will also be invited to a meeting to discuss the incident.
6. Any red cards issued will be placed into a plastic wallet, labelled with the child's name and filed in the Behaviour Folder.
7. A red card letter should also be completed and sent home. For children who go home alone, parents should be contacted by phone to alert them.
8. Should four red cards be received within a half term, the AHT will arrange a meeting with the child's parents and the class teacher.

Inappropriate Playground Behaviour

Playtime

For low level/ minor incidents, the staff on duty would use I am asking and I am telling as above. Should a further warning be given, the child would be asked to go to the reflection bench for 5 minutes. If the behaviour continues this would then be classed as serious

For serious incidents, the child would be issued with a red card and asked to sit at the time out table. The child's class teacher would be informed and a red card letter completed. In KS2 the child would be required to attend lunchtime time owing. In KS1 Golden time would be deducted.

In incidents where the child's behaviour is putting other pupil's safety at risk, the children will be moved away from the child and a member of SLT will be contacted

Lunchtime

To support good behaviour the playgrounds are divided into zones, each with a range of activities to support an enjoyable playtime. Within each zone safety rules are displayed. Details of these can be found in Appendix 13 & 14

The midday meals supervisors are responsible for the children during the lunch break. The Deputy Head or Assistant heads are also on duty on a daily rota. The same code of conduct applies during the lunch break as at any other time. Children are expected to show respect to the midday meals supervisors and to obey the rules.

Minor Incidents:

1. Pupils are reminded of appropriate behaviour and sanctions for not behaving in the appropriate way should this behaviour be repeated. **1st warning – Say 'I am asking you to please stop.'**
2. If the inappropriate behaviour continues. **2nd warning – Say 'I am telling you to please stop.'**
3. If the inappropriate behaviour still continues. **3rd and final warning – Say 'I have asked you and told you to stop. Now please go to the reflection area.' (Blue Bench in KS2) Give the child the reflection card found in the behaviour pack.** Once the child has reflected, the card must be given back.
4. 4. If the low/ moderate level behavior continues, this becomes a serious incident.

Serious Incidents

1. In KS1, the pupil is given a red card and sent out to the Time Out table for 15 minutes. The member of staff who has handed out the card will give this to the class teacher to attach to the child's Behaviour Record sheet in the class Behaviour Folder. The teacher must then complete a red card letter to be given to the parents at the end of the day.
2. In KS2, the pupil is given a red card and sent over to the Time Out table for 15 minutes. During this time the pupil completes the Reflection Section on the back of the card. At the end of this time the adult collects the card, which is then given to the class teacher to attach to the child's Behaviour Record sheet in the class Behaviour Folder.
3. In the case of very serious incidents or if the child is not able to play safely after completing 15 minutes at the time owing bench, the midday supervisor will stand the child outside the staffroom and notify the appropriate Assistant head or another member of SLT.
9. The Assistant Headteacher will then investigate the incident and decide on the sanction needed. Possible sanctions include: Missing several morning/ lunch playtimes over a specified period of time, missing a class treat, being placed on a

report card, an internal or fixed day exclusion. The child's parent will also be invited to a meeting to discuss the incident.

Lunchtime can be a very difficult time for some children. As already stated we will inform parents if a child's behaviour is unacceptable. If unacceptable behaviour continues and we are unable to resolve the problems the ultimate sanction will be for the child to be excluded from school during the lunch break. Parents will be informed in writing if there is a possibility that their child will be excluded from school during the lunch break. Very often at this stage if parents and staff work together the exclusion will not be necessary. Parents will be given written notice about lunchtime exclusion and the exclusion will be for one week in the first instance. If the child's behaviour does not improve then the lunchtime exclusion would need to be continued. It is essential to have parent's co-operation in implementing this policy.

Bullying

Old Palace is a telling school and does not tolerate bullying.

Bullying can be...

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical pushing, kicking, hitting, punching or any use of violence;
- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focusing on the issue of sexuality;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Ability Making fun of someone because they find things difficult related or have a particular talent;

Cyber:

- All areas of internet, such as email & internet chat room misuse;
- Mobile threats by text messaging & calls;
- Misuse of associated technology, i.e. camera & video facilities.

All incidents of Bullying are investigated in line with the procedures set out in the Anti-Bullying Policy. An annual Anti-bullying week is held to ensure pupils are clear about how to report bullying. The school also holds online bullying workshops during e-safety week. These workshops highlight the issue of online bullying and how children can report it.

Specific Provision

At some point in a child's time at school he/she may find difficulty in following our behaviour policy. In such cases the following strategies may be adopted:

- Report Card – This is used to track a child's behaviour on a daily basis. Teachers are required to complete the card daily and to comment on the child's behaviour whether positive or negative in each session including playtime and lunchtime. In order for the card to be effective it is expected that it is signed daily by the parents/carers and then by an appropriate AHT at the end of the week. The duration the child is on report is determined by the improvement seen in their behaviour.
- Behaviour Support Plan – This sets out the triggers and preventative strategies, which are agreed upon by both child and parent. These are displayed within the classroom and inform staff members of behavioural strategies that work for the child as well as

consequences for the child should they show negative behaviours. This may be supported by the use of a behaviour chart which will be sent home for parents to sign at the end of the week.

Where a child is at risk of exclusion, a Pastoral Support Plan will be completed in order to try to prevent this. The plan will include details specific provision for the child and will be co-ordinated by the Inclusion Leader. Parents will be consulted when completing the plan and a date will be set to review the progress made. The child, their parents and the class teacher will sign the plan to show that they agree with the targets, rewards and sanctions identified.

Children with extremely challenging behaviour

Where an individual child's behaviour is outside of the scope of the behaviour policy due to potential SEMH, (Social, emotional, mental health difficulties) their behaviour might need additional support i.e. an individual behaviour chart or reward system. In this instance an immediate assessment of needs will be done and relevant agencies will be involved. This may include

- Child and Adult Mental Health Services (CAMHS)
- Cherry Trees behaviour support
- Phoenix Outreach team
- Support for Learning services (SLS)

As assessments are completed, plans for the child will be modified in the light of advice and feedback. It is essential in these situations that parents/carers are fully involved in the process and that their needs and input is a clear focus in any plan for the child

Physical Intervention

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom (DfE, 2012).

A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Old Palace must be the agreed holds and ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written in the pupil's behaviour support plan (behaviour plan) and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once, where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property. It must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded, by the staff member involved, in the Physical Intervention Book kept in the office. Staff must report any incidents to the AHT, SENCO, Deputy Head and Head Teacher.

Confiscation of inappropriate items

Teachers have the legal power to:

- confiscate, retain or dispose of a pupil's property as a punishment
- search without consent for weapons, knives, alcohol, illegal drugs and stolen items

Should any weapons or knives be found these must be handed over to the police.

In the case of all other items not permitted in school, these will be retained in the school office until the end of the school day and then if say to do so returned to the child

In the case of items that may pose a risk to the child's or other pupils' health and safety, the parent of the child will be contacted and asked to come and collect the item from the school.

Exclusion

The school will not use exclusion lightly nor will it be used as a disciplinary tool. However exclusion will be considered in extreme cases where the behaviour of a pupil results in the school being unable to guarantee the safety of a pupil, their peers or adults working in the school environment. In such circumstances the school will consider the following actions:

1. Internal exclusion (the pupil completes the work set by their teacher in another classroom, for a specified period of time agreed with the child's parents)
2. Use of a Pastoral Support Plan
3. Support from outside agencies, such as the Cherry Trees Outreach team or the Tower Hamlets' Behaviour Improvement team.
4. A fixed term exclusion for a specified number of days
5. A permanent exclusion

In most cases, stages 1-3 will have sufficient impact on the child's behaviour to make stages 4 & 5 unnecessary. Where this is not the case, it is hoped that a single short fixed term exclusion, together with a Pastoral Support Plan to support the child's return to school, will bring about significant change in the child's behaviour to enable the school to revert to sanctions within the normal discipline structure of the school and the school day. Exceptionally where the behaviour does not improve, the school will need to consider further fixed term exclusions or ultimately permanent exclusion.

Discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal 'bad behaviour and bullying' which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes cyber incidents.

The school will automatically apply its behaviour policy when considering any inappropriate behaviour committed by a pupil when taking part in any school-organised activity. The school's behaviour policy will also be applied in instances where a pupil is travelling to and from school or wearing a school badge, provided that the child is not under the supervision of a responsible adult and that there is conclusive proof of the child's inappropriate behaviour.

At times when behaviour out of school poses a threat to another pupil, a member of staff or a member of the public the school will contact the child's parents and if appropriate, the Safer Neighbourhood Team.

Role of Parents

For the Behaviour Policy to be successful, we rely on the support of parents.

At the Admissions Interview parents are informed of the school's expectations and by signing the Home School Agreement parents agree to 'support the school in maintaining good behaviour and discipline'. A copy of the Behaviour Policy is available on the school website.

Should a child be given a red card, a red card letter will be sent home, which includes a slip which the parent/carer will need to sign to acknowledge that they have received the letter and have spoken to their child about the incident and the behaviour choices made by the child.

Should a child receive four red cards in one half term or in the event of a very serious incident parents/cares will be requested to attend a meeting to discuss their child's behaviour. If as a result of this the child is placed on a report card, the parent will be asked to sign this at the end of each week.

In more extreme cases where a behaviour support plan or pastoral support plan is required, this will be created in consultation with the parents/carers. This will include the parents agreeing the actions that they will take to support the success of the plan. The school may also recommend that external agencies are asked to provide support, such as the Cherry Tree Outreach Team. In such instances, the parent/cares will be asked to give permission for the referral to be made.

If there are any special circumstances at home that may affect the child's behaviour, such as moving home, bereavement or the birth of a new sibling; it is important that the class teacher is informed, so that the school can take the necessary steps to support the child's well being.

Monitoring and Evaluation

Each class has a behaviour folder where behaviour incidents are recorded. Red cards issued in the playground are also filed here; attached to the child's behaviour record sheet.

Behaviour Record Sheets are monitored on an ongoing basis. Should four incidents be recorded in a half term, the appropriate Assistant Head will arrange a meeting with the child's parents where the incidents are discussed and a Parental Discussion Record sheet is completed as a record of the conversation

A new behaviour record sheet is started at the beginning of each half term.

At the end of each half term, the Assistant Headteacher monitors the class Behaviour Folders to identify the names of the perpetrators and victims and to analyse the number and type of incident by year group. At the same time the number of Incident Logging Forms and the category of discrimination are also analysed. The information gained is used to identify trends which are then reported to the SLT and used to inform future school improvement.

All serious incidents which include discriminatory behaviour (gender, race, sexuality, disability, religion or age) are recorded on incident sheets, including details of the victim and perpetrator. A copy of each completed form is also sent to the local authority.

To further support the monitoring of behaviour the school also maintains records of:

- Individual Behaviour Support & Pastoral Support Plans
- SEN review meetings
- Internal and fixed term exclusion

Appendix 1: Supplementary Guidance for KS1

Class Charter

Each class will create a Charter at the beginning of the year, signed by the pupils and adults. This should form part of a behaviour display which gives examples of the expected behaviours related to Golden Rule. When possible, photographs should be included to demonstrate expectations. Teachers will need to revisit this periodically throughout the school year.

Wet Play Rules

Each class will display a copy of the school's Wet Play Rules. Teachers should periodically revisit these with their class (see appendix 14).

Class Reward Chart

All classes have a behaviour chart in the form of a Rainbow, sun, cloud and storm cloud. Each class should operate a system of warnings, whereby children move their names down on breaking a golden rule e.g. move from sun to cloud. Children should be given the opportunity to improve their behaviour by using the reflection area and move their name back. Should they not achieve this during the school day then golden time should be taken away (min 2 minutes). Teacher should have a system of recording the names of children who frequently reach the high levels on the name system and use this information to inform their choice of a half termly 'Star Citizen' for the school Star Citizen display.

Golden Time

KS1 classes have Golden time on Friday each week which is an opportunity for children to choose activities and celebrate good behaviour. This is co-ordinated by the Phase Leader for Year 1 and 2.

A 'Lost Golden Time' sheet is displayed near the class reward chart and used to record the minutes of Golden Time lost. The 'Lost Golden Time' sheet is given to the teacher whose 'Golden Time' group they are in. At the end of the week, this is filed in the class Behaviour Folder.

Class Behaviour Folders

Each class has a behaviour folder where records for moderate behaviour (including repeated low level behaviour) and serious behaviour incidents are recorded. If a child has four incidents recorded in a half term, this should be initially discussed with the Phase Leader and a meeting

with parents will be arranged to discuss the child's behaviour. At the meeting a Parental Discussion Record sheet will be completed as a record of the conversation. A new behaviour record sheet is started at the beginning of each half term. It is important that records within Behaviour Folders are maintained as these will be required as evidence, should a behaviour referral need to be made.

Appendix 2: Supplementary Guidance for KS2

Class Charter (Rights and Responsibilities)

Each class will create a Charter at the beginning of the year, signed by the pupils and adults. This should form part of a behaviour display which gives examples of the expected behaviours related to Golden Rule. When possible, photographs should be included to demonstrate expectations. Teachers will need to revisit this periodically throughout the school year.

Class Reward Chart

KS2 classes contain a behaviour chart made of 4 parts labelled: red (with a list of serious behaviours), yellow (reflection and a picture of a bucket), green (1) and blue (2 along with a list of exceptional behaviours). All pupils begin each day on the section labelled 1 and then move their names up or down accordingly. The style of behaviour chart should be consistent within each year group. The chart supports a reward system whereby children can earn points from demonstrating good behaviour.

The following process should be used:

- All children start the day on the 1 point starting level of the system.
- Children showing exceptional behaviour and learning can be moved up to a higher level.
- The expectation should be for all children to end the day on 1 point or higher and to follow the school golden rules.
- If a child behaves inappropriately, up to 3 warnings are given.
- If the behaviour is then repeated, the child's name is moved down on the reward system display and is given an opportunity to reflect in the reflection area.
- If a child does not show improved behaviour or commits a serious incident their name will be moved to red.
- If the child ends the day on the reflection or red then 0 points are awarded.
- The system should be refreshed every day and points recorded daily by monitors and weekly by the teacher, the 5 children with the highest number of points will receive a blue token to enter the games room.

Reward Time

Each year group timetables a weekly 20minute reward time when children can use their points to choose fun activities within their year team. These should be changed periodically to ensure that they continue to act as an incentive for the children.

Time Owing

KS1

- Children who repeatedly break the golden rules will be given time owing during their golden time.

- Minutes owed are added over the course of the week and then deducted from Golden Time.
- Minutes can be earned back.

KS2

- For children who have been sent to the parallel class or commit serious behaviour incidences will complete time owing during lunchtime, with a member of SLT from 12:30 – 1:00pm
- Class teachers must inform the office by 12pm of any child who needs to attend on the day and the child must be brought to the designated room
- The child will be given time to reflect on their behaviour and set a task before being sent to the playground or to have their lunch.

Class Behaviour Folders

Each class has a behaviour folder where records for moderate behaviour (including repeated low level behaviour) and serious behaviour incidents are recorded. If a child has four incidents recorded in a half term, this should be initially discussed with the Assistant Head and a meeting with parents will be arranged to discuss the child's behaviour. At the meeting a Parental Discussion Record sheet will be completed as a record of the conversation. A new behaviour record sheet is started at the beginning of each half term. It is important that records within Behaviour Folders are maintained as these will be required as evidence, should a behaviour referral need to be made.

Appendix 3 – Rights and Responsibilities Poster

At Old Palace I have the right to...

be shown kindness

be safe

be responsible

be respected

learn

Appendix 4



Appendix 5



I have continued to show good behaviour. I may be considered for **star citizen** and may get to **choose what activity** I do for golden time or receive a **blue ticket** to enter the games room.



I start the day on **1 or the sun**. If I show good behaviour, I may move up.



My behaviour has started to slip and I have been asked to move my name down. I may be asked to go to the **reflection area**. Or I may have shown committed a **serious incident** and now have move my name to 0.

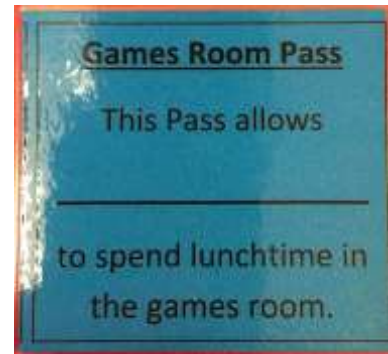


I have committed a **serious incident** or I affected the learning of others in my class by not changing my behaviour. I must go to the **parallel class for 15 mins** and receive a **red card and letter** to my parents and **miss my golden time (KS1 Only)**// go to **detention club** during my lunchtime (**KS2 Only**).

If when I return to class, my behaviour has still not improved I will be sent to the **AHT** for the rest of the session with my work. I will also have detention the next day and have an additional comment to my red card letter.

I can **move my name up** with permission from the teacher **at the end of a session** if I choose to **show the correct behaviour!**

For children with behaviour support plans, these strategies may not apply. However child friendly copies of their plans will displayed in the classroom so that these can be referred to in front of the other children.



Incident Record					
Name: _____		Class: _____			
Date/Time	Level	Code	Description	Consequence	Staff member
	M S	Insert code below	(Child to peer or child to adult?)		

B (Bullying); **V** (Vandalism); **PB** (Physical Behaviour); **S** (Stealing); **PF** (Playfighting); **DB** (disrespectful behaviour); **RL** (Repeated Low Level Behaviour); **Discrimination - DE** (Ethnicity), **DD** (Sexual Orientation); **DRB** (Religious Belief), **DA** (Age), **DG** (Gender)

Reflection Record			
What happened	What happened before	What I did	What I should have done...
			I should have... <ul style="list-style-type: none"> • Told an adult • Walked away • Sat in the calmzone • Asked a playground friend for help <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Signature: _____



Bullying Incident Form

Print Form
Submit by Email

Name of school:

Place of incident: Time of incident:
Approx . time will suffice (HH:MM)

Date of incident:

Type of incident (Please tick more than one box if necessary)

<input type="checkbox"/> Isolation / Ignoring	<input type="checkbox"/> Physical assault
<input type="checkbox"/> Graffiti / Vandalism	<input type="checkbox"/> Verbal abuse / Comments
<input type="checkbox"/> Refusal to co-operate with other people	<input type="checkbox"/> Cyber Bullying
<input type="checkbox"/> Other (please specify)	<input type="text"/>

Type of Bullying (Please tick more than one box if necessary)

<input type="checkbox"/> Age	<input type="checkbox"/> General Bullying
<input type="checkbox"/> Disability	<input type="checkbox"/> Homophobic
<input type="checkbox"/> Ethnicity / race	<input type="checkbox"/> Religion / beliefs
<input type="checkbox"/> Gender	<input type="checkbox"/> Socio Economic
<input type="checkbox"/> Other (please specify)	<input type="text"/>

People involved in incident: (Please tick more than one box if necessary)

<input type="checkbox"/> Pupil on pupil	<input type="checkbox"/> Pupil on staff
<input type="checkbox"/> Staff on pupil	<input type="checkbox"/> Staff on staff
<input type="checkbox"/> Other (Please specify below)	<input type="text"/>



OLD PALACE PRIMARY SCHOOL



17 Leichhardt Street, Bow, London, E3 4BT • Tel: 020 8980 2000
Email: admin@oldpalace.educationtrust.sch.uk • Website: www.oldpalaceprimary.co.uk



To the parent of carer of: _____ Class: _____ Date: _____

Dear Parent/Carer,

We are very concerned about how your child behaved in school today and as a result has received a red card in the classroom/playground from _____.

The red card was given for:

- Bullying
- Vandalism
- Discrimination
- Playfighting
- Disrespectful Behaviour
- Repeated Low Level Behaviour
- Physical Behaviour

Other _____

Please talk with your child about what happened and the importance of following our school rules.

- Be kind
- Be respectful
- Be a great learner
- Be safe
- Be responsible

So we can be sure that you have received this letter please sign it and send it back to school tomorrow.

Yours sincerely

Name of child _____ Class _____

I have spoken to my child about the incident and reminded them to make the right decisions and why they need to follow the school rules.

Signature: _____

Please print your name _____ Date: _____



Headteacher: Mr G. Palmer BA (Hons)
School Business Manager: Michele Walsham

Child's Name:	Date of discussion:
----------------------	----------------------------

Parental Discussion Record
Class

Details of discussion (including the nature of the behaviour):

Agreed actions:

Teacher signature

Parent signature



Report card

Date week beginning: _____

Name: _____

Class: _____

	1 st session	Playtime	2 nd session	Lunchtime	3 rd Session	4 th Session	Comment	CT Sig	Parent sig
Mon	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Tues	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Wed	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Thurs	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Fri	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			

Head Teacher Signature _____

Please tick the smiley the child has received in each session. If they have achieved a happy face please give a brief description e.g. 'completed work'. If they have received a sad face for any reason, please indicate in the 'comment' section. **CT/AHT and Parent to sign daily and brought in the following day.**

Appendix 13

KS2 Playground Zones

There are several zones within the playground for which zone rules are displayed in the relevant area. All staff should be aware of these rules which run alongside the Old Palace Golden Rules.

Calm Zone	Climbing Zone
No running No climbing Quiet talking and games Take care of the plants Look after and return all equipment	No running No more than ten people on the frame Keep moving No pushing Be patient and wait in line No jumping off the top of the frame
Race Track Zone	Ball Zone
Begin racing from the START sign Race together in the same direction Do not race beyond the end of the track No walking along the track when children are racing Stay in your line	Keep in your own space Only use the balls provided by adults Play fairly and by the rules No dangerous play Leave the zone if you are not playing No running through the ball zone Be careful not to interrupt games

Appendix 14

Wet Play Rules

- Scrap paper, colouring pens and pencils can be used
- The interactive whiteboard and computer are to be used only by an adult
- Share equipment and play nicely
- Move around the room sensibly and safely
- Ask permission before leaving the classroom
- Put toys, games or other equipment away neatly when asked
- Listen to all adults and follow their instructions

Appendix 15

SAFETY ISSUES

Children should:

- Always walk in school on the left handside, in silence.
- Never be left unsupervised in the classroom or playground.
- Hold the rails at all times when using the stairs
- Not be sent on errands alone – make sure children travel in pairs
- Not be in the school building during break times – if children are encountered wandering around the building, please ask why they are inside and send them out if necessary. Junior children are not to go into the infant section unless specifically instructed by a teacher
- Not wear jewellery or chains. Simple ear studs or **small** sleepers may be worn. Religious symbols may be worn on something that would break if pulled i.e. wool.

Safety Considerations within the playground

- Children should not go out of the school gate without an adult.
- Children should not climb fences.
- No potentially dangerous games i.e. wrestling, "play" fighting or "Piggy backs".
- Children should not run across the grass or garden areas nor should they be permitted to jump or climb over the wooden fencing.
- Children should not climb up things which can be damaged or from which they could fall i.e. the statue, trees etc.

Safety within the dining hall

The following rules are in place to make eating lunch a pleasant experience for all:

- Children will line up quietly
- When being served, children will use please and thank you
- Children will not talk with their mouths full
- Children will talk quietly only to the people sitting on their table
- To attract an adult's attention, a child will put up their hand
- Trays will be scrapped and stacked properly with knives and forks placed in the right place.