



# **BEHAVIOUR POLICY**

# OLD PALACE PRIMARY SCHOOL BEHAVIOUR POLICY

## Introduction

At Old Palace, we aim to create a safe, secure and happy environment, enabling all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment, which children can learn and develop as caring, responsible people.

As a 'Trauma informed' school we also understand that trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a trauma and mental health informed approach to ensure that all our children develop positive mental health, resilience, enabling them to fully engage in life and learning. The key principles of a Trauma-informed approach are:

Safety  
Collaboration  
Trust  
Empowerment  
Choice

These principles are embedded within our procedures.

At Old Palace we believe that:

- Every child and adult in our school has the fundamental right to learn and develop to their maximum potential, to feel safe, happy and secure (emotionally and physically) 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 positive, trusting relationships and 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, including (but not limited to), staff, parents/carers, governors, visitors and volunteers must play their part in promoting positive behaviour and consistently, within a nurturing ethos.
- The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations.
- Our relationships with each other as staff and how we interact with our children, models our expectations for behaviour across our community.
- Staff are trained to 'realise', 'recognise' and 'respond' to behaviours.

## Aims:

There is a growing amount of research and understanding of the impact of childhood adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating a safe and secure environment that has strong, positive, supportive relationships at its heart. We will do this by:

- creating a safe, happy and secure environment for pupils and staff at school
- providing a framework where positive, trusting relationships can flourish by:
  - helping pupils to develop a sense of right and wrong,
  - helping pupils to develop respect and empathy.
  - helping pupils to develop respect for their own and others' property and environment.
  - giving pupils the language to verbalise and manage their emotions (Zones of Regulation Appendix 8).
  - encouraging everyone to accept responsibility for their behaviour
  - fostering positive and caring attitudes amongst members of our school community.
  - to promote high self-esteem and aspirations.
  - To maintain a consistent approach, using appropriate language to manage behaviour throughout the school.
  - Working closely with parents and carers, to ensure that consistency is in place.
  - Where a relationship has broken down, use a restorative approach to repair.

This policy should be read in conjunction with the school's policy on Anti-bullying.

## Old Palace Procedures

We recognise that clear structures of predictable outcomes have the best impact on behaviour. We have aligned a restorative approach to managing challenging behaviour with our teaching of 'The Zones of Regulation'; whereby children will be able to develop their self-regulation skills and constantly develop their self-awareness and interpersonal skills to support the decision making and morals.

### 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 identify 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, key documents are displayed in each classroom such as:

- Poster showing the 5 rights (appendix 1)
- Class contract
- Playground contract

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

### Encouraging good behaviour

At Old Palace we believe in praising in public and being reminded in private (where possible). Therefore 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.

- Sharing clear and consistent expectations of good behaviour, which we model to the children
- Teaching children how to identify with their emotions and give them the 'tools' to work with, through the Zones of Regulation.
- Teaching children about their rights and responsibilities and promoting respect
- Promoting and identifying the School Values each month through assemblies and certificates- Responsibility, Ambition, Courage, Respect, Resilience, Originality, Forgiveness, Compassion, Positivity, Fairness, Collaboration, Perseverance.
- Providing appropriate rewards and praise
- Encouraging pupils to take responsibility for their behaviour
- Providing a range of monitoring roles through which pupils are able to care for one another and model responsible behaviour
- Raising the children's self – esteem by celebrating and displaying their successes
- Knowing our pupils well to avoid situations which may trigger inappropriate behaviour.
- Building positive relationships and recognising and building on children's strengths.

### 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.

We use the following:

- Good News slips (daily) to recognise above and beyond behaviours. This will be tracked using the smiley face/question mark board.

- Playground/lunchtime diamond tickets – (Class with the most tickets gets extra playtime)
- Entering the games room (KS2)- children that have received the most GNS that week.
- Each class nominates a Star Citizen each term - photograph displayed in school and name included in the school newsletter.
- School Values Award, nominated by their class monthly related to the core value.

### Managing inappropriate behaviour

We appreciate that pupils may sometimes make the wrong choice resulting in inappropriate behaviour. We believe the conversation is often more effective than the consequence. Therefore, we use the following strategies to address this:

- Allow the children time to reflect, self regulate and calm down using the Zones of Regulation, before discussing their choice of behavior.
- Make the distinction between the behaviour and the pupil by labelling the act not the child, e.g. 'it was a bad choice to...' rather than 'you are bad'
- Allow all parties to express their point of view and talk to the pupils individually (without an audience) to investigate the incident fairly.
- Refer to the school rules to encourage children to think about their responsibilities and the rights of others
- Discuss the consequences of their actions to promote empathy and encourage pupils to identify ways to make amends- using a restorative approach. Please see the repair script below:
  1. What happened?
  2. What were you thinking at the time?
  3. How are you feeling?
  4. Who has been affected and how have they been affected?
  5. What should we do to put things right?
  6. How can we do things differently in the future?

A restorative approach entails:

Applying the appropriate consequence based upon the incident and in some instances previous behavior

Remaining calm and objective and minimise confrontation by responding in a quiet non-threatening manner

Apologise when we make mistakes

When a more formal conversation between children is required, the following structured conversation can be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

1. what the other(s) has/have done to upset them

2. how they feel about it
3. how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

### Consequences

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 make positive behaviour choices.

This will result in a series of steps:

1. Two verbal warnings ( I am asking you... I am reminding you...)
2. Time in the reset area
3. Time in an alternative space of their choice (following a discussion).
4. A repair card (Repair for KS2 and 10 minutes of break time in Reception and KS1).

#### Repair KS2

- This is a 20 - minute restorative session at lunchtime and is managed by a teacher.
- Class teachers must bring the child to the community room (media room if wet-play).
- The child will be given time to reflect on their behaviour, by having a restorative conversation using the script (see above)

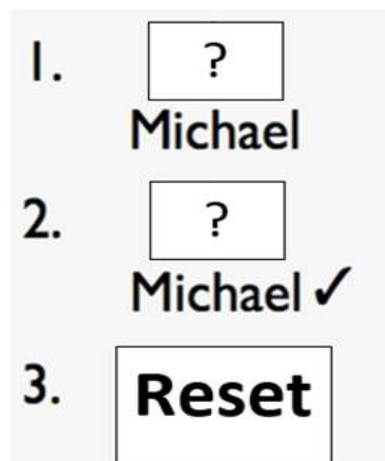
#### Repair KS1

- This is a 10 minute restorative session during afternoon break and is managed by the class teacher in the classroom.
- The child will be given time to reflect on their behaviour, by having a restorative conversation. Please see the above repair script.

In the case of a child making the wrong choice, use positive reinforcement first, acknowledging making the right choice. For example: 'Thank you to those that are showing they are ready to learn.' If they continue to make the wrong choice then the procedure is as follows:

#### Minor Incidents

1. 1<sup>st</sup> reminder– Say 'I am asking you to please stop.' Action (Write name under the question mark)
2. If the wrong choice continues. 2<sup>nd</sup> reminder– Say 'I am reminding you to please stop.'
3. If they are still making the wrong choice



'I have asked you and reminded you.  
Now please go to the Reset area and  
complete the reset card(Appendix 2).  
Use the Zones of Regulation to help you.

4. Once they return from the reset area, find a suitable time in class to discuss what zone they are in, what tools did they use and what are they going to do next?  
(Remind them of previous good choices)

Once they return back to their table/carpet their name is rubbed off the ? board. The Reset card is to be logged on CPOMs with a brief description as to why they went to reset.

#### Moderate incidents

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

1. The child will be sent to the reset area within the classroom and given an opportunity to re-join the class.
2. Should the behaviour continue they will choose a space away from the classroom ( after a discussion).
3. They will then re-join their class.
4. Should the behaviour continue this will then be classified as a serious incident.

#### Playtime

For low level/ minor incidents, the staff on duty will use 'I am asking' and 'I am reminding you' as above. Should a further warning be given, the child would be asked to go to the reset bench for 5 minutes and use the Zones of Regulation tools. If the behaviour continues this would then be classed as moderate.

For moderate incidents outside, the child would be issued with a reset card. In KS2 the child would be required to attend a repair session in the safe zone. In KS1, they would spend 10 minutes during afternoon break.

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

Serious incidents:

The following behaviours are also classed as serious and will result in the child receiving a repair card:

- Returning from a safe space away from the classroom and their behaviour does not improve.
  - Refusing the opportunity to leave the classroom to regulate.
  - Intentional damage to the school environment or school property.
  - Running out of the classroom 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.
  - Breach of the Online Safety rules.
  - Discrimination.
1. If a pupil displays a serious behaviour (or have not been able to change their behaviour after returning from a space away from the classroom) 'repair sessions' will be logged on CPOMs by the adult, who issued the repair card. Middays will fill out a form for the office, who will then log the alert. The Year Group Lead should be alerted to the incident on CPOMs, as well as the Parent Support Worker. Repair sessions can take place on the same day- up to 2pm for KS1, 12:30 for LKS2 and 1pm for UKS2. Past these times, the repair session will take place the next day. The child will have time to reset their behaviour at lunchtime (KS2). In KS1, the child repairs their behaviour for 10 minutes during afternoon break. The adult who has the 'repair' conversation will action that the conversation has taken place against the original incident recorded. A letter will be sent home and asked to return the following day and logged on cpoms by the Parent Support Worker.
  2. If disruption continues, the child is sent to the appropriate Year Group Lead and will stay with them for the rest of the lesson, where they will have a restorative conversation. After this they will return to class.
  3. If the child has not been able to improve their behaviour by the end of the morning/afternoon session, they will be given the choice to not re-join their class for the afternoon. If they choose to remain with their class, the Year group lead will pop in for a 'check in chat'. If the child is still not making the right choices, they will spend the rest of their time away from the classroom.
  4. Should four repair cards be received within a half term, the Year group lead and class teacher will arrange a meeting with the child's parents and the child. They will be placed on a Behaviour Support Plan and reflection card.



## **SEND**

For a child with SEND needs, differentiation will be used in order for the child to access and understand. This could include but is not limited to; social stories, flow charts, widget symbols, a specified behaviour support plan.

### Internal Exclusion -

Internal Exclusion refers to a child being taught in an alternative class for one day. The class teacher will set work for the child, which they will complete away from their normal classroom. The child will be allowed a break, but this will be taken away from the children in their key stage. The Assistant Head with responsibility for the child's year group, will oversee the time table for the day and will periodically check in on the child.

In cases where an internal exclusion is to be used, parents will be informed in writing (Appendix 5). They will also be invited into school to discuss the behaviour incident, along with the behaviour support plan, with the AHT and the class teacher at the end of the school day.

### External 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.

Where an external exclusion is used, parent will be notified in writing. The letter will outline:

- The number of days and when the child should return to school
- The reason for the exclusion
- Arrangements for re-integrating the child following the exclusion
- Parents' responsibilities during the period of the exclusion
- The appeal process should parents contest the exclusion

In most cases, a fixed term exclusion together with a Behaviour Support Plan, will bring about the necessary changes in the child's behaviour to enable the school to revert to sanctions within the behaviour policy. Exceptionally where the behaviour does not improve, the school will need to consider further fixed term exclusions or ultimately a permanent exclusion.

If unacceptable behaviour continues at lunchtimes placing the child or others at risk, the school can issue a lunchtime exclusion. In the first instance, this would normally be for one week.

Parents will be informed in writing if there is a possibility that their child may 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.

### Children with Challenging Behaviour

At some point in a child's time at school he/she may find difficulty in making appropriate behaviour choices. In such cases the following strategies maybe adopted:

- Reflection– This is used to track a child's behaviour on a daily basis (Appendix 6).

Teachers are required to complete the card 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 the appropriate SLT member at the end of the week. The duration the child is on report is determined by the improvement seen in regulating their emotions.

- Behaviour Support Plan – This sets out the triggers, preventative strategies and consequences, which are agreed upon by both child and parent and may be supported by the use of a personalised behaviour chart which will be signed by the parents and AHT.
- Safety Plan- This is used to identify clear strategies/procedures if a child displays high level, risky behaviours.

Where the above strategies do not result in an improvement of behaviour, and in cases where the child has a diagnostic behavioural need, subject to parental consent, the school may also seek support from the following external agencies.

- Child and Adult Mental Health Services (CAMHS)
- BASS (Behaviour & Attendance Support Service)
- Phoenix Outreach team
- Support for Learning services (SLS)
- Alternative provision, such as 'It's Your Life'
- Connect Ed

## 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;

Online:

- 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 helps to ensure pupils are clear about how to report bullying.

## Discriminatory Language

The school takes all forms of discrimination seriously. All serious incidents which include discriminatory behaviour (gender, race, sexuality, disability, religion or age) are recorded on incident sheets (appendix 3), including details of the child who was discriminated and the

child that discriminated and the files uploaded onto CPOMs. The number and type of incident is reported to governors termly and a copy of each completed form is also sent to the local authority.

Should a child use discriminatory language three times in a term, an internal exclusion will be given and a Behaviour Support Plan completed.

### 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 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, on CPOMs. Staff must report any incidents to the Deputy Head and Head Teacher.

### Confiscation of inappropriate items

Teachers have the legal power to:

- confiscate a pupil's property
- 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, the parent of the child will be contacted and asked to come and collect the item from the school office at the end of the school day.

### 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 police.

## Role of Parents/ Carers

### **Parents/Carers will:**

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to the class teacher or Year Group Leader, as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

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 reset, a reset 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.

A letter will also be sent home should an internal or external exclusion be required.

Should a child receive four resets 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 and the child will be put on a reflection card and Behaviour Support Plan (Appendix 7).

Where a Behaviour Support Plan is required, this will be created and shared with the parents/carers. The school may also recommend that external agencies are asked to provide support and in such instances, the parents/carers will be asked to sign to give their 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 emotional well-being.

### Monitoring and Evaluation

All behaviour is logged and monitored using CPOMs. At the end of each half term, the Deputy Head teacher monitors the data to identify any children identified as a concern 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.

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

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

Next Review: September 2023

## At Old Palace I have the right to...

be shown kindness

be safe

be responsible

be respected

learn

# Time to Reset

How are/were you feeling?

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Why?

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The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control

What will you use to help? Circle or write your own.

Stretch                  fidget box          count

Take deep breathes      close my eyes

Any other \_\_\_\_\_

How are you now?

I am okay and ready to learn

I need to talk to an adult



# 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"/>

## Appendix 4



# OLD PALACE PRIMARY SCHOOL

St Leonard's Street, Bow, London, E2 2ET. Tel: 020 8746 2030  
Email: admin@oldpalaceprimaryschool.org.uk | Website:  
www.oldpalaceprimary.co.uk



To the parent of carer of: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Carer,

We are concerned about how your child behaved in school today and as a result has/will attend a repair session. At the repair session they will have a restorative conversation with a member of staff. The children discuss what has happened, how they are feeling, who has been affected and how and what they can do differently next time.

The repair session was given for:

- Bully  Vandalism  Discrimination  Harassment  Inappropriate  
 Absent (in and miss)  Poor behavior

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, the choices they made and how they would better manage their emotions and behaviour next time.

Signature: \_\_\_\_\_

Please print your name: \_\_\_\_\_ Date: \_\_\_\_\_



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



## Appendix 5



To the parent of carer of: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Carer,

I am writing to inform you that on \_\_\_\_\_ your child will have an internal exclusion.

This means that your children will be sent to another class for the whole day. During this time they will complete work set by their class teacher.]

### Reason for Internal Exclusion

I realise that this internal exclusion may well be upsetting for you and your family, but the decision to internally exclude your child has not been taken lightly. The reason for the exclusion is:

*(Add Reason)*

In reaching this decision the school has taken into account your child's previous record of behaviour in school *(add details of any support provided, e.g report card, behaviour support plan).*

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

Please bring your child to the School Office at 9am on \_\_\_\_\_ from where he/she will be collected.  
We also ask that you sign and hand in the slip below to the Office.

Yours sincerely

-----  
Name of child \_\_\_\_\_ Class: \_\_\_\_\_

I understand that my child has been issued with a one day internal exclusion.

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: \_\_\_\_\_




# Appendix 6

Class:

	1 <sup>st</sup> session	Playtime	2 <sup>nd</sup> session	Lunchtime	Afternoon	Comment	CT Sig	Parent sig
Mon	😊😐😞	😊😐😞	😊😐😞	😊😐😞	😊😐😞			
Tues	😊😐😞	😊😐😞	😊😐😞	😊😐😞	😊😐😞			
Wed	😊😐😞	😊😐😞	😊😐😞	😊😐😞	😊😐😞			
Thurs	😊😐😞	😊😐😞	😊😐😞	😊😐😞	😊😐😞			
Fri	😊😐😞	😊😐😞	😊😐😞	😊😐😞	😊😐😞			

Appendix 7

<p>Old Palace Behaviour Support Plan Name: Date:</p>		<p>Parent/Carer _____ Child _____ Teacher _____</p>	
<p>Sometimes...</p>	<p>You can support me by...</p>	<p>My consequences are...</p>	<p>At home, my parent/carer agrees to...</p>

# How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

## Appendix 9

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.

### KS1 Playground Zones

Soft Zone	Climbing Zone	Free Flow Zone
No running No climbing Quiet talking and games Take care of the plants	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	No running. Use equipment safely and sensibly. Return all equipment after use.
Digging Zone	Ball Zone	
Keep the equipment in the digging zone. No throwing No pushing Share	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	

### KS2 Playground Zones

Soft Zone	Climbing Zone	Free Flow Zone
No running No climbing Quiet talking and games Take care of the plants	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	No running. Use equipment safely and sensibly. Return all equipment after use.
Race Track Zone	Ball Zone	Playground Shop 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	Play fairly and by the rules. Use equipment safely and sensibly. Return all equipment after use. No running.

## SAFETY ISSUES

Children should:

- Always walk in school on the left hand side, 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.

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
- Listen to all adults and follow their instructions