



Behaviour Policy

Document history	
Date approved	7 December 2017
Approved by	Full governing board
Review date	December 2019
A copy of this document can be obtained from	The schools' website
Related documents	
Behaviour principles written statement	

Purpose of the policy

Behaviour is the way we act and respond to people and to situations we find ourselves in. High standards of behaviour are an integral part of teaching and learning. Children are expected to demonstrate positive behaviour for learning in all areas of the curriculum, both in school and when representing the school in the community. We believe that good relationships and mutual respect between adults and pupils foster a positive climate for the whole school community.

Our behaviour policy is based on Rights, Responsibilities and Rules which are common to all:

- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We all are responsible members of our school community

Aims

We aim to ensure positive and appropriate behaviour at all times by:

- Helping children to become good citizens who relate positively to each other and to those in our community and further afield
- Creating an environment in which children can achieve their full potential by ensuring the best conditions for learning
- Promoting and instilling high expectations through positive reinforcement and clear guidelines
- Encouraging children to take responsibility for the choices they make and guide them in doing what is right
- Ensuring there is a clear reward and sanction system that is applied consistently
- Promoting self-esteem, self-discipline, values and positive relationships as part of developing emotional literacy

Procedures

1. Our Golden Rules and Federation Best Behaviours.

- ✓ Be gentle
- ✓ Be kind and helpful
- ✓ Work hard
- ✓ Look after property
- ✓ Listen to people
- ✓ Be honest

The Golden Rules are displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the Golden Rules and are re-visited at regular intervals and used in assemblies.

In addition to our Golden Rules we have also set out a clear list of expectations 'Federation Best Behaviours', which should guide all stakeholders as to the behaviour we do and don't expect to see at JRS. These are referenced to regularly in assembly and whole class discussion. Repeatedly upholding our Federation Best Behaviours may result in a consequence.

2. Rewards

- Values led assemblies will be used to support behaviour. One particular child who has consistently demonstrated this value will be rewarded with the 'Star of the week' certificate in assembly at the end of the week in the Celebration assembly.
- At each Jigsaw assembly, nominated children will receive a certificate for demonstrating the Jigsaw value/s for that week.

2.1 Marbles in a jar:

- They are used as a whole class reward. At the beginning of each half term, classes need to agree something they are working towards (a reward). This should be a time based treat for achieving 100 marbles. Suggestions include time on adventure playground, class game, movie and popcorn, PJ party! This is something to work towards over the term. To avoid losing motivation towards achieving the reward set up mini milestones of 20 marbles- each time 20 are achieved a little time based reward of 10 mins or so can be given to the class. This can be chosen by them. All classes have a poster to record this.
- If a child is not following the Golden Rules, and does not contribute most days to the marbles, it will be discussed with the HoS as to whether the child deserves to take part in this treat or whether other provision would be more appropriate.
- A maximum of six marble jar treats are given over the year.
- When the class is covered by someone else that the class teacher, the number of marbles in a jar given by the cover person or HLTA will be doubled by the class teacher on their return.

2.2 House points:

- House points are given for following the Golden Rules and good standards of learning, The number of house points is collected each week and announced in assembly. A trophy is awarded each short term to the winning house.
- When house points are given by someone other than the class teacher, these can be doubled.
- The maximum number of house points that can be given at one time is 3- as a guide, 1=good, 2=excellent, 3=outstanding!
- Rainbow Cards: The adult/s record the house points each child gets on the child's named Rainbow Card.
- Children need to have 1 house point per box to complete the red line, 2 to complete the orange one and three thereafter. When one of the lines (Red, Orange, Yellow, etc) is completed, the child receives a badge of that colour, which they can display on their jumper or on their book bag.
- When a child has completed their whole card, they will receive their Level 1 badge and start a new rainbow card, which in time will lead to their Level 2 badge and so on.
- Rainbow cards will be moving on to the next class as the children move up through the school. Therefore at the beginning of each new academic year some children may be close to getting their Level 1 or Level 2 badges, etc.
- Levels 1, 2, and 3 badges are bronze, Levels 3, 4 and 5 silver and Levels 7, 8 and 9 Gold.

2.3 'Class of the week' award:

Any member of staff can nominate a 'class of the week' which should be linked to the whole school weekly/termly focus/target. For example, if the school is focussing on improving lunchtime behaviour, staff can nominate a class who demonstrate the best behaviours at lunchtime. Staff should nominate children for the class of the week certificate by Thursday afternoon (Let HoS know) and decision will be announced in the Friday assembly. The children in the 'Class of the week' are allowed to sit on the benches in assembly for the following week (JRI/JRJ) and are allowed to use the adventure

playground on a Friday (JRJ). A certificate will be given to the class for this award and should be displayed on classroom doors.

2.4 MDA's Good Citizen award:

Mid Day Assistants reward children for following the golden rules at lunchtime with house points. In addition, at the end of the week, the MDAs nominate pupils of the week who will be receiving the 'Good Citizen Award' certificate in the end of week assembly.

2.5 Special Awards:

Five or six children per class are to be nominated for 'Special Awards' each half term. Awards are then presented in assembly at the end of term (at JRJ).

2.6 Responsibility:

- Above all, we recognise that children thrive when they are given the opportunity to take on roles of responsibility as a result of their general conduct around school. For this reason, we give children lots of opportunities to take on additional responsibility - for example showing visitors round, conducting jobs for members of staff, etc.

2.7 Sharing BEST effort,

- Children will be given the opportunity to share their best/improved efforts in their learning/work with other members of staff or other classes or in assembly.

3. Managing behaviour

Where managing children's behaviour at JRS, our focus is to use positives and anticipating and avoiding negative behaviours. We do this in the following ways:

- Being clear about our expectations and rules
- Positively reinforcing behaviours we want to see
- Developing a strong knowledge of the child
- Promoting strong values and ethos
- Providing and maintaining a calm and orderly environment

3.1 Guidance: Dos and don'ts

<i>Things we do</i>	<i>Things we try not to do</i>
<i>Act positively</i>	<i>Shout in anger.</i>
<i>Follow procedures - Avoid giving undue attention to negative behaviour</i>	<i>Have a fixed mindset about how behaviour should be dealt with without taking a view of the needs of the whole child. Give detentions.</i>
<i>Be assertive/take control</i>	<i>Let children lead us with secondary behaviours!</i>
<i>Act in a calm/matter of fact way</i>	<i>Let our buttons be pressed...act with emotions. Buy time if need be!</i>
<i>Give children choices to encourage them to take responsibility for their behaviour</i>	<i>Back children into a corner...they will come out fighting!</i>
<i>Ensure the rights of others are protected</i>	<i>Let children's behaviour impact on rights of others.</i>
<i>Help children reflect on their behaviour and turn it around. Deal with the behaviour not the child!</i>	<i>Make it personal ...</i>
<i>Review systems regularly- if they are not changing behaviour they need to change</i>	<i>Get too anxious over behaviour- we are here to help children learn.</i>
<i>Keep body language non-threatening</i>	<i>Point fingers, stand in body space.</i>
<i>Change environment to help children calm</i>	<i>Keep doing the same things we have always done- when something isn't working we need to change it.</i>
<i>Break it down- be specific about behaviour we are looking for</i>	<i>Tell children what we don't want to see.</i>

Be the change we want to see,....model behaviours

Openly discuss children's behaviour in front of them or other children

- 3.2 Children whose behaviour is concerning are given time to reflect, opportunities to repair and rebuild relationships. Circle time and ELSA are also used to support children who may be struggling. A child may also be given a behaviour support plan (IBP) to help them manage their behaviour and everyone is clear on how this child should be effectively supported.
- 3.3 Parents should be kept informed of any concerns. If an informal meeting is required then the following approach can help to strengthen behaviour:

- Invite parent and child to meeting - letting them know it's about getting back on track with learning.
- Outline positives with parent - positives of the child, good behaviours.
- Describe the behaviours that are impacting on learning.
- Discuss strategies that have tried.
- Identify next steps with parent and child...what will help get the child back on track?
- Arrange time to follow up with parent; to share how you are following through to help their child.
- Inform SLT of outcome.
- Inform the parent of something positive the child does within short time span to help build relationships.
- Record in child's file on running record.

- 3.4 Parents should be made aware of behaviour that is concerning, what has been done about it and what the next steps are. Parents will need to be informed of the following behaviours:

- Racist comments/remarks
- Intentional violent behaviours- e.g. hitting in anger
- Repeated swearing
- Homophobic comments
- Sexual comments
- Extremist comments

All racist/homophobic/extremist comments must be reported to the HoS and to the office who will log them online. Instances of these behaviours must also be logged using our behaviour incidents proforma and on Webrisk, and reported to the Governing Body on a termly basis.

4. Use of reasonable force

- 4.1 John Rankin Schools acknowledge that on rare occasions there is a need to use reasonable force to ensure that all children are safe from harm. As such the school follows the non statutory advice given by the Department of Education "Use of Reasonable Force" July 2014.
- 4.2 Staff are aware of the Use of Reasonable document and know to seek guidance from HoS/Inclusion Leader as necessary. (Staff who deal with more confrontational behaviour will be trained at a higher level in the use of reasonable force.)

5. Consequences

5.1 Low level consequences:

- 'Look' from the adult- this should be given before a yellow card to indicate to a child they will be getting a warning soon
- Teacher giving a choice
- Reminder
- 'Broken record'- repeat what you would like to see children doing over again
- Verbal reflections- 'What is the right choice? How can you turn it around?'

5.2 Thinking Time:

- All classes have a 'thinking time' area in class, which is a space to help children turn behaviour around.
- Thinking time might also be given if the child needs to be removed from a situation before it escalates (anticipate and avoid). This is not a consequence but a way of helping the child make the right choices.
- In the thinking time area children either need to continue with work or sit and reflect for 1 minute per year of age and then make up work in their own time.
- Coming out of the thinking time area should always be followed up with discussion with class teacher where expectations are reaffirmed.

5.3 Loss of privilege or responsibility, for example not being able to play football at lunchtime, not being able to take part in a class reward.

5.4 Cards:

- *Yellow cards:* A yellow card is a warning to indicate that the child needs to make the right choice, which is to turn their behaviour round.
- The adult will explain to the child which Golden Rule they are breaking and what they **WOULD LIKE TO SEE THEM** do now.
- Yellow cards only last one session and are therefore wiped after break and lunchtime (with a discussion from teacher to reaffirm expectations).
- The number of yellow cards needs to be recorded for each child daily as this will be monitored.
- *Amber cards:* Once a Yellow card has been given, if the behaviour doesn't improve **within the same session**, an amber card will be given. This means that the child will spend some of their play time (or lunchtime depending on the time of day) with teacher reflecting on their behaviour.

Yellow and amber cards should be recorded in SIMS.

5.5 Time out in a paired class or with a member of the SLT:

- After an Amber card has been given, if child 's behaviour still doesn't improve, their third and final warning will lead to them being asked to go into a paired classroom for the remainder of the session. Following this, the child should be expected to reflect with the class teacher about how to improve their behaviour for the following session or the following day. Whilst children are in time out they will engage in a task such as: reflection activity/work, depending on the circumstances.
- Where behaviour is consistently disruptive (see Behaviour - step flowchart, the following options can be used to diffuse the situation:
 - Time out with the SLT.
 - Possible internal exclusion

It is essential for this reason that the number of yellow, amber and red cards a child has had over the week are recorded as well as the reason/behaviour for which they were given.

5.6 Red Card

Red cards are also given automatically when serious incidents have taken place:

- Child deliberately hurting another child physically or verbally
- Behaviour described in 3.4 above. Discretion should be used when giving these for racist/homophobic incidents- time needs to be given to assessing if these comments were made intentionally.

After a red card has been given, the 'serious incident proforma' needs to be completed and children will be asked to complete a reflection sheet which they will discuss with a member of the SLT. For younger children at JRI, this will be a pre formatted card where the child will circle on a range of 1 to 10 how wrong their behaviour was, how sorry they are for having made the wrong choice and drawing/explaining how they could change their behaviour.

The Head of School will be informed whenever a red card has been issued. Where the behaviour is persistent the Inclusion Leader will be involved. All red card incidents will be entered in SIMS.

When a child receives a red card:

1. For all red cards, the information recording in the serious incident proforma will be entered in SIMS.
2. 1st. card - the parents/carers will be told at end of day informally. If another child has been hurt it is important that both parents are made aware of the situation and how it has been dealt with. In some cases where the severity of the behaviour requires it, parents will be informed straightaway if the child has been seriously hurt.
3. 2nd card: Parents/carers meet with teacher (SLT informed).
4. 3rd Card: Parents/carer meet with teacher and phase leader.
5. 4th card: parent see HoS (or a member of the SLT if the HoS is not available) to discuss behaviour and think about further action needed.
6. Next step eg: IBP + involvement of the Inclusion Manager

If children receive a red card they will be given the opportunity to repair and rebuild the relationship with the person they hurt - some form of apology/discussion between all parties will take place.

Where high levels of violence have been used, the decision may be made to internally or externally exclude. Children will be given time to calm down before dealing with consequences. Children in a heightened state will not be able to communicate effectively.

Behaviour Plan

Both schools implement Individual Behaviour Plans (IBP) for pupils who have repeated high end behaviour. It is written with the SENDCo/Parents/Class teacher/child. As part of the IBP there may be a de-escalation plan so that staff know what to do in the event of high end behaviours.

High End Behaviour

Where a child's behaviour put their safety or that of their peers at risk, a red card with the class name will be sent to the office for support. The HoS or the Inclusion Leader will be alerted. If the child's safety or that of their peers is at risk, the teaching assistant or the HoS will move the children to a safe area out of the classroom whilst the teacher stays with the child in the classroom.

Incident forms will be completed and sent to the HoS as soon as possible. Teachers will enter in SIMS all records of incidents.

Exclusion:

Internal Inclusion:

Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.

External

Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour.

Bullying: please refer to the Anti-Bullying policy.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models for pupils to follow and ensuring that they are fully aware of the behaviour that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting positive social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to behaviour management to meet the needs of individual children.

The Governors and Executive Headteacher are responsible for:

Monitoring and Evaluating the impact of the Policy.

The Heads of School are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- The use of rewards and sanctions systems which promote good behaviour ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school in line with the Home School Agreement.
- Effective monitoring and review of behaviour throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:

- Using positive behaviour management techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid behavioural issues arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class code of conduct which will permeate to whole school practice in the

shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).

- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE (including Circle Time) to promote positive behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid behavioural issues, to help children learn how to behave appropriately in social environments and how to deal with behavioural problems.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording red card incidents in the incident book.
- Recording behaviour in SIMS on a daily basis, where a child's behaviour is persistent/frequent and at least weekly otherwise.
- Ensuring that behaviour under 3.4 is logged with the office and the HoS/Executive Head are informed.
- Ensuring that the HoS is informed of yellow, amber and red cards behaviours.

Parents are responsible for:

- Accepting, contributing and supporting the school's code of behaviour for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Monitoring and Evaluating the impact

This policy will be monitored by the Executive Headteacher and governors who will review that:

- There is a decline in the number of recorded incidents.
- Feedback from stakeholders recognises that behaviour is improving and there are clear procedures for managing this.

Appendices

<u>System</u>	<u>How it works</u>	<u>Resources</u>
Low level consequences	<ul style="list-style-type: none"> - 'look' from the adult- this should be given before a yellow card to indicate to a child they will be getting a warning soon. - Teacher giving choice. - Yellow warning to indicate a choice to turn behaviour round is being given. - Reminder. - 'Broken record'- repeat what you would like to see children doing over again. - Verbal reflections- 'What is the right choice? How can you turn it around?' 	Clear understanding of expectations and what consequences are appropriate for which behaviours.
Thinking time	<ul style="list-style-type: none"> - All classes need to set up a reflection area in class. - This is a space to help children turn behaviour around. - Reflection time might also be given if you can see the child needs to be removed from a situation before it escalates (anticipate and avoid). This is not a consequence but a way of helping the child make the right choices. - In the reflection area children either need to continue with work or sit and reflect for 1 minute per year old and then make up work in their own time. - Coming out of the reflection area should always be followed up with discussion with class teacher where expectations are reaffirmed. 	Reflection area in class with timer.
Loss of privileges/ temporary loss of responsibility.	This can be used if appropriate.	
Yellow card	<div style="text-align: center;">  <p>YELLOW CARD WARNING!</p> <p>STOP! THINK! MAKE THE RIGHT CHOICE!</p> <p>You are stopping yourself and others from learning</p> <p>You are affecting other people's right to:</p> <ul style="list-style-type: none"> o enjoy their day o be safe o feel respected o get on with their work and learn. <p>You are breaking a Golden Rule. You need to think and turn your behaviour round!</p> <p>If you choose not to change your behaviour, you will get an Amber Card and lose some of your playtime.</p> </div> <p>Once a yellow card has been given children need to turn their behaviour round. The child can be either physically shown a yellow card or be told they are given a yellow card warning. At an appropriate point, make sure the child is aware of which Golden Rule they are breaking and what you WOULD LIKE TO SEE THEM doing now. Yellow cards only last one session and are therefore 'wiped' after break and lunchtime (with a discussion from teacher to reaffirm expectations). Yellow cards should be recorded for each child in SIMS.</p>	Traffic light cards displayed in class. Yellow cards. Yellow card record sheet.

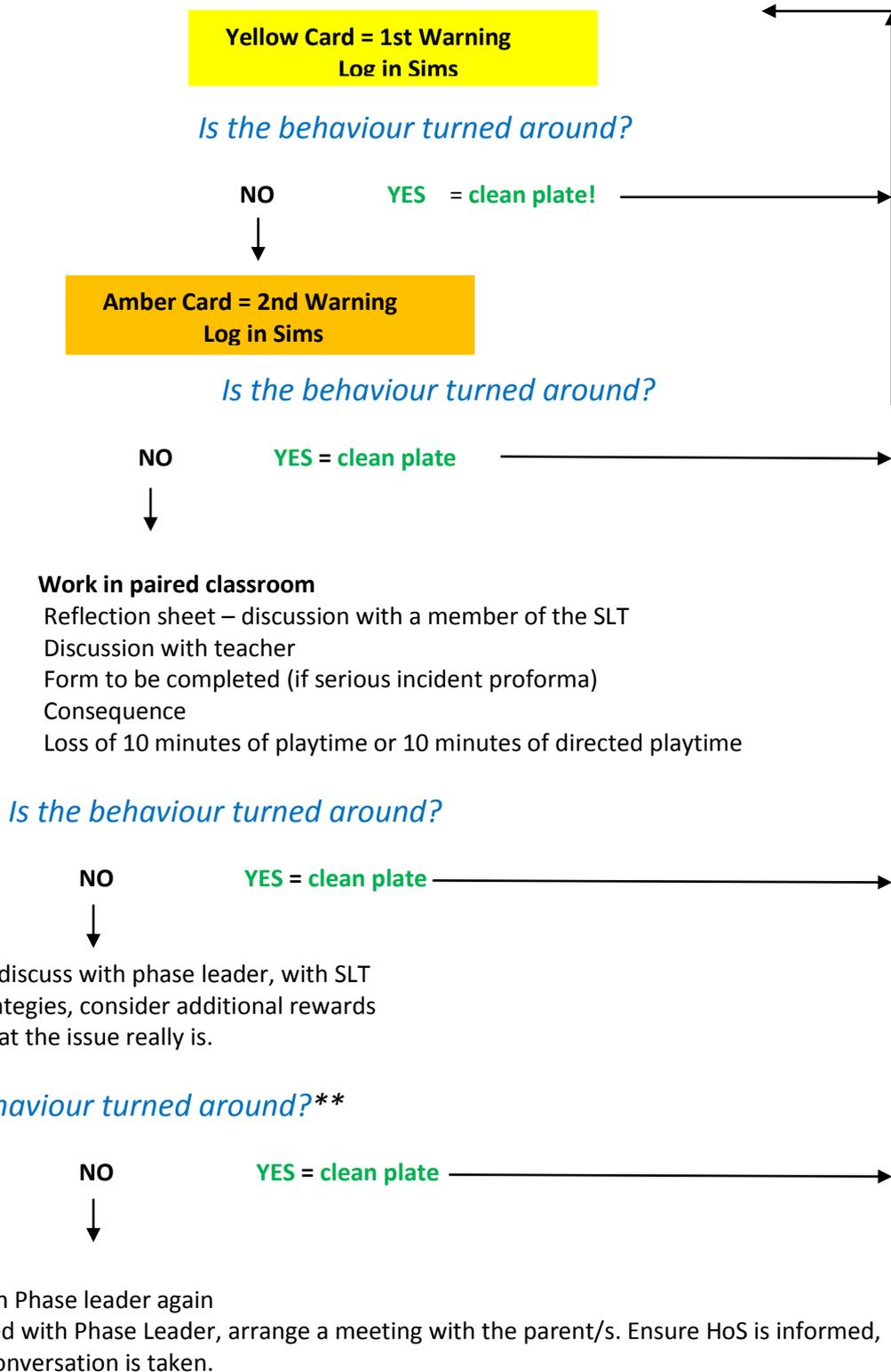
<p>Amber card</p>	<div data-bbox="453 230 1198 712" data-label="Image"> <p>AMBER CARD WARNING</p> <p>You have already had a yellow card/warning and have been asked to reflect on your behaviour:</p> <ul style="list-style-type: none"> • what did you do? • why did you do this? • how did your behaviour affect your peers and the adults around you? • what kind of behaviour do you need to show? • what would help you to do this? • how can you show that you are sorry? <p>You need to change your behaviour and make the right choice!</p> </div> <p>If children do not turn their behaviour around, they will be either physically shown a amber card or be told they are given an amber card warning (2nd warning). They will spend some time in their playtime or lunchtime reflecting on their behaviour and thinking about how they can change it as well as what might help them to turn it round.</p> <p>Amber cards should be recorded for each child in SIMS.</p>	<p>Amber cards.</p>
<p>Red Cards</p>	<div data-bbox="400 992 1161 1507" data-label="Image"> <p>RED CARD</p> <p>Hurting someone physically or verbally is UNACCEPTABLE BEHAVIOUR.</p> <p>We have the right to feel safe. We have the right to learn. We have the right to be respected.</p> <p>Your behaviour has stopped this from happening.</p> <ul style="list-style-type: none"> • You have chosen to have a consequence. • You will spend some of your playtime reflecting on your behaviour and on what you can do to repair relationships with those around you. • Your parents will be informed. </div> <p>Red card incidents need to be recorded in an incident proforma. These incidents are considered SERIOUS.</p> <p>Parents should be informed if their child intentionally hurts someone else, either physically or verbally or has been verbally or physically aggressive. The parent of the child who has been hurt should also be informed, to clarify how the situation has been dealt with.</p> <p>It is important, if children receive a red card, that they are given the opportunity to repair and rebuild the relationship with the person they hurt-some form of apology/discussion between all parties need to take place. This is really important in order to avoid children feeling like situations are not/have not been dealt with.</p> <p>Where high levels of violence have been used, the decision may be made to internally or externally exclude. Please ensure children are given time to calm down before dealing with consequences. Children in a heightened state will not be able to communicate effectively.</p> <p>A red card (with the class name on it) should be sent to the office for support,</p>	<p>Red Cards</p>

	should a member of staff need it when dealing with challenging, high level behaviour.	
Bullying	Please refer to Anti-Bullying Policy.	
Other unacceptable behaviour	Parents should be informed where a racist comment has been used (both parties) - the important thing is to explain how it has been dealt with. In most cases it will be because the child doesn't understand that the words they use are offensive. All racists/homophobic incidents need to be reported to the office as we are legally obliged to record them. All racist comments must be logged on WebRisk by the office.	
Time out	Where the yellow and amber cards have been used and behaviour is still disruptive, there are other options to diffuse the situation. These include: - Time out in paired class or with a member of SLT.	



Behaviour - Step Flowchart

A range of strategies (standing by the child, quiet word, a reminder of the expectations of all children and of making the right choice, a look, etc) has already been used.



**** If this process has been repeated several times (3 minimum), parents should be involved otherwise much learning time could elapse before parents are made aware**

Federation Best Behaviours

<u>To achieve these behaviours children will need constant and regular priming from all members of staff, modelling and positive praise when they do them!</u>		
Federation best behaviours	JRI specific	JRJ specific
<ul style="list-style-type: none"> - Silence in the cloakrooms, whilst lining up and coming in and out of assemblies. - Silence walking through school with classes (whisper voices at other times) - Standing behind chairs at the end of lessons. - Using manners- Saying hello/good afternoon/how are you!/please/ thank you. - Using manners: Responding to adults when spoken to. - Using manners: say 'excuse me please' if you would like to talk to someone, then wait to talk. - Holding doors/Knocking on doors - Wearing smart school uniform including smart school shoes. - Picking things up off the floor/taking responsibility for environment. - Showing all adults and children the same level of respect. - Coming into classrooms silently and settling straight to activity. - Using whisper voices when working independently - Helping people who need it! - Following our Golden Rules! - Doing things because we know they are the right things to do ...not because we have been told- showing that we can be INDEPENDENT. - Treat others as we want to be treated - Walking round school - Listen effectively to each other- Stay still and face person talking to you, respond appropriately. - Follow instructions first time! 	<p>Walk silently to carpet spaces and sit down ready to learn (don't jump into space).</p>	<p>RAOK- Random acts of kindness.</p>
Federation lunchtime rules:		
<ul style="list-style-type: none"> - Queue sensibly for lunch - Put hands up before leaving table - Keep food on the tables and to selves at all times - Walk round the lunch time - Only speak when mouth is empty! - Use cutlery appropriately - Use quiet voices 		<p>Susie chart!</p>
Federation non-negotiables		
<ul style="list-style-type: none"> - Swinging on chairs. - calling out. - running through school . - answering back. - Hurting others - Pens/object should be down when adults are talking - When hand goes up, all children follow and listen. - Transition times should be quiet (whisper voices)! In and out of lessons - litter should always be put in the bins - school books/property/property of others should not be defaced - using toilets for toileting only! - Throwing 		

<ul style="list-style-type: none">- Mimicking- spitting		
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Flow Chart-De-escalating Behaviour

Phase 1: Anticipate and avoid

Use low level strategies- proximity, praise of others, general praise, explain what you would like to see, engage in task, refocus, reassure. Tell child what you would like to see.

Is the behaviour impacting on rights of others? If no, ignore the behaviour not the child. Praise child for other things they are doing well or continue to try to engage in other activities. If behaviour is impacting on rights of others follow on with plan.

Phase 2- behaviour does not stop: Reflect on rights

Offer child chance to reflect on choices and take responsibility. *Do you think this is the right or wrong thing to do? How do you feel about that, how do others feel about that? We agreed our rights are...*

If behaviour stops reinforce quickly by re-engaging in activity. Follow up with general praise not linked to behaviour.
If behaviour continues - Is the behaviour impacting on others' rights? If no, ignore the behaviour not the child. Praise child for other things they are doing well or continue to try to engage in other activities it may also help to change the child's environment at this point to avoid further escalation. If behaviour is impacting on rights of others follow on with plan.

Phase 3- behaviour does not stop: Give choice

Give child low level choice- explain what you would like to see and give alternative- *I would like to see you ...if you chose not to, you will be choosing to (consequence linked to behaviour)* . At this stage you could also give a positive choice- e.g. *You can choose to fiddle with the blu-tak or the plasticine instead of tapping pencil.*

If behaviour stops reinforce quickly by re-engaging in activity. Follow up with general praise not linked to behaviour.
If behaviour continues follow through with consequence. If behaviour continues to escalate from this point you will need to decide if time out will help- either out of class or in class.

Phase 4: Consequence

If behaviour persists stay calm and assertive- do not give undue attention to it. Make a choice about whether time out or time out of class is needed. Give the child the chance to stop behaviour- *We agreed others have the right to learn. Your behaviour is preventing others from working and this is not fair. If you choose to continue you will be choosing to sit outside the class and continue with your work in your own time.* Do not give too much attention as this shows negative behaviour = positive attention.

Record of Discussion

Name:	Year Group/Class:
Date:	Who was the discussion between?

Format of Discussion (please highlight). Arranged meeting / Informal Meeting / Phone Call / Other

Please record the main points of discussion.

Action to be taken and by whom.
--

Follow up (dated):

Name :

Date :

Reflection Sheet

You have been sent to reflect on your behaviour because it has affected the learning and/or health and safety of yourself or those around you. It is important that you reflect on the way you have behaved as honestly as possible as this is the only way you can change your behaviour.

When you have completed this sheet please discuss it with an adult.

What I did
Why I did it
What I will do next time

What I agreed with my teacher during follow up discussion:

- 1.) _____
- 2.) _____

I understand that my teacher will keep copies of these forms to discuss with my parents or take further action if needed.

I will do my best to turn my behaviour around from this point.

Signed: _____

Reflection Sheet

Name:

Date:

I can think about my choices and how they affect Me and others.

What I chose to do:

Kick



Hit



Push



Bite



Scream



Run



not work



Pinch



Swear



Throw things



I made a wrong choice and it made me feel:

Happy



Sad



Mad



Scared



Frustrated



It made my teacher/friend feel:

Next time I can choose to:

Have safe feet



Have safe hands



Use kind words



Use safe mouth



Ask for a quiet space



I am **SORRY** for the choice I have made.

I am going to say **sorry** to my teachers and to

When I make a **good choice** like that I will feel proud of myself.



Unacceptable Behaviour – Serious Incident Form

Name:		
Class:		
Date:		
Incident Type (please circle all that apply - if more than one, please indicate main type):		
Assault on Adult	Disruptive Behaviour	Intentional racist Incident
Assault on Pupil	Fighting	Intentional verbal Abuse to Adult
Damage to Property	Theft	Intentional verbal Abuse to Pupil
Severe defiance	(NB Bullying to be recorded on bullying log and reported to SLT)	(e.g. swearing, name calling)
Location (please circle):		
Car Park	Hall	Toilets
Classroom	Playing Field	Off-site
Corridor	Playground	
Time (please circle):		
Before School	Second Morning Session	After School
First Morning Session	Lunchtime	
Break	Afternoon Session	
Comments (brief outline of the incident):		
Parents / Carers Informed (please circle): Yes (see record of parent discussion) No		
Outcome for the Pupil (please circle):		
Red Card 1 – Reflection Sheet	Buy Back Lunchtime Play	Fixed Term Exclusion
Red Card 2 – Parents Called	Loss of Privilege	Permanent Exclusion
Red Card 3 – Parents Meet Teacher	Internal exclusion	
Red Card 4 – Parents Meet SLT		
Red Card 5 – IBP		
Outcome issued by:	On:	

Class of the Week

Awarded to

for

Presented by

John Rankin Schools



Signed: *Date:*

Head of School



Class of the Week

Awarded to

for

Presented by

John Rankin Schools



Signed: *Date:*

Head of School





YOUR HOUSE NEEDS YOU!

Excellent work

Going the extra mile

Good manners

Making positive choices



How many house points can you
earn this week for your house?

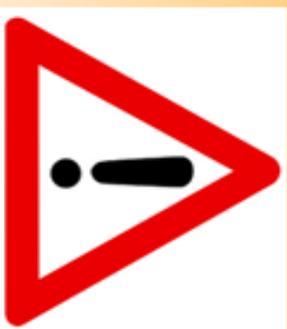
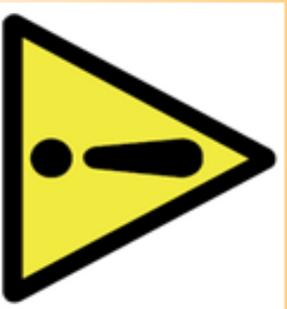
MARBLE REWARDS!

Our reward for collecting 20 marbles is:

Our reward for collecting 100 marbles is:



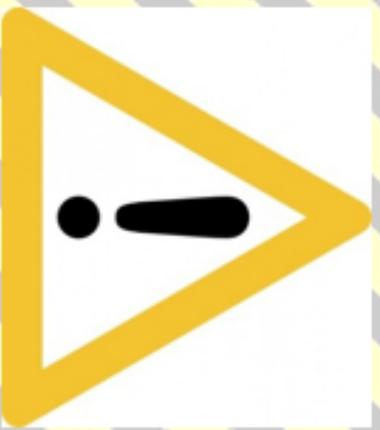
AMBER CARD WARNING



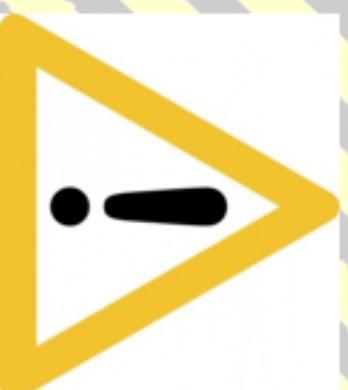
You have already had a yellow card/warning and have been asked to reflect on your behaviour:

- what did you do?
- why did you do this?
- how did your behaviour affect your peers and the adults around you?
- what kind of behaviour do you need to show?
- what would help you to do this?
- how can you show that you are sorry?

You need to change your behaviour and make the right choice!



YELLOW CARD WARNING!



STOP! THINK! MAKE THE RIGHT CHOICE!

You are stopping yourself and others from learning

You are affecting other people's right to:

- enjoy their day
- be safe
- feel respected
- get on with their work and learn.

You are breaking a Golden Rule. You need to think and turn your behaviour round!

If you choose not to change your behaviour, you will get an Amber Card and lose some of your playtime.

Record of Parent Discussions

Please use this pro-forma to record any key discussion points from meetings with child's parents. These will serve as a running record throughout their time at John Rankin and files should be passed on to new class teachers. Files should be easily accessible to other members of staff should parents come into school when class teachers are not available. Longer records of discussion can be recorded on 'Parent discussion forms' as needed and should be filed in the same folder.

Name of Pupil:		
Year Group:		
Date	Key points of discussion and agreed actions.	Follow up taken and date.



has been awarded to
for:

.....

.....

.....

.....



has been awarded to
for:

.....

.....

.....

.....





This Week's Whole School

Focus:



Congratulations to

.....
for winning the

Good Citizens

Award!

Well done! We are so proud of you!