



# POUND HILL INFANT SCHOOL

## **Behaviour POLICY**

**This policy contains the Anti-Bullying Policy, Exclusion Policy  
and Physical Restraint Policy**

## **Pound Hill Infant School Child Protection Statement**

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

**Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.**

## **INTRODUCTION**

Good behaviour and discipline is essential to successful teaching and learning. We have high expectations of our pupils and we want them to feel happy and secure in school, have pride in the school, themselves and their work, and respond to others in a thoughtful manner. We are a Rights, Respecting School and have developed our own School Charter of expectations. This Behaviour Policy identifies behavioural expectations and values, and sets out clear procedures for both rewards and sanctions.

Implicit in all we do is the intention to foster moral and ethical standards of behaviour, which include concern for others, self-discipline, respect, honesty, fairness and politeness.

## **THE REASON FOR THE POLICY**

The purpose of this policy is to give a clear code of conduct for the use of everyone at our schools, adults and children.

- It is everyone's responsibility to make sure Pound Hill Infant School is a safe and effective learning environment.
- It is the responsibility of all adults who work in the school to follow and promote this policy.
- It is the responsibility of every pupil to follow and promote this policy.
- It is the responsibility of all parents to support their child and the school in trying to achieve this.

## **AIMS**

To provide a happy, safe and secure environment for those who work in or visit our school, we believe it is important to: -

1. Ensure there is a consistent *whole school approach* to managing behaviour.
2. Foster respectful, caring attitudes to each other, the local and national community and the environment.
3. Acknowledge that everyone has a part to play in the community and should be valued.
4. Support any person who needs help and encouragement, in particular by nurturing self-esteem.

## **THE STRATEGIES FOR ACHIEVING AIMS**

Our approach will be kept under constant review and we will communicate expectations clearly, making them explicit to our pupils and their parents so that they can adapt and be successful.

### ***A positive approach:***

- All staff at all times will notice and reinforce acceptable behaviour throughout the school.
- The whole school environment will be clean, well-maintained and reflect the positive school ethos.
- Pupils are always dealt with consistently and fairly.
- Behavioural expectations will be communicated to parents through the Home School Agreement.

- Staff will make it clear that it is the behaviour that is unacceptable and not the child.
- All staff will ensure that the children know that they will be listened to.
- We will use a cross-curricular approach to communicating our expectations through Collective Worship, Assemblies, RE, Environmental Education, P.S.H.C.E., the School Meetings and by example.
- We will create a supportive ethos in our classrooms and encourage a culture of peer praise.
- We will praise and reward learning, which results from good behaviour and use sanctions for poor learning, which results from unacceptable behaviour.
- Consistent implementation of the Behaviour Policy will be reviewed regularly by all staff and an explanation will form part of the induction of new staff.
- The Senior Leadership Team will monitor the Behaviour Policy and will report to the Governing Body on its implementation and effectiveness.
- This policy will be brought to the attention of Staff and Parents annually

All staff must:

- Listen to each child's own uninterrupted account of the incident
- Children must be encouraged to tell the truth
- Listen to any child or adult witness accounts
- Share your findings with the child/children
- Put in place the appropriate sanction if necessary, including a sanction for not telling the truth where appropriate.

## **Expectations**

### ***School expectations (The School Charter) (See Appendix D):***

We are a Rights, Respecting School. The school expectations are set out in our School Charter are displayed around school, including each classroom. The expectations have been created in conjunction with the children and are set out in a positive manner with the emphasis on praise and encouragement. The School Charter is discussed regularly at our School Meetings, assembly, through learning opportunities and with individual children as required.

### ***Pupils' conduct outside the school gates***

The School Charter and associated sanctions identified in this behaviour policy, will equally apply in response to all non-criminal poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to the school) when a child is:

- Taking part in any school-organised or school related activity
- Wearing the school uniform

## **Incentives**

### ***Classroom***

These will include verbal praise, smiley faces, stickers, showing work, sharing achievement with others, informing parents and **Celebration Assembly and Celebration Time**. Each class will have a **reward system** for the whole class to work towards a treat (which can include healthy food), which is decided, by the class. Approximately every half term the class works towards a reward using a visual stimulus e.g. house points, beads in a jar, washing line of stars etc.

### ***Whole School***

#### ***The Whole School Environment***

All members of staff and children are responsible for ensuring the school display's good examples of excellent learning and behaviour. Photographs and work will be displayed throughout school and updated at regular intervals.

### ***Year 2 Rights, Respecting Schools (RRS) Mentors***

Year 2 children will volunteer to promote and support our school community in implementing the School Charter, primarily by being an excellent role model. (See appendix C).

### ***Headteacher Awards***

Teachers, Support Staff can send pupils to a Senior Member of Staff at any time to celebrate exceptional learning. The pupil's may receive a special sticker.

### ***Shooting Stars***

We praise and reward children for responsible behaviour by giving them a stamp on their trophy sheet each week. A stamp may also be awarded for good learning or a particular act of kindness/responsibility. When a child has completed their Trophy they bring it to Celebration Assembly to be congratulated on their achievement. The child is given a shooting star to put on the Celebration Display. This display is situated in the entrance hall for all to see. The child is also given a sticker to wear to show their parents, peers and other members of the school community so they can praise their achievement.

### ***Celebration Assembly***

As well as the Shooting Stars, each teacher will choose children throughout the week who have demonstrated excellent learning and/or been responsible and place their name in their Celebration Book. These achievements will be celebrated at Celebration Assembly on Friday and the children receive a special sticker. Children in the Celebration Book will be praised in front of the whole school. Celebration Assembly will be followed by Celebration Time.

### **Sanctions**

Clear negotiated sanctions are an essential requisite of positive classroom management.

#### ***Self discipline***

We recognise that successful behaviour management supports and encourages self-discipline. The children will be asked to take responsibility for their own behaviour at all times. It is important that children should have the opportunity to make amends. We will sometimes send home the School Charter if a child is having difficulty acting responsibly. Parents are encouraged to talk the charter through with their child and help them to think of ways they will act more responsibly in future.

#### ***Class and around school***

The adult responsible for the child will deal with minor infringements of the School Charter:

There is a stepped approach to sanctions used:

#### **Step 1**

1. A verbal rebuke setting out the behaviour expectations:
  - The adult explains the behaviour is unacceptable and the consequence of their actions.
  - Two choices are given: choice one has a positive outcome and choice two will lead to a further sanction.

#### **Step 2**

2. First warning and name written on board/ display:
  - Time out from group for 5 minutes (class, playground or hall).
  - At the end of the 5 minutes the choices are given again: choice one has a positive outcome and choice two will lead to a further sanction.

#### **Step 3**

3. Towards Good Behaviour form completed:
  - child sent for 'Short and Sharp' with Headteacher or in her absence a member of the SLT.
  - Choices given again by Headteacher/ SLT: choice one has a positive outcome and choice two will lead to a further sanction.

#### **Lunchtime/Playtime**

- At lunchtime/break time the child will be taken to Welfare Officer. Welfare Officer will locate Headteacher/SLT.
- Choices given again by Headteacher/ SLT: choice one has a positive outcome and choice two will lead to a further sanction.

- Any child getting a Towards Good Behaviour form will not be entitled to get their sticker/ stamp on their trophy sheet that week.

#### **Step 4**

4. A Behaviour Report is issued:

- A Behaviour Report will be issued if the behaviour continues. A child will only be issued two Towards Good Behaviour Forms in a week and any repeat of the behaviour within the week will be dealt with as a Behaviour Report and recorded as persistently refusing to do as asked by an adult.

More serious contravention of rules and all instances of unacceptable behaviour will be dealt with in a more formal way using a Behaviour Report.

**The Headteacher has the right to override this procedure at her discretion.**

### **UNACCEPTABLE BEHAVIOUR**

There is no place for deliberate actions to hurt another, bullying, vandalism, theft, rudeness to adults or bad language in the school community and these must always be discouraged.

#### **Unacceptable behaviour includes:**

- Swearing;
- Deliberate spitting;
- Kicking or fighting with the intention to deliberately hurt;
- Stealing;
- Racist incidents;
- Persistently refusing to do as asked by an adult;
- Vandalism;
- Rudeness to any adult in school;
- Inappropriate sexual behaviour;
- Verbal threats.

All incidents of the above behaviour will result in a Behaviour Report being issued. In the case of racist incidents a West Sussex hate incident form will also be completed and submitted according to local procedures.

#### **Procedure for Issuing a Behaviour Report:**

##### **Step 1**

1. The Class Teacher will complete the Behaviour Report as soon as possible after the incident.
  - The Behaviour Report must include the child's name, class, and number of the report and details of the incident.

##### **Step 2**

2. Parents will be informed the same day either in person or by telephone and are asked to sign the record of the incident and discuss a plan of action.
  - If the parent is spoken to by telephone, a record of the conversation will be recorded on the form and the class teacher will sign the form on the parent's behalf stating that a conversation was had by telephone.

##### **Step 3**

3. A copy of the report will be signed and kept by the Headteacher in the school Behaviour Log. A signed copy of the report will also be kept in the classroom behaviour log.

#### **Sanctions**

- Any child getting a Behaviour Report will not be entitled to get their sticker/ stamp on their trophy sheet that week; will miss two playtimes/lunchtimes and Celebration Time. Please note: All or part of Celebration Time may be earned back over the week if the child's behaviour is deemed to have significantly improve.

- If missing playtime/lunchtime the child will sit in the library. If missing Celebration Time the child will sit in an appropriate part of the classroom.
- Children should be set work to complete this will either be work not completed in the session or an exercise related to the School Charter.
- The Headteacher will also review whether the child can attend after school or out of school activities, such as school trips as detailed in the Exclusion part of the Behaviour Policy. (Appendix A)

The procedures will be consistent throughout the school and will follow the 6 steps Behaviour Report procedure.

### **The 6-step Behaviour Report procedure**

As these procedures progress, the child will be supported throughout the school by our positive approach to behaviour modification programmes. Any child receiving 3 Behaviour Reports in a term will be issued with an Individual Behaviour Plan and we will initiate where appropriate a Pastoral Support Programme (PSP).

- All occurrences of unacceptable behaviour will be recorded on a Behaviour Report Form and kept in the teachers' file and Headteacher's Behaviour Log. A copy of all Behaviour Reports issued must be sent by the Class Teacher to the Headteacher or to a member of the Senior Leadership Team the same day.
- For Behaviour Reports 1-2, parents will be informed by the teacher and asked to sign and/or comment on each entry.
- 3rd report – Parents will be asked to discuss the situation with the Headteacher. If the report is the third in a term then an Individual Behaviour Plan and procedures will be put in place. If the 3<sup>rd</sup> report was issued over more than a term then the Class Teacher will meet with the parents and Individual Behaviour Report will be initiated if a 4<sup>th</sup> report is subsequently issued.
- 5<sup>th</sup> report – Parents will be warned of an impending exclusion and the implications.
- 6th report – The exclusion part of the Behaviour Policy will be actioned (see Appendix A).

**The following behaviour will override the 6-step Behaviour Report procedure and at the discretion of the Headteacher and may result in an internal or external exclusion.**

- Bullying;
- Persistent racist incidents;
- Dangerous behaviour;
- Proven serious stealing;
- Persistent swearing and deliberate swearing at an adult.

**The Headteacher has the right to override the 6 step procedure at her discretion. See Appendix A for further information on Exclusions.**

**The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or feared that one may take place.**

*Also see the Anti Bullying Policy (please see Appendix B)*

### **Individual Behaviour Plan**

Individual Behaviour Plans (IBP) will automatically be put in place when a child has been issued 3 behaviour reports in a term. The Headteacher may also issue IBP's more frequently if she deems appropriate

IBP's are aimed to support the child in taking the responsibility of managing their own behaviour, the goals they need to achieve, the strategies they will use and how the adults in school will help them achieve their

goals. The plans are put together in collaboration with the child, other adults working with the child and shared with parents (Appendix G). An individual stepped approach is used to reinforce these expectations and a daily monitoring report will be completed by the class teacher and submitted to the Headteacher/ Additional Needs Leader at the end of each day (Appendix H)

### **Weekly review Meeting**

The Headteacher or member of the leadership team and Additional Needs Leader will meet weekly with the child and review the progress to achieving their goals. A written copy of the review will be provided to the parents by the class teacher and/or Additional Needs Leader. If good progress is made over a three week period the Headteacher/ Additional Needs Leader will consider initiating a monitoring period and revert to the management of the behaviour back to the Behaviour Policy stepped approach.

If good progress is not made the following steps will be enforced:

#### **Step 1**

4 Behaviour reports issued:

- The IBP will be revised as deemed necessary
- The Headteacher and Additional Needs Leader will meet with the parents to discuss continuing concerns and next steps.
- Additional measures instigated, which could include: any additional pastoral support programmes in school, a Common Assessment Form (CAF) and/or referral to outside agencies.

#### **Step 2**

5 Behaviour reports issued

- The procedure above is repeated

#### **Step 3**

6 Behaviour reports issued

- The exclusion part of the Behaviour Policy will be enforced.
- or
- The Headteacher, at her discretion will put in place any additional measures as she feels necessary, taking into account the individual circumstances.

**The Headteacher has the right to override this procedure at her discretion.**

### **PHYSICAL RESTRAINT POLICY**

Staff at school will not use any form of physical punishment, even if invited to do so by individual parents.

Physical restraint is the positive application of force in order to protect a child from causing injury to him/herself or others or seriously damaging property. It will only be used as an exceptional measure – a last resort and not for disciplinary purposes.

1. Physical restraint should only be used as a last result when:
  - a) There is a risk of injury to a person or significant damage to property;

- b) When there is a risk of criminal offence being committed or as a personal self-defence measure.
2. Restraint must never be used as a threat or punishment or to gain adult compliance.
  3. Any restraint must be administered calmly and rationally as a result of professional judgement that there is no other suitable alternative action. Assistance must be sought from other staff as soon as possible. Ideally two people should work together to restrain a child.
  4. If restraint is used, it must involve the minimum force necessary; be applied only until the child is calm; and aim not to inflict pain. Any hold must take account of medical, respiration and circulation needs and the frailty of children's joints, following techniques taught by accredited trainers.
  5. Only trained staff are officially authorised by the Headteacher to use restraint following the above guidelines. We currently have three members of staff trained in the Team Teach physical restraint programme.
  6. Every incident of restraint must be recorded on the schools Restraint Incident Book, located in the Headteacher Office, and reported both to the Headteacher and the child's parents.

## **ROLES AND RESPONSIBILITIES**

1. It is everyone's responsibility to make sure Pound Hill Infant School is a safe, secure and effective learning environment.
2. The Headteacher is responsible for ensuring good order and discipline during the school day in all activities and in all areas of the school grounds.
3. All staff are representatives of the Headteacher and should apply the agreed procedures in the Behaviour Policy.
4. All adults will use the 'Language of Choice' with the children to encourage them to take responsibility for their actions.
5. No unacceptable behaviour, either physical or verbal by any child or adult must ever be condoned or ignored when seen or reported to a member of staff. Every incident or complaint should be dealt with as promptly as possible:
  - Listen to each child's own uninterrupted account of the incident
  - Children must be encouraged to tell the truth
  - Listen to any child or adult witness accounts
  - Share your findings with the child/children
  - Put in place the appropriate sanction if necessary, including a sanction for not telling the truth where appropriate.
6. All staff must ensure class teachers are advised of any incidents and action taken involving children from their class which have been dealt with by another member of staff.
7. All members of the school community should: -
  - Complete tasks to the best of their ability;
  - Take responsibility for their own behaviour, possessions and equipment;
  - Co-operate with other members of the school.
8. Parents have a very important role in maintaining good levels of behaviour in school. For our policy to be effective, parents must: -
  - Inform the school of changes in circumstances which could affect behaviour;



- Co-operate with school in all matters of discipline and reinforce the school's efforts at home;
  - Praise children when they bring home certificates, trophies or other rewards from school;
  - Supporting the school's views when talking to their child about improving behaviour;
  - Agree and sign the home/school agreement.
9. Teachers should ensure that they inform the Additional Needs Leader if there are difficulties with a pupil's behaviour, so that an Individual Education Plan or Individual Behaviour Plan can be put in place and further advice sought.
10. Governors will be informed if there is unacceptable behaviour leading to exclusion.

### **ACCUSATIONS MADE AGAINST SCHOOL STAFF**

The school procedures for managing allegations against people who work with children will be implemented if a member of staff is accused of misusing their powers.

The person subject to the allegation or concern will be supported in the following way:

- As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- Human Resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements, currently Core Care.
- The person who will update the person subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, s47 or disciplinary investigation.

Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using the Behaviour Report sanction, or by exclusion if appropriate, as detailed in the school behaviour policy.

### **THE ROLE OF THE GOVERNING BODY**

1. This policy has been written with due regard to the Governors' Statement of General Principles with Regard to Behaviour.
2. To receive a full report at least annually, on the monitoring on the implementation and effectiveness of the behaviour policy. More frequent, less detailed reports will be made to governors through the termly headteacher's report to governors.
3. This policy will be reviewed by the Headteacher at least annually.

**This policy will be reviewed annually.**

**Adopted by Governors- April 2010**

**Reviewed - April 2011**

**Reviewed – April 2012**

**Reviewed – April 2013**

**Reviewed - Feb 2014**

**Review date: April 2015**

**Signed:**

**Headteacher**

**Signed:**

**Chair of Governors**

## **APPENDIX A**

### **EXCULSIONS POLICY**

**Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.**

#### ***Exclusion from school trips and visits***

In certain circumstances the Headteacher may deem it not possible for a child to go on a school trip due to poor behaviour. This will occur when staff cannot guarantee the child's safety or the safety of other children or adults or the child's management of their behaviour may not be at a high enough standard to represent the school. In all cases of exclusion from school trips and visits the Headteacher's decision will be final.

#### ***Outside agencies***

It is not always possible to meet every child's needs within the school system. We may need to consult outside agencies that include specialist behaviour advisers, the school nurse and Educational Psychologist. For children who have difficulty in managing their behaviour choices, it may be necessary to put an Individual Education Plan (IEP) and/or Individual Behaviour Plan in place. Parents will always be involved at this stage.

If a problem persists, the last resort is exclusion on a temporary or permanent basis.

#### **The following behaviour will override the 6-step Behaviour Report procedure**

- Bullying;
- Persistent racist incidents;
- Dangerous behaviour;
- Proven serious stealing;
- Persistent swearing and deliberate swearing at an adult.

#### ***Informing parents***

Parents will be notified immediately, initially by telephone and then followed, without delay, by a letter. The letter will explain the reasons for the exclusion, steps taken to avoid exclusion and the parent's rights to state their case to the Governing Body's Discipline Committee.

#### **Procedures will always be followed in-line with local and national guidance.**

The Headteacher will determine the duration of the exclusion and whether this is to be internal or external to the school. The Headteacher will also have the authority to determine when a permanent exclusion is warranted.

#### ***Procedure following exclusion***

On returning from a days' exclusion, parents and the child will be invited to meet with the Head teacher before school to discuss a way forward. [We have found that where a parent has reflected on a child's behaviour with the child, during the period of exclusion, reintegration into school has been more successful]

If a child continues to fail to take responsibility for their behaviour, the same steps will be taken and the Headteacher will determine the duration of the exclusion and whether this is to be internal or external to the school.

The next step for persistent misbehaviour will be an external fixed term exclusion the duration of which will be determined by the Headteacher, or in exceptional circumstances a permanent exclusion. Before we get to this stage we will set up another Pastoral Support meeting and invite representatives from other agencies to the meeting to review the IEP and/or Individual Behaviour Plan as appropriate.

Any further incidents of poor behaviour will result in a further exclusion, the length of which will be determined by the Headteacher.

THE LAW ALLOWS HEADTEACHERS TO EXCLUDE A PUPIL FOR UP TO **45 DAYS** IN A SCHOOL YEAR.

### **The Discipline Committee**

For exclusions of more than 15 days in a term, the Discipline Committee will consider the exclusion and decide whether the pupil should be reinstated.

For permanent exclusions the discipline committee will satisfy itself that all possible strategies to improve a pupil's behaviour have been tried and failed.

All parties will be notified of decisions in writing without delay.

*Due Regard will be given to the Equality Act 2010. The Headteacher will consider what extra support might be needed to identify and address the needs of pupils of different groups where exclusion rates are consistently higher than average.*

## **APPENDIX B**

### **ANTI-BULLYING POLICY**

**Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.**

We believe it is every child's right to feel secure and happy at school. Bullying verbal, physical or cyber bullying will not be tolerated. It is everyone's responsibility to prevent it happening and with this in mind we have laid down the following guidelines.

#### ***What is bullying?***

There can be a natural tendency, especially for a parent whose child is involved, to see all playground incidents – every squabble or disagreement, however isolated, as bullying. The School Community of Pound Hill Infant School has therefore agreed its own definition of bullying:

Pound Hill Infant School Community has agreed bullying is an act of intentionally causing harm to others, over a period of time by both individuals and groups. Bullying behaviours include:

- Name calling
- Mocking
- Spreading hurtful or untruthful stories
- Demeaning comments about gender, culture, religion, disability or special needs or sexuality
- Threatening
- Sending hurtful texts, web messages or silent phone calls;
- Sending offensive or degrading images by phone or via the internet
- Intentional hitting, pushing or kicking
- Taunting
- Being forced to do things they don't want to do.
- Excluding someone from groups and breaking up friendships
- Taking possessions or money
- Malicious gossiping
- Offensive graffiti

(Created January 2010, reviewed December 2012)

#### ***Pastoral advice to parents***

Everyone can help discourage bullying behaviour. The responsibility is on all to tell if bullying is happening. This is not telling tales.

- Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without aggression or violence.

#### **The following advice will be shared with parents**

##### ***If you feel your child is being bullied: -***

- Talk calmly about the experience and reassure your child that he/she has done the right thing by telling you about the incident. Explain that he/she must report it to a teacher immediately.
- Arrange to see your child's teacher and explain the problems your child is experiencing as soon as possible.
- When talking to the teacher try to stay calm and bear in mind that he/she may be unaware that your child has been bullied, or may have heard conflicting accounts of an incident – there are two sides to most stories.
- Ask the teacher if there is anything you can do to help.

- Keep in touch with the school and let us know if things improve or the problem continues, whilst we investigate the concerns raised.

***As a result school will:***

- Log any concerns on a Parental Concern Form and report them to the Headteacher, in her absence a member of the Senior Leadership Team.
- The Headteacher, in her absence a member of the Senior Leadership Team, will fully investigate the concerns raised within 2 school days. In cases where the issue raised is complex and requires further investigation this time frame may be extended at the Headteacher's discretion.
- The results of the investigation will be shared with the parent raising the concern and where appropriate the parent of any other child involved (within 1 school day if possible).
- Sanctions, including exclusion and an Individual Behaviour Plan/ Individual Education Plan will be put in place if deemed appropriate.

***How we prevent bullying in school by using a positive approach.***

- Work together on our shared policy of behaviour.
- In the classroom and around school, create a positive ethos and expectation of good behaviour from all.
- Provide good adult ratios at playtime and lunchtime.
- Notice what takes place outside the classroom as well as inside it.
- Vary the ways in which children are grouped so that they can understand consistent patterns of collaboration.
- Insist on children telling the truth.
- Explore bullying and self esteem and wellbeing through the School Meeting and PSHCE aspects of our curriculum.
- Use our Rights, Respecting Schools programme to explore the rights and responsibilities of all members of our community.

All incidents of bullying are unacceptable and will be dealt with using the Behaviour Report sanction, or by exclusion in exceptional circumstances, as detailed in the school behaviour policy.

## **APPENDIX C**

### **PUPIL ROLE MODELS** **RIGHTS RESPECTING SCHOOLS MENTORS**

#### **Rights Respecting Schools (RRS) Mentors.**

- The Headteacher or senior teacher interviews potential Year 2 RRS Mentors twice a year (normally September and January). An RRS Mentor can stay in their role for the whole year.
- Every child in Yr2 will have the opportunity to be a leader during the academic year.

#### **Aim of roles: To be an excellent role model and promote and celebrate:**

- Excellent learning
- Excellent behaviour
- The school expectations (The School Charter) and ethos
- Pride in their school and community.

#### **Responsibilities:**

- Be an excellent role model
- Monitor and celebrate excellent behaviour around the school
- Support other children in understanding the school Charter.
- Take a lead role in the School Meeting

#### **Special Rewards**

- Carry out special activities e.g. chair the School Meeting; assembly door monitor; show visitors around, visit other classrooms or schools etc.
- Special means of identification e.g. an RRS badge

## APPENDIX D

### THE SCHOOL CHARTER

#### The School Charter

#### The Right to...

#### Responsibility to....

##### The Right to learn:

I will listen and be listened to.  
I will not call out.  
I will do my best

##### The Right to play and have friends:

I will share.  
I will be kind and gentle.  
We will look after each other

##### The Right to feel and be safe:

We will look after our things.  
I will tidy up.  
I will not hurt people.

##### The Right to feel included:

I will work as a team.  
I will not leave people out.  
We will help each other

##### The Right to be heard:

I will share my ideas.  
I will listen to others.  
I will have a go

##### The Right to be me:

I will accept that we are all different.  
I will say well done.  
I will be honest

Appendix E

Towards Good Behaviour Form

Pound Hill Infant School

TOWARDS GOOD BEHAVIOUR

Date:

Child's Name:

Class:

Teacher:

Step 2: Warning 1 ☐

Step 3: Short & Sharp ☐ Reason:

Step 4: Behaviour Report issued ☐



**Appendix F**

**Pound Hill Infant School  
BEHAVIOUR REPORT**

Pupil Name:  
Behaviour report number:

Class:

Teacher:

DATE	INCIDENT	RESPONSE	PARENTS' RESPONSE

Signed..... Headteacher

Signed.....Parent

**IMPORTANT:** Photocopy to be kept in class teacher file and given to the Headteacher.

**Appendix G**  
**Individual Behaviour Plan**

Name	Class	Date of Plan	Plan Number	Category of Need

<b>Additional measures/Agencies in place or working with child</b>

<b>Member of Staff to oversee the plan:</b>

<b>Areas of school life in which the child experiences success:</b>

<b>General concerns</b>

### Individual Behaviour Plan (IBP)

Name	Class	Date	Plan Number

<b>Goals:</b>

My goals	My strategies (to help myself)	Adult strategies (to help me)	Review comments

## **Appendix H**

### **Step 1**

The child is reminded of the expectations on their IBP everyday by the Class Teacher.

If child is successful in managing their behaviour during the session then any agreed reward will be issued as identified on IBP.

If child is not successful in managing their behaviour then step 2 is initiated.

### **Step 2**

A visual warning is given.

### **Step 3**

A verbal warning is given:

- time out from the group for 5 minutes (class, playground or hall).
- At the end of the 5 minutes the choices are given again: choice one has a positive outcome and choice two will lead to a further sanction.

### **Step 3**

Towards Good Behaviour form completed:

- child sent for 'Short and Sharp' with Headteacher or in her absence a member of the SLT & choices given again.

#### **Lunchtime/Playtime**

- At lunchtime/break time the child will be taken to the Welfare Officer. The Welfare Officer will locate Headteacher/SLT.
- Choices given again by Headteacher/ SLT: choice one has a positive outcome and choice two will lead to a negative outcome.

### **Step 4**

A Behaviour Report is issued:

- A Behaviour Report will be issued if the behaviour continues. A child will only be issued two Towards Good Behaviour Forms in a week and repeat of the behaviour within the week will be dealt with as a Behaviour Report and recorded as persistently refusing to do as asked by an adult.

A daily monitoring report will be completed by the class teacher and submitted to the Headteacher/ Additional Needs Leader at the end of each day.

# Pound Hill Infant School

## Individual Behaviour Plan Daily Monitoring Form

Child's Name:

Date:

Day: Monday

Tuesday

Wednesday

Thursday

Friday

### Session 1

### Playtime

Step 1      Expectations review

☐

Success in taking responsibility for behaviour

☐

Success in taking responsibility for behaviour

☐

If not:

Step 2: Warning 1

☐

Step 2:      Warning 1

☐

Step 3:      Short & Sharp

☐

Step 3:      Short & Sharp

☐

Step 4:      Behaviour Report issued

☐

Step 4:      Behaviour Report issued

☐

## Session 2

Step 1      Expectations review      ☐

Success in taking responsibility for behaviour      ☐

If not:

Step 2: Warning 1      ☐

Step 3:      Short & Sharp      ☐

Step 4:      Behaviour Report issued      ☐

## Lunchtime

Success in taking responsibility for behaviour      ☐

Step 2:      Warning 1      ☐

Step 3:      Short & Sharp      ☐

Step 4:      Behaviour Report issued      ☐

## Session 3

Step 1      Expectations review      ☐

Success in taking responsibility for behaviour      ☐

If not:

Step 2: Warning 1      ☐

Step 3:      Short & Sharp      ☐

Step 4:      Behaviour Report issued      ☐

## Session 4

Success in taking responsibility for behaviour      ☐

Step 2:      Warning 1      ☐

Step 3:      Short & Sharp      ☐

Step 4:      Behaviour Report issued      ☐