



Wicklewood Primary School

Behaviour for Learning policy and guidance for teachers and professionals

Formally adopted by the Governing Board of: -	Wicklewood Primary School
Chair of Governors: -	Mrs M Talbot
Brought to Governors & adopted on: -	January 17th 2023

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We believe that a love of learning is an essential part of a happy and successful life and that having the spirit of lifelong learning is key to achieving a healthy and rewarding future for all of us. This belief is core to our school values and all we do at Wicklewood.

We expect our children to be polite and helpful, we ask them to be kind, caring and honest and we encourage them to show respect for other people.

At our school we help pupils to develop those dispositions that will support learning, as they mature they should become increasingly aware of how their behaviour affects all aspects of life at school both for themselves and those around them. Children will be supported through our PSHE policy and our Forest School Curriculum which develops self-esteem and self-awareness. As pupils move towards secondary school expectations will increase and greater independence and resilience nurtured in every student.

We understand that if our children are to learn to be responsible for their own good learning behaviour the school must provide them with;

- An environment which is safe, calm and supportive
- A curriculum that is designed to suit their individual needs rooted in our school values
- Assessment systems that identify vulnerable children
- Interventions to support children back to their usual good behaviour
- Specific praise, encouragement and positive recognition of good behaviour for learning
- Explicit teaching to build strong learning powers
- A Pastoral Team (see Pastoral Team)

In turn we expect children to demonstrate

- Our school values, at all times
- Exemplary manners
- Care for the school and local environment
- contribute to our evolving school through participation in school projects and events
- Welcome new pupils and staff to our Wicklewood family
- Develop dispositions and attitudes that are essential for successful learners

Families to support pupils by ensuring they have

- Outstanding punctuality and attendance
- Arrive at school on time ready to learn every day with correct equipment needed for the day e.g. PE/Swimming kit/Forest School clothing/ Water bottles
- Follow agreed school policy including their full support for the behaviour policy and Working Together Agreement
- Take part in all aspects of school life, including educational and residential visits
 - Accept in good faith decisions by school leaders unless there is irrevocable proof to the contrary in line with our WPS School Charter.

At Wicklewood, we know that all our pupils are different, each one special in their own way. We understand that throughout school life children and families will experience different challenges, so this policy aims to provide as much guidance and information as it can. In order to support those times of change there will be a whole range of individual personal plans working in the school at any time, these have to be flexible to support the children effectively, it would not be possible to include them all in this document. This policy and guidance is regularly reviewed and is subject to change in line with the needs of our school family and as we grow as a profession in our understanding of our support and management of learning behaviours. As an outstanding school we pride ourselves on the collaborative partnership we have with our families.

Aims

- To have a consistent policy clearly recognised, understood and practised by children, staff, parents and governors
- To identify acceptable and unacceptable behaviour and to encourage positive learning, sociability, self-reliance and the skill of learning with each other
- To foster mutual respect between all adults and children in our school in order to develop a positive school atmosphere; a place where pupils, staff and visitors feel valued, safe and fairly treated
- To develop intrinsic, flexible reward systems for the broadest possible range of academic and non-academic achievements, and to adopt strategies to modify unacceptable behaviour
- To adapt policy and practice in order to support each individual to thrive at school

The Pastoral Team

At WPS, we have a team of professionals who get together each week and review the Pastoral and safeguarding records on Pupil Asset and CPOMS (MIS and digital tracking/safeguarding systems). In the team we have the following staff who, in addition to their designated responsibility, will support and challenge all members of the team in all aspects of the team's work. (School Charter)

- SENDCo at Wicklewood and member of the Senior Leadership Team.
FOCUS-pupils with Special Educational Needs or Disability, SEND policy looked After Children
- Safeguarding Leads Wicklewood
FOCUS-pupils who are subject to a Child Protection or Child-in-need/Early Help plan, safeguarding policies, training and practice
- Parent Support Assistant/Lead Behaviour Professional/Intervention Coordinator
FOCUS-attendance and punctuality, parenting support/advice, Young Carers
- ELSA
FOCUS-allocation/ implementation of Emotional Literacy Support programme, relationships, anti-bullying, cyber bullying, bereavement, conflict resolution, peer mentors

Each member of the team will help to provide guidance and resources for children and families experiencing barriers to learning at school. They will also provide challenge and support for each other as we monitor the quality of the provision at WPS and how well it supports children in meeting or exceeding national expectations. Each term there are specific agenda items identified by the Senior Leadership Team and the Governing Body, these are recorded on the School Operational Overview where we evaluate provision in the particular aspect of the Pastoral Teams work;

- Anti-bullying
- School Values
- Equality and Diversity
- Learning Powers
- Travel Plan
- Policy review – safeguarding/attendance
- Safeguarding Review
- Full attendance check
- Persistent absence
- Lateness
- The quality of play and learning during lunch and break times
- Peer mentors
- School council
- Eco council
- Prefects
- Head boy and girl

Following each meeting members of the team will undertake actions and or policy changes as required. In line with GDPR records can be made available to the parents where they have information about their own children. No other child's information should be shared with families; in this instance records must be redacted. All folders and discussions are confidential; see School Charter and Confidentiality Policy.

Introducing the Policy

To the Children

Every opportunity must be used to ensure that children clearly recognise and understand the behaviour that is expected of them. Situations during every school day such as acts of worship, playtimes, circle times, worry boxes, story times and lunchtimes are all vital parts of the day when good behaviour must be reinforced. The policy should be shared as part of all lessons where appropriate and planned specifically in PSHE/RSHE, RE lessons and during collective worship linked to our school values.

To the Governors

Governors will all have a copy of this document. It will be the responsibility of the Chair of Governors to ensure that new governors receive a copy as soon as possible after appointment. Nominated governors should take part in an annual review of the policy and undertake school visits to observe the policy in action as part of that review.

To the Parents

The Behaviour for Learning Policy will be available to parents or guardians of children in our school, shared in newsletters, and on the website and clarified in parents' meetings, as and when queries arise.

To the Staff

Full commitment from staff is vital to the implementation of the policy; all staff will use observation and rigour in their practice to support children in achieving a love of learning, understanding and behaviour in line with school values. New staff, students and volunteers will review as part of our induction process.

Every member of staff and all our volunteers play a vital role in ensuring that excellent standards of learning behaviour are maintained. All staff will have CPD on behaviour management. All staff will refer to the Policy and use the agreed practice.

Developing a school culture

At WPS, we teach our children that we live in a community which can only thrive when each of us as individuals feels respected and valued. In order to put this into practice all staff should be:

- Introduced to the pupils in worship on appointment and at the start of each school year
- Introduced to the rest of the school staff on appointment
- Acknowledged publicly when leaving their post
- Included in CPD and information regarding our WPS Charter
- Included in the circulation of all relevant information for school staff and of letters to parents, newsletters and email including our website
- Invited to social occasions and events in school, including educational visits
- Invited to attend relevant training courses
- Introduced to visitors to the school and take part in regular meetings with the Head teacher
- Consulted whenever consideration is being given to changes in policy or practice that affect behaviour in school
- Involved in reinforcing curriculum work, health and safety and HR issues

The principles of the policy must apply to all school activities on and off site.

School Rules Rewards and Consequences

(see Appendix 2 Learning Behaviour Pathways)

The agreed set of class rules for every class in school is as follows:

- 1) Praise. No put down
- 2) Hands, feet and objects to yourself
- 3) Follow instructions
- 4) Talk quietly, stay on task

Our Values and learning dispositions or learning powers are demonstrated through our rules and help guide us in our relationships with our peers and the adults around us

The class rules should be displayed noticeably in every classroom alongside the 'Five Dispositions of Learning/our Learning Powers teachers should regularly go over the rules to make sure the children understand them.

Rewards - including but not exclusive (see Behaviour Pathway)

- Praise- e.g. well done for finishing work in time, showing kindness to another child/adult, demonstrating our school values
- Work used as an example for others
- Secret student - (see secret student) names are shared with the school community each day and on the website.
- Class rewards- marble jar to collect marbles. Marbles collected 'earns' a reward for the whole class during lesson time, lunchtime, play time and off-site educational visits.
- Whole class specific merits linked to learning powers - Pupil Asset
- Responsibility for a class-based routine
- Responsibility for a whole school routine
- Leadership responsibility for the whole school or year group e.g. school councils
- "Special mention" during class phase worship that focus upon academic, non – academic achievements and exemplary behaviour
- visiting another adult in the school for praise

- Sharing work with other children – under visualisers
- Positive marking of work children's work (see feedback)
- Telling parents about children's successes - merits/ secret student
- Pupils who have gained achievements outside school need to feel the school community recognises these achievements too

Marble Jar

NB once a marble has been earned and placed in the jar it must not be removed.

Reward systems are to reinforce positive learning behaviours, over the course of a day children may display behaviours that are unacceptable as well as those that are positive this means a marble can be earned and a negative mark put on the record of learning against their name. A Secret student will earn a marble for the class if named. Secret Students will not be named if they have a mark on their record of learning.

Consequences

If children break any of the class rules the following steps are taken.

It is important to note that teachers should use a range of strategies prior to implementing negative consequences. Of course, in the case of a child hurting another child or adult an immediate consequence is required and the transgressor must be taken to a safe place/Buddy Class to ensure the safety of others.

Consideration will be given to the child's age, stage and SEND/Behavioural needs. Parents will be contacted as soon as possible.

It is vital the child understands what it is they have done to break a school rule. The adult must share what has happened with the child and explain why the behaviour is unacceptable, there must be an opportunity for the child to discuss with the adult their view as both child and adult move to a shared understanding. It is important to ensure the children are clear as to the next stage of reward or consequence, if the behaviour improves/does not improve. Consequences may be recorded on the Class Record of Learning Chart and the pupil voice and consequences recorded on schools tracking system for learning behaviours on Pupil Asset.

Record of Learning

The class teacher will have a Record of Learning monitoring sheet on display which he/she/they uses to record children's learning behaviours. This sheet may not always be necessary and teachers can be flexible about when to use it, for example, you may use it during the Autumn term or to identify patterns in problematic behaviour, or to support transition to a New Year group. Teachers should implement this for a minimum period of one term and should be reviewed with the Pastoral Team half termly. If a class teacher can evidence that Learning Behaviour is the only behaviour in their class for the vast majority of children, that pupils are now demonstrating the learning powers and school values consistently then the Record of Learning can be set aside.

- All pupils' names are included on the chart as our expectation is that we are all capable of demonstrating the WPS shared values
- If a pupil continues to disrupt or fails to get on with learning a cross is marked in each of the boxes in turn – and a reminder given. The pace in learning should not be interrupted unduly
- Rule reminder

The instruction is repeated and the meaning clarified the teacher will exemplify by modelling or identifying a pupil or group of pupils who are following the positive behaviour pathway.

In placing an X in the first box, the teacher is evidencing that the pupil is not getting on with their own learning and is at risk of not demonstrating our school values and or learning powers. Even if they are able to learn themselves whilst this disruption is taking place, the learning of others may be adversely affected.

- Name Noted

As above plus the staff member ensures the child knows what will happen at the following stages and records their name on the monitoring sheet/whiteboard. Each cross deletes letters from the word LEARN Teachers and support staff should now be looking to 'catch' any pupil who is making the right choice, i.e. 'catch them being good' they should now move to Reciprocity and be imitating the good choices of others. Teachers and support staff should use the vocabulary of our rules/values and learning powers. EARN-Recovery Strategy - If a child has an 'L' deleted on the learning chart it is still possible to recover a good behaviour and EARN class rewards for good learning.

- 1 minute off play

As above plus, the teacher/member of staff uses a sand timer at the end of the morning session or lunch time sessions. This must be recorded. This third column on each day represents the first consequence for poor behaviour and must be administered by the **teacher**, 1 min off play, 3 min off play.

- 3 minutes off play

As above plus, the teacher uses a sand timer at the end of the morning session this time for 3 minutes. This must be recorded.

- Time out

As above the teacher will explain which rule has been broken and send the child to work in a space inside the classroom – in a safe space on the carpet with a sand timer and where appropriate the Buddy Class. This should be determined based on the age and requirements of the child and class. Records must be put on Pupil Asset or on CPOMS where the incident is deemed to have safeguarding-related information or pertains to a student who is under Child Protection/Child in Need or is deemed vulnerable by the teacher and Pastoral Team. This may be shared with parents so ensure that information is recorded in a concise and professional manner. **Time out should not exceed the time a child can retain the purpose of the consequence, consider age and understanding of the child.** Where a child would have carried out a piece of work in another class – this work will be sent home to be completed and parents notified. Older children may have slightly longer time out if the work given requires it, but should be reviewed in light of the effectiveness of the action.

- Serious Incident Letter/Red Letter

The teacher will explain which rule/s have been broken and record the incident on the school Pupil Asset System. Once a child's name reaches this stage for poor classroom behaviour where there has been significant disruption to the learning for others in the class, **parents must be contacted by the class teacher on the day of the incident and email the letter with the behaviour pathway, rewards and consequences attached by the end of the day, or the next day.** Parents will be notified of future consequences and action the school is taking to support children using the Behaviour Pathway. Parents will complete a home/school reward and consequence form (Appendix 3) This **must** be returned to the school and shared with the pupil and/or completed with the class teacher at a meeting. This will ensure the school is supported at home and the home is supported by school. Following the telephone call to parents an email will be sent outlining the incident and including the events/pupil voice i.e. what is typed on Pupil Asset should be pasted into the letter to parents.

Stages following Serious Incident Letter

- After School/Lunch Time Detention

If children have had a Serious Incident Letter on 3 or more occasions they will receive a letter from the school which will suggest a date when the detention will take place. This will be between 3:15 pm and 4:15pm. Pupils will remain in their classroom and carry out additional learning activities. **Parents must be informed of any detention prior to the date the detention is to take place.**

On rare occasions pupils learning behaviour is such that a more personalised approach is needed – such as a child with traumatic experience, SEND, communication or behavioural issues. In addition, some pupils may need an adapted provision in light of special educational needs including mental and social needs. In these cases, either a Pastoral Support Plan, Family Support Plan or EHCP will be in place. Parental involvement with class teachers and support from the Pastoral team and wider agencies will also be a feature. **NB where the behaviour of pupils puts the learning or wellbeing of other pupils or staff at risk all types' plans will focus on addressing the behaviour as a matter of urgency and the LA Inclusion Team will be informed as part of a Pastoral Support Plan.**

- Directly to Headteacher/SENDCo (where the child has special educational needs)/Lead Behaviour Professional. **NB Class teachers MUST be part of all discussions and decisions about provision in partnership with families and pupils at all stages of the support for the pupil. All records to be added to a child's information on Pupil Asset**
- In extreme cases for example if there was any physical violence- where a child or adult has been hurt/ theft/drugs/alcohol/use of weapons has occurred (see behaviour pathway) these procedures will be accelerated. Pupil and staff safety is paramount any pupil who has injured another person must be withdrawn from the class for the remainder of the day. In addition, parents are contacted immediately in the event of injury to pupils or staff. This constitutes a Serious Incident and a letter should be sent - a Pastoral Support Plan put in place with agency support and the inclusion team informed if the student is at risk of fixed term exclusion.

A pupil leaving the classroom/school premises without permission is also a very serious incident and will be reported to the Headteacher and family. This may result in fixed term exclusion. In the event of a fixed term exclusion, pupils will be referred to the NCC Inclusion Team and or CADS TEL: 03448008021 if appropriate. Children with this level of need will, if not already in place, need support from PSP (Pastoral Support Plan). Where fixed term exclusions to the home, and internal fixed term exclusions in school have failed to have any impact, children may have to be referred to a shared care package with a SEMH Unit/Inclusion Unit. These consequences take place in conjunction with PSP

Unacceptable behaviour by pupils and adults - Serious Incidents

We intend to act upon these unacceptable behaviours in the following way:

Students

Constant interruption

This behaviour can cause much disruption and disturbance to children's learning. It is often an attention-seeking behaviour. Children are taught not to interrupt when undisturbed periods of concentration are needed. Pupils are encouraged to demonstrate learning powers and the 5 dispositions and attitudes of positive learning behaviour.

A child who constantly interrupts needs to be in an environment where positive behaviour is encouraged and reinforced. In a classroom where credence and value are shown to everyone's opinions, views and ideas, then children will learn that they will be listened to, and will get their turn.

Student and Parents

Hurting others emotionally or physically such as

We consider the following behaviour to be unacceptable:

- Bullying/cyberbullying (read in conjunction with safeguarding policies specifically anti bullying and cyberbullying)
- Physical abuse
 - Hitting, pinching, punching, kicking, biting, scratching, pulling hair etc.
 - Verbal abuse
 - Name calling, mimicking, teasing, swearing, insulting another person or their family.
 - Psychological abuse
 - Gestures, “looks”, staring, isolating another person from a group, refusal to sit next to or hold hands with another child, over forceful persuasion.
- Onlookers
 - Harassment as defined in the Public Order Act (section 5)
- People who do nothing to help. They are condoning bullying by watching and are themselves in the wrong by not reporting this behaviour. If onlookers are not firmly spoken to, then a bullying culture may develop.

Racism/homophobic or sexist behaviour /Prevent duty/RSHE Policy

If racist terms or gestures are used we must be clear about the procedures set out in our Race Equality Policy, these must be recorded on CPOMS, and be consistent in our approach. Our aim is to inform the children why these terms or gestures are unacceptable. We hope to eradicate all racist comments and prejudices. We also need to support and protect any victims of racism. The victims must be listened to and taken seriously. They must feel secure in the knowledge that they will be supported. Sexism is unfair or unreasonable discrimination between the sexes. Comments or insults based on a person’s gender or exclusion of others on the grounds of their gender are unacceptable. Adults and pupils must also be aware of stereotyping comments or unreasonable maintenance of traditional sexual roles.

Staff will ensure through our RSHE curriculum and alongside our stated school mission, vision, aims and values, why equal opportunities are necessary. They use positive models to avoid sexism, and positive reinforcement should be employed, the Diversity Council will review curriculum and classes for positive images and resources. Audits will identify resources and images that are relevant.

It is important that staff employ similar strategies for dealing with both racism and sexism. These are discussed further in our Equal Opportunities Policy and in our RSHE policy, all must be recorded on CPOMS and will be monitored by the DSL and Pastoral team.

Ensure that:

- Children work regularly in groups of boys and girls and from mixed heritages
- We are consistent in our behaviour towards boys and girls
- Resources are monitored to avoid stereotypical role models.

Theft

Pupils should be discouraged from bringing unnecessary items to school. The naming of all possessions will help to avoid arguments about ownership.

There are a few children who feel compelled to take other people’s property. These children may need special support and guidance.

Close links between home and school are needed to discourage theft. Parents are asked to return any objects that do not belong to them, however small or trivial, back to school.

Procedures to deal with all unacceptable behaviour

Records (serious incidents/behaviour logs) are kept digitally on Pupil Asset and on CPOMS (where a safeguarding concern) to identify and monitor any victims as well as offenders. A system for support of victims must be established. This is discussed further in the Race Equality Policy. **Racism and harassment will be openly discussed**; particularly with the whole class after an incident has been witnessed by other members.

All staff must be involved in recording incidents and the Head Teacher will report data to Governors and County and check records for frequent offenders.

When a child behaves in an unacceptable way, it is the behaviour that is antisocial and not the child. Staff must phrase reprimands in a way that shows this.

Disrespect to Staff at WPS

Parents and families play a fundamental role in supporting their children into learning behaviours that help pupils develop a lifelong love of learning. Teachers and parents working in effective and supportive partnership will always have the most significant impact on life at school. At WPS we know the value families place on learning and how much our staff are held in high regard for the work they do.

However, there are very rare occasions when a parent or family member becomes unable to communicate their concerns calmly.

We consider the following behaviour to be unacceptable:

- Shouting
- Aggressive behaviour
- Inappropriate language
- Harassment (as defined by the Public Order Act (section 5) Harassment Alarm or Distress is deemed to have taken place if/when a course of conduct has been identified and the responsible adult has continued to repeat the unacceptable behaviour.

PSA Protocol

Where any member of staff identifies a parent or family member who is causing them to feel harassed, alarmed or distressed, in any or multiple forms of communication, including social media, the head teacher will inform governors and trigger the PSA Protocol.

The Process

The Adult will be informed that their conduct is causing harassment and or alarm and or distress and to cease the behaviours. The protocol allows the parents/family to communicate solely through the Parent Support Advisor by email for safeguarding purposes only. There will be no email, spoken or written communication. Parents cannot communicate through other channels. All communication will be through the PSA within 5 days. Linking to the Working Together Agreement and our school's complaint policies.

The PSA protocol will remain in place whilst leaders review the conduct of the adult concerned. Taking statements from staff as to the nature of the communication. All levels of the PSA protocol will be reviewed by the Pastoral team after a period of 6 weeks.

If there is no resolution and the harassment or other unacceptable conduct continues the Head teacher may choose to ban the parent from the site for a fixed period.

If the situation is repeated the Head teacher may decide to permanently ban the adult from the school site as there will have been a breakdown of trust and confidence between home and school.

Differentiated Behaviour Policy

The school Behaviour Policy supports up to 97% of children into good learning behaviours, by which we mean demonstrating the 5 dispositions and a love of themselves, their peers and of learning. Some children require a differentiated policy. This should be decided in discussion with the class **teacher**/SENCO/ parent/ pupil.

How are pupils identified for differentiated support?

- Children who are issued with 3 or more serious incident letters will be reviewed by Pastoral Support Team and consider whether to initiate PSP1 the inclusion team will be informed and families and other agencies will be invited to the meeting.
- Class teachers may refer pupils to Pastoral Team for learning support, mental health needs using the referral proforma
- Attainment of pupils dramatically drops. Class teacher voices their concern at the SEN review. SENCO brings the case to the Pastoral Support Team.
- SEN review.
- PPM (Pupil Progress Meetings).

What Tools are available to me as a professional for support?

- Antecedent, behaviour, consequence, records (ABC), EBD and SDQ tools should be used to ensure professionals are targeting the correct areas of behaviour/ need to improve in order to gain evidence and tailor support.
- Home school behaviour book. Sets pupil targets as needed by ABC charts/ class teachers. Staff complete scores and parents praise reward and consequences as agreed on Home-School Sheet and any Pastoral Support Plans.
- Specific reward system in class designed to meet specific needs.
- Reward systems.
- Class Charters
- Behaviour Pathway
- ALPS Materials
- Norfolk Steps - a very small number of pupils require an Individual Risk Management Plan (IRMP) to support them through a crisis and de-escalation. Physical Intervention including Restrictive Physical Intervention can only be carried out by fully trained members of staff as a planned response and as a last resort. Physical Interventions and Restrictive Physical Interventions must be planned (unless in an emergency) and must be recorded on an Individual Risk Management Plan. Use of Interventions must be recorded/reported on Pupil Asset

Setting Behaviour Targets

There are circumstances when the School Policy requires adaptation to support a child in crisis. In this instance there **must** be a multi-agency approach. A personalised behaviour plan is drawn up and agreement with both school and family. It is vital that the child understands that the school and family want them to be happy and learn and that all children have a right to feel safe in school, we have a shared responsibility to ensure it.

1. **school establishes the pupil**
2. Ask the child how we can help.
3. Tell the child that you will be writing to his/her parents to tell them about the inappropriate behaviour and will be monitoring this behaviour on the **behaviour monitoring sheet**. This should go home with the child at the end of each day/week to keep parents informed. (Copy of the sheet may remain in school and placed in the child's special place/ tray).
4. Negotiate with the child the area of behaviour which they need to change in order to improve in class. Set one or two targets only, using your own discretion, to decide if two targets are achievable. If not, only set one and ensure other targets such as One Page Profiles are aligned.

5. Share with parents and ensure home, school rewards, consequences sheet is drawn up and agree how it will be monitored and supported

Resetting Serious Incidents

Staff may request to reset a child's history of Serious Incident Letters if the child has not received one in the last 4 terms. This decision will be made by the Lead Behaviour Professional, Executive Headteacher or Head of school. Previous incident letters will be archived on the system so that they can be referred to if the incidents are mirroring behaviours previously.

What are the roles of the adults who can support a pupil?

- **Class teacher** ensures learning stimulation the school policies and curriculum/values are followed, supports pupils using School Behaviour Policy.
 - **SENCO** supports class teachers to review learning targets, review dates and attend meetings with parents, teachers and pupils. Enlists the support of other agencies.
 - **ELSA** provides individual support (1:1)
 - **Pastoral Team:** supports the class teacher with strategies, referrals and school policy links with wider agencies
 - **Lead Behaviour Professional:** Supports the teachers with implementing the behaviour policy and pathway.
 - **Parent Support Assistant:** works in partnership with parents' class teacher, SENDCo and wider agencies when appropriate
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- **Deputy/Assistant Head /Key stage Leads** – supports the organisation of their department to ensure team resources are allocated to the pupils who need them. Liaises with Pastoral team to support pupils and teachers and families
 - **Head of school** – pupils at risk of fixed term and permanent exclusion
 - **Executive Headteacher** - oversees above. Directs and challenges us to work with and continue to improve our practice

Behaviour at Playtime

This is the best part of the day. Pupils love playing with their friends; however, sharing friends and equipment can be challenging. All staff on playground duty should try to remember that children come from all different types of families. This means children will respond to the challenges of 'playtime' very differently.

Staff on duty must

- Arrive in good time in the playground to ensure children are supervised
- Be clear with other staff on duty who are responsible for each area and first aid.
- Ensure good sight lines across the playground.
- Smile and be positive with children.
- Model 'good listening' when a child is speaking to you about their play or an issue they are worried about.
- Always value the pupils view and show concern if they are worried or upset
- Never discuss a child/worry outside the professional conversation at school
- Ensure play equipment is taken out and put away respectfully.
- Ensure all children are back in class before the last adult leaves the playground.
- Ensure you pass on behavioural/medical information to the class teacher (use iPad to email notes)
- Never take drinks/hot/breakable onto the playground
- Report any health and safety concerns regarding fencing/boundaries to the Site Manager and office. Use email if you cannot make it to the office.

Behaviour at lunchtime in addition to break time guidance above

The school appreciates the challenges faced by Midday Meal Supervisors and works to support members of this team in their workload. At playtime school rules apply

Staff Should

- Arrive promptly ready to start work – Know Child Protection Policy, Behaviour Policy, read Guidance given.
- Ensure all first aid, behaviour, play equipment is fit for purpose and ready for play.
- Playground is safe, the boundaries are secure.
- Rota for location of staff is in place and rotas and area are understood by all new members of the team.
- Encourage pupils to use cutlery correctly
- Try new foods
- Eat healthily
- Reduce waste
- Put a note in a child's lunch box where the child has
 - (a) Not eaten lunch to sustain them throughout the day
 - (b) Not been provided with a healthy lunch
 - (c) Been provided with a very healthy lunch that sustains the child through the day.

Children are expected to play (see school play vision and plan) without hurting others in the playground. Fighting, fighting back and rough harmful play-fighting will result in consequences once age and stage have been considered.

Children must do as the support staff ask, if there are small disputes, children may be asked to take time out and wait or walk with Senior Midday Meal Supervisor, any rudeness to staff is recorded on a behaviour log/ABC sheet/Pupil Asset and is monitored by the **Class Teacher**, where there are repeated incidents class teachers should inform the Key Stage leads and a plan completed based on the Behaviour Pathway.

Children are supported to resolve problems/conflict as calmly as possible, if they have difficulties doing this, strategies will be modelled to them. For example, once calm (square breathing) children will review the incident and identify where better choices could have been made. References to school values and the language of rules must be used.

Children are also given the opportunity during 'circle time' which is held once per week in class to raise issues about the playground that are of concern to them. The teachers write down the children's comments and they can be shared with parents and the Pastoral Team. Pupils are encouraged to use school worry boxes at lunch and in class rooms. All worries should be taken seriously and treated with respect by all adults and students.

If parents feel that there are ongoing concerns that they feel are not being dealt with they should contact the school immediately.

All staff should build a culture of care and partnership around the children

Rewards

Whole class rewards are most powerful, MSA staff can award a 'Class Marble' to a class at the end of lunch break. The class teacher then adds the 'marble' to the 'jar' in class for showing kindness and exemplifying the 'Praise-no put down rule' and demonstrating our school values. MSA staff should ensure they carry 'marbles' to hand to the class teacher or responsible pupil when students have demonstrated the school values.

Consequences

Warnings are given as in the classroom including 1 minute, 3-minute, time out and a detention for rule breaking. The student will be asked to walk with a member of MSA staff. Further transgressions may result in lunch time detention. Senior MSA must inform class teachers and record on Pupil Asset. Parents are informed of any detentions by the senior MSA. All consequences should be recorded and pastoral notes/accidents handed to class teachers and recorded on Pupil Asset and CPOMS where a safeguarding concern has been identified. **Class teachers will support the MMS team in ensuring pupils in their care behave well in all areas of the school.**

Three detentions may result in exclusion at lunchtime 4 detentions may result in internal exclusion, 5 detentions may result in external exclusion, read in conjunction with Behaviour Pathway. In all cases the class teachers and families must be informed and all aspects of the school behaviour policy covered.

IN ANY POTENTIAL CONFRONTATION WITH A CHILD, THE FIRST PERSON THAT NEEDS TO REMAIN CALM IS THE ADULT.

Staff must maintain personal control and demonstrate our school values at all times.

(See Mediating in conflict section of this policy)

Dispositions and Attitudes or our Learning Powers

At WPS we believe that rules alone will not develop us into a lifelong learner, the five dispositions for life-long learning from our Learning Powers-they are the five Rs. The Learning Powers key to ensuring a healthy attitude works with our values and helps children to become more effective and independent learners. (See appendix 2 – Five Dispositions Poster)

Resilience

- Absorption – the pleasure of being rapt in learning ...awe and wonder
- Managing distractions – recognising and reducing interruptions
- Noticing – really sensing what's out there
- Perseverance – stickability; tolerating the feelings of learning

Resilience means being able to persist in the face of frustration or setbacks, or when complexity is seemingly overwhelming. Metacognition – the ability to engage with and be curious about your own thinking – is the sign of a resilient learner. The resilient learner has developed a range of coping strategies and does not either internalise or externalise blame. The coping strategies of a resilient learner are bolstered by a positive self-image, which in turn emerges from high self-esteem. This allows the resilient learner to be able to place failure in context and to be able to see possibilities for learning within the experience. To a child with resilience 'there is no failure, only feedback'.

Responsibility and Reciprocity

- Interdependence – balancing self-reliance and sociability
- Collaboration – the skills of learning with each other
- Empathy and listening – getting inside other minds
- Imitation – picking up others good habits and values

Responsibility is the recognition that actions have consequences, and the ability and willingness to fully consider those consequences before taking action. Managing impulsiveness, delaying immediate gratification and thinking in terms of success outcomes are characteristics of the responsible learner. So too is the ability to empathise and to see things from multiple perspectives. Responsibility is also about locating your own actions within a larger scheme of things.

Resourcefulness

- Questioning – getting below the surface; being curious
- Making links – seeking coherence, relevance and meaning
- Imagining – using the mind’s eye as a learning theatre
- Reasoning – thinking rigorously and methodically
- Capitalising- making good use of resource

To be resourceful is to be able to adapt to different learning challenges. This is about having the tools of a good learner and the skills with which to deploy those tools. A child who is never involved in positive decisions about her own learning will not have the attribute of resourcefulness. If, for whatever reason, a child develops a presupposition that learning is a passive activity, then the ability to make autonomous decisions about applying skills and utilising learning tools will be significantly diminished. To be resourceful is also to be willing to take the risk of learning, which may involve revealing ignorance or making mistakes.

Reasoning

To be capable of reasoning is to be able to see problems through in a self-managed, considered and systematic way. Complex problems are broken down into their elements, their essential features described and the relationships between such elements defined. Reasoning thus involves seeking patterns or relationships, describing those relationships and then re-constituting those relationships. Children who can reason discern patterns in everyday experience and can also originate patterns. A teacher who develops the capability of reasoning in a child therefore endows that child with a range of tools that are capable of enduring transfer into a range of everyday challenges. The disposition to reason does however, differ from the ability to reason. This is why reasoning of its own without resilience, without responsibility and resourcefulness, does not have the same enduring transfer.

Reflectively/Reflexivity

- Planning – working learning out in advance
- Revising – monitoring and adapting along the way
- Distilling – drawing out the lessons from experience
- Meta-learning – understanding learning and yourself as a learner

Reflectivity-reflexivity is the capability of reflecting on experience – making comparisons with similar and dissimilar experiences – to infer or draw conclusions. Reflectivity – reflexivity is an active and dynamic process. By reflecting backwards, patterns of response are located and can be reinforced. The more we reflect, the more likely we are to be able to and want to. Thus, reflection itself becomes reflexive. As we reflect on experience we begin to open the possibility of acting on experience and thus learn. Reflexivity is the consequence of reflectivity practised, or distributed, overtime. A teacher develops this capability in her children by reflective questioning, by review, by distributed rehearsal, by educative feedback.

We want the staff and pupils to develop a group of special characters that display the learning powers (dispositions and attitudes). The characters may vary depending on the age and stage of the children, their level of understanding and our curriculum.

Guidance for Professionals

Listening to children's concerns

It is vital that children are encouraged to talk to any adult in the school about any action by another person that has either hurt them or caused offence.

Every concern, however trivial it may seem to us, must be taken seriously and be acted upon as soon as possible, if there is to be a delay then we must let the child involved know. The concern may seem small to us, but will be important to the child.

In every case a child is to be believed unless there is secure evidence to show otherwise that is accessible to the child.

AVOID saying "Don't tell tales"
"Stop fussing and go and play"

DO SAY "Tell me about what happened"
"You seem upset.....?"

Record the incident on Pupil Asset behaviour log, NB complete all fields it is important to know which adult reported the incident and when and who was involved. Children must feel secure that every adult in school is available and approachable and will take a supportive and listening role.

Children should be given the opportunity to speak/write their version of events on their own (with a scribe if necessary) and watched carefully in the future. All staff must be informed of any child causing concern at briefings and where appropriate Midday Meals Supervisors Team is informed. Pupil's versions of events are gathered and the truth revealed. Pupils who have not been honest may experience a more severe consequence than those who have shown remorse and been honest.

At the end of the day, an explanation must be given to the parent.

Mediating in conflict

With children;

These steps are offered as a guide for intervening in serious conflicts between children in the playground. The ultimate aim of this kind of intervention is to help the children come up with their own constructive solutions to problems they face. They will also learn from the way in which adults handle situations of conflict. This model takes time to develop and will only be appropriate where time and support from colleagues is available.

Decide whether to intervene; will children sort out the dispute satisfactorily themselves? Is someone likely to get hurt? **Check your own feelings;** are you feeling angry or pressured? Are you anxious about failing to control the situation? Are you blaming one side already?

Keep calm and an open mind: breathe deeply and try to look calm

Separate the opposing parties and move away from an audience: try to find a quiet place to talk further.
Give time for both sides to cool down: it may be helpful to require both sides to take some 'time out' depending on how angry they are.

Give each side a chance to speak without being interrupted: explain that you will give time for each one to be heard and ask each of them to listen to the other without interrupting. Ask them to speak to you rather than each other. Try to look each speaker in the eye and to listen without signs of blame or judgement.

Ask what happened, what they wanted and how they felt at the time of the conflict starting: encourage 'I messages' i.e. that they say how they feel without blaming the other person: It may not be important to try to establish exactly what happened. **Ask how they are feeling now and what they want to do now:** if they are still arguing try asking them to repeat what each other says, to ensure that they are listening to each other.

Ask them to come up with solutions which they both feel happy about: it may be helpful if they go away and come back after they have found a solution or if the problem cannot be resolved.

With parents;

When a parent is upset or angry it is very important that we remain calm, supportive and professional. Most anger occurs when a child has been injured or bullied by another child. A parent will naturally be on the offensive. Make sure you don't become patronising and or overuse technical language. This conversation will be much more constructive if the teacher has ensured all steps of the policy have been completed.

Check your feelings

Are you feeling angry or defensive? Have you begun to blame the parent for their 'unreasonable' behaviour? Remember to take a breath, rehearse what you want to say with a member of the Pastoral team.

Keep calm and an open mind.

Breathe deeply and try to look calm and concerned. If possible, ask the parent to talk to you privately. When speaking over the phone remember they cannot see your facial expression so you need to be clear and think about your personal/professional tone. Remember to relay the facts rather than opinions.

Give the parent a chance to speak without being interrupted.

Ask the parent to explain in detail why they are angry. This may help the parent to calm down.

Comments such as

"How can I help?"

"Tell me what's happened"

Even if you disagree with the parent, do not show it.

Inform the parent of your action.

Let the parent know exactly what your action will be to help the situation. It may be that you need to find out more information (check that school policy has been adhered to) in which case arrange a time to meet/ arrange a call later the same day. Do not allow the parent to worry for another night unless you have let them know. If the situation cannot be resolved, ask the parent to talk with the Head of School/Lead behaviour professional either later in the day (by which time the Head of School/Lead behaviour professional can collect all available information) or if the parent is very distraught, immediately.

Ask the parent how they are feeling now

What more can be done today – agree to review in a few weeks

Some useful phrases for conversations with parents

I'm calling to share my concerns with you around the behaviour choices that has made today. (Use positive language to share a negative message)

Today it has resulted in following consequence. This (negative) pathway is in place to create the steppingstones to positive engagement. Shared the positive pathway.

I can see/feel/hear this has upset/worried/concerned you. (Acknowledge parents' emotions).

Moving forward, our aim is to look at what we can do together to enable to make more positive choices (Inclusive language: our, we, team, share, choice, guidance, contribution).

As class teacher I would really welcome your contribution and insight into how you feel we can all guide along our positive pathway.

Remember the parents are our 'partners' and must be treated with courtesy at all times even if they are behaving poorly. If this is the case, then the Executive Head Teacher and/or the Head of school should be informed.

Establishing routines that promote high standards of behaviour

There are many publications and resources available to support teachers and parents. Please read texts from the Bibliography if you need more information.

In the classroom;

Good learning behaviour enhances effective teaching and encourages meaningful learning.

Children must be praised for:

- Take turns in talking
- Wait until asked to speak;
- Follow instructions the **first** time they are given;
- Listen to each other;
- Move quietly and carefully about the room and corridors;
- Enter and leave the room in an orderly and sensible manner; (tables must be left tidy and a few children chosen at a time to move around the room.);
- Respect the carpeted areas as they would other "work" areas;
- Do their best to complete work in a given time.

Good working habits are taught by ensuring that:

- All written work is performed sitting correctly at a table a lack of correct support will result in poor quality work
- Children are working with the appropriate materials for specific tasks
- Children have adequate space in which to work.
- SEN children to work on their IEP targets and to understand what they are working towards so they know what is expected of them.

Use of equipment

Great emphasis is placed in training children how to care for and use all classroom equipment.

Children are taught to:

- Handle books and equipment and each other's work with care and respect;
 - Return all books and equipment to their correct place after use;
 - Clear and tidy surfaces and floors of learning materials at the end of each session.

Attracting children's attention

Children are expected to work and talk quietly (unless the task specifically requires otherwise). Good behaviour is identified and praised. However, if the noise has risen beyond an acceptable level, staff will need to use certain methods to control this: ● Body signals that children follow with the adult;

- Emphasise the first word of an instruction e.g. **"I WOULD LIKE** everyone to look at menow."
- Praise children who are working quietly. "I like the way...."
- Visual signals, audit signals e.g. bells
- Songs

We avoid shouting, shushing and nagging.

Corridor

Children are expected to WALK quietly keeping to the left of the corridors.

Acts of Worship

Children are expected to:

- Enter and leave the hall respectfully, reverently (see worship policy).
- Listen unless chosen to contribute to the assembly by the teacher.
- Contribute to the quality of reflection and worship.

Recognition of good behaviour

It is vital that we use good role models regularly. The class can be stopped to watch a group of children demonstrate particular behaviour.

e.g. "I would like everyone to stop now. Dylan's group is going to show us all how they can talk together quietly while they play their reading game."

Children and staff are helped to identify good behaviour and to praise each other for their efforts. e.g. "I am very pleased that you have all remembered to walk quietly down the corridors having respect for learners in other classrooms"

We recognise that praise and encouragement are more effective in encouraging good behaviour than nagging and reprimands.

Rewards

If rewards are given for the broadest achievements, then all children receive praise. Whole class rewards are most powerful and need to be specific to learning or the schools Learning Powers/dispositions and attitudes or values. Teachers ensure gold stars, merits and other rewards are given using the resources provided by Lead Behaviour Professional and on Pupil Asset. (Read in conjunction with Behaviour Pathway) Be specific about the behaviour you are praising, as this will also make it clear to others.

Use of music to support a positive learning environment

Music has been shown in numerous studies around the world to have a remarkable impact upon learning. Studies have shown that music can significantly aid academic performance. Learning to play instruments, to recognize rhythm and to read music has been proven to enhance academic performance. Music can be used for specific purposes, such as Don Campbell describes in his book, 'The Mozart Effect.' He tells how children have overcome specific difficulties through practising reading with a metronome on 60 beats per minute. More relevant, perhaps, to teachers in the classroom, is the fact that music can be used to alter or enhance mood, to demarcate time on task, to energise, to aid relaxation or visualisation, or to commit facts to memory.

To energise:

Genesis. Turn it on again, from Three Sides Live
Eric Clapton. Swing Low Sweet Chariot, from Cream of Clapton
James Brown. I Feel Good, from I Feel Good
Vivaldi. Mandolin Concerto (Kramer Vs Kramer)
Pachelbel. Canon in D major
Chopin. Fantasy Impromptu op 66 in C sharp minor

To authenticate a mood:

Lighthouse Family. Lifted from Ocean Drive
Deep Forest. Marta's Song, from Boheme
Elton John. Funeral for a Friend, from Goodbye Yellow Brick Road
Eric Clapton. Let it Grow, from Cream of Clapton
Mozart. Clarinet Concerto - Adagio (Out of Africa)
Mozart. Piano Concerto No 21
Take That 'The greatest day'
M People 'What have you done today'

To demarcate time on task:

Bruce Springsteen. Born to Run, from Greatest Hits (7 mins)
Sister Sledge. We are Family, from We are Family
Liszt. Dream of Love No 3 in A flat major (3 mins)
Brahms. Waltz No 2 in A flat major op 39/15 (1-2 mins)
Handel. Sinfonia from 'The Messiah I' (3 mins)
Sinding. The Rustle of Spring op 32/3 (3 mins)
Percy Parker Times Tables Songs

To relax:

Annie Lennox. Why, from Diva
Bitty Mclean. Stop this World, from Just to Let You Know
Mike Oldfield. Tubular Bells.
Schubert. Ave Maria
Chopin. Etudes op 10 - No 3 in E major 'Air'
Bach. Concerto for 2 violins and orchestra (Children of a Lesser God)

<http://alpsapproach.com/index.htm>

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Guidance notes to support play at Wicklewood School for young children

In her book 'Learning through Play: Babies, Toddlers and the Foundation Years', Tina Bruce outlines twelve important features of play:

- In their play, children use the first-hand experiences that they have in life.
- Children make up rules as they play, and so keep control of their play
- Children make play props
- Children choose to play. They cannot be made to play
- Children rehearse the future in their role-play
- Children pretend when they play
- Children play alone sometimes
- Children and adults play together, in parallel, associatively, or cooperatively

in pairs or groups

- Each player has a personal agenda, although they may not be aware of this
- Children playing will be deeply involved and difficult to distract from their deep learning.
Children at play wallow in their learning.
- Children try out their most recent learning, skills and competencies when they play. They seem to celebrate what they know
- Children at play co-ordinate their ideas, feelings and make sense of their relationships with their family, friends and culture

Without encouragement to explore their world through play, children are likely to develop difficulties in forming healthy relationships

This research must lead us to wonder what the effects are on adult behaviour for children who are denied play opportunities in their formative years. You only have to watch a toddler play to see how elements of his real world give structure to his play. Sometime in their second year, children usually begin to engage in imaginative, or symbolic, play. A yoghurt pot can become a telephone that is carried to mommy to be answered. A sandwich at lunchtime can evoke a game of 'feeding the ducks' and a bag of carrots can trigger a game where everyone in the family has to pretend to be a horse. This is the stage of play that Piaget labelled the 'preoperational stage.'

For example

This morning twenty-month old Susie is lining up her teddy bears to feed them. First, she offers a plastic apple, 'Yum yum', then a drink of water, 'Tup tup tup'. Next, she offers a pretend bowl of oatmeal, 'No, no, no, me don't like!' squeals the first teddy. The imaginary oatmeal ends up on the floor. Susie is working through a scene from breakfast time, when she had decided that she would prefer a banana to oatmeal.

Mommy didn't have any bananas. Susie had cried and thrust the oatmeal at her mother. She is still cross, and this game is helping her to process her feelings and make sense of what had happened. 'B'na-na later,' she tells teddy.

Susie's mother is paying attention and realises that Susie is working through the episode from that morning. 'I know you were upset that I don't have any bananas,' she says, 'shall we go to the store when you're dressed to buy some for lunch?' Susie beams a smile at her mother. 'B'na-na later,' she says. 'Yes,' laughs her mother, 'we'll have banana later.' She validates Susie's feelings and reassures her that it is acceptable to feel anger but that it is good to find a way to work through that anger and find a solution to the problem.

Experienced teachers learn to judge when to become involved in children's play and when to simply observe and let children take the initiative. It can be tempting to over-organise or dominate the natural play in the classroom. A balance has to be achieved where structure and enrichment do not become control, and spontaneous play is allowed to develop. The classroom must offer a rich environment that stimulates and encourages spontaneous play. The teacher's role is to observe, interact, and provide for the development and enrichment of play activities. Sometimes she will need to join in the game; at other times she will simply observe and make a mental note of how she might be able to extend the learning. Occasionally she will need to intervene to help children to manage their emotions or actions within the game. Through this sort of play children develop physically, cognitively, emotionally, and socially.

Time needs to be used to maximum effect, but 'wasting time' must not be confused with spending time on worthwhile non-academic activity! Children also need substantial periods of uninterrupted time to become engrossed in their own play. While this is happening, adult interaction can potentially become interference in learning, and the experienced teacher will usually be able to sense when to stand back and observe the play and when to become involved. This uninterrupted time is essential if play is to develop and grow into real long-lasting learning. Getting the balance right by intervening in play at the right moments is vital. Making the judgement of what is the right moment is a skill that can take a lifetime to perfect. The important thing is that teachers are conscious of their motives for getting involved in children's play, and assess the effect of such intervention. Being aware of the purpose for getting involved in play means that the teacher can make a better judgement about when it is a good idea to join in the children's learning and enrich the experience, and when it is better to allow them to create their own adventures and follow them through to their natural conclusion.

The balance between adult directed, adult initiated and child-initiated activities needs to be carefully monitored, for the whole group and the individuals within it. Teachers need to be sure that new knowledge and experiences are systematically offered and reinforced, that new skills are demonstrated and practised, and that new opportunities are presented and discussed. They need to be aware that there is a danger that:

- the adult's agenda will override the need for children to play and experience things first hand
- the rush and hurry of the curriculum will squeeze out the need for time committed to high quality play
- the emphasis on evidence and testing will result in children spending time completing worksheets for a file, rather than talking about their play
- teachers will be affected by a 'top down' pressure from colleagues who do not understand the importance of play for young children

It is important to remember that a 'second hand' experience, that is, an experience which is reported by another person, can never replace a first-hand experience which involves all the senses, the whole body and ideally a supportive companion. It is important that teachers provide a balance of types of play, and that they also stand firm about its value and importance. This means that often teachers bear the responsibility for educating others about the value of play. This can be done by:

- Valuing children's play by observing it, joining in, talking about it, praising good examples, telling parents about what happens and giving children opportunities to talk about it at plenary sessions and group times.
- Working with managers to ensure that there is a clear understanding about the value of play.
- Ensuring that all the adults join, value and observe play activities.
- Giving public value to play by talking about it to parents and others, ensuring everyone understands its importance, photographing it and recording what happens.
- Talking to colleagues who work with older children about play and providing them with examples and documentation to explain its importance.
- Leading workshops where adults have to explore new concepts – and showing them that the best way for them to do this is through first hand play experience!

To read the full article click [here](#) and follow the link to The Importance of Play.

The Layered approach @Wicklewood

Stage One

Working in effective partnership to support the pupil back to a positive learning pathway

Parent

Class teacher

Learning support Assistant

Senior Midday Meal Supervisor

Stage Two

Despite working in effective partnership to support the pupil back to a positive learning pathway school and family request for support. Pastoral Team who allocates resource

Class teacher

Parent

Learning support Assistant

Senior Midday Meal Supervisor

Lead Behaviour Professional to support class teachers ensuring policy is followed

Stage Three

Working in effective partnership to support the pupil back to a positive learning pathway a further request for support is made to the Pastoral Team by the Phase Leaders, which allocates additional resources to the pupil, as Special Educational Need has been identified

Class teacher

Learning support Assistant

Parent

Senior Midday Meal Supervisor

SEND/Co/ELSA programme/PSA to support where Family Support Plan is implemented

Professional to support to ensure Behaviour Pathway is implemented

Stage Four

Working in effective partnership to support the pupil back to a positive learning pathway a request for support is made to the Local Authority through the Pastoral Team, who allocates resources as a Special Educational Need has been identified. There is now a risk that the school may not be able to meet the child's needs in our mainstream setting, as we have moved beyond a reasonable adjustment

Class teacher

Parent

Norfolk County Council Inclusion Team

Phase Team Lead

Pastoral Team

Stage Five

Head teacher

Norfolk County Council Inclusion Team

Pastoral Team

Fixed Term Exclusion/ Managed Move

Permanent Exclusion

Full date

Serious Incident Letter Number ...



Dear **parent/guardian name**,

I am very disappointed to have to write to you regarding **child's name** behaviour.

Our school rules are:

Praise no put down

Keep hands, feet and objects to yourself

Follow instructions

Talk quietly stay on task

Unfortunately, on **insert date**, **child's name**, chose to **child's action (please copy and paste behaviour log from Pupil Asset including children's voice and remove children's name replacing this with Child A etc)**. Our policy of ensuring all children are heard before we decide a consequence has taken place. As a result, **child's name** has agreed the following consequences; **(Insert consequences AGREED with child)**. In addition, it is important to note **child's name was/was not** honest and **did/did not** show real remorse when **he/she** apologised to the other **child/ren/adult** concerned.

I have included a copy of the Behaviour Pathway; this is a summary of our behaviour policy, and a home/school 'Reward and Consequence' form. As you can see the school has completed our part of the plan to support **child's name** back to their usual good behaviour. (a full copy of the behaviour policy can be obtained at the office).

Please support the school, by talking to **child's name** about our school rules, particularly those highlighted and record the rewards and the consequences decided at home. (If you need help with this then the class teacher or member of the pastoral team are very happy to help). A meeting may be arranged with the class teacher to complete the Rewards/Consequences section if needed.

Thank you for your continued support.

Yours sincerely,

Name of Class teacher

Wicklewood Primary school

Reward and Consequence Sheet

School Rewards	Home Rewards
School Consequences	Home Consequences

A meeting may be arranged with the class teacher to complete this section

