

Great and Little Shelford CE (Aided) Primary School

POLICY STATEMENT-BEHAVIOUR Updated Summer Term 2017 Next review due: Summer Term 2018

Statement of purpose:

At Shelford School we work together to safeguard our pupils and to enable them to attain the highest standards of academic achievement. We encourage them to be confident and successful within an orderly, secure and Christian environment and to make a positive contribution to the lives of others.

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Notes:

- For ease of reading within this policy, the child is referred to as he/him, as is the teacher.
- For 'Parents' please read parents and carers.

School Aims

1. To provide a caring, supportive and purposeful working environment such that each child may be
 - a. Happy, resilient and confident
 - b. able to reach his full academic potential.
2. To build a school community based on fundamental principles of respect and consideration for
 - a. each other's feelings
 - b. each other's property.
3. To expect a high standard of good behaviour such that each child develops
 - a. honesty
 - b. self-discipline
 - c. sound moral judgement.

General Principles

1. We have high, but not unrealistic, expectations for standards of conduct and learning behaviour. We aim for a relaxed environment but with strong, safe, clear behaviour expectations and boundaries.
2. We have a very positive school ethos, paying as much attention to good conduct and learning behaviour as we do to inappropriate behaviour.
3. When unacceptable conduct and learning behaviour is identified, we make clear to the child that it is the behaviour we dislike not the child. Our approach is to ask the child three questions:
 - 'What happened?' (encouraging an honest response even if they have done something wrong)
 - 'What are **you** going to do to put things right?' (encouraging a sense of responsibility)
 - 'How are **you** going to ensure that this does not happen again?' (accountability – it is not an option for the inappropriate behaviour to become a habit that spoils our classrooms, our school, our time together)
4. We expect all adults to behave courteously towards each other and all of the children on site, setting a good example.
5. Children are expected to behave courteously towards each other and to show respect, at all times, to every adult in school.
6. Fighting/kicking/pushing are strictly forbidden.

7. Class teachers work with the children at the start of each academic year to devise class rules in line with the principles set out in this policy and give due regard to the rights detailed below. This process ensures high standards of work, of conduct and learning behaviour and of well-being, and classrooms that function efficiently.

Everyone has the following rights and responsibilities

These are explained in assemblies and PSHE lessons.

I have a right:

to be treated with respect and kindness. This means that nobody will laugh at me, ignore me, or hurt my feelings.

I have a responsibility:

to treat others with respect and kindness. This means I will not laugh at anyone, hurt or ignore them.

I have a right:

to be an individual in this school. This means that nobody will treat me unfairly because e.g. of my interest, or that I am boy or girl, fat or thin, fast or slow.

I have a responsibility:

to treat everyone in the school as an individual in the school. That means I will not treat anyone unfairly because of their interests, or that they are a boy or girl, fat or thin, fast or slow.

I have a right:

to be safe in this school. This means no one will, hit me, kick me, push me, taunt me with words or hurt me in any way.

I have a responsibility:

to make sure everyone is safe in this school. That means I will not hit, kick, push, taunt or hurt anyone in any way.

I have a right:

to be listened to, and to express my opinions at an appropriate time and in an appropriate way.

I have a responsibility:

to listen to others when they express their opinions at an appropriate time and in an appropriate way.

I have a right:

to be valued and respected for my individual strengths and weaknesses.

I have a responsibility:

to value and respect everyone for their individual strengths and weaknesses

Positive re-enforcement of good conduct and learning behaviour

1) Praise and appreciation, encouragement:

Teachers and support staff are generous with this, supporting well-being and self-esteem. Class 'Circle time', star of the day and class monitor systems are also used to encourage pupils to praise, appreciate and encourage each other. House points, stickers and stars can be awarded at any time by any member of staff or volunteer for good conduct and learning behaviour.

2) DfE SEAL (Social and Emotional Aspects of Learning) programme

This programme forms a large part of our current teaching and learning about positive interactions. SEAL strategies are used to help us understand and modify conduct and learning behaviour. Pupils are encouraged to take individual and collective responsibility for the way they:

- treat one another
- move around school (respecting other people's work time)
- look after their classroom and the school environment (respecting their own and others property)
- give their best

so that throughout the school all of our children are happy, busy and safe.

Collective worship, SEAL and PSHE lessons each underline and celebrate this positive ethos. (see appendix F).

3) Celebration Assembly Awards

Celebration Assembly awards include Headteacher's Awards for outstanding work, house points charts for individual points but which contribute to a house system (see explanation in appendix A), Silver Bins, the weekly awards from the school cleaning team, Celia the SEAL for a class, a group or an individual showing initiative or motivation in the area of outstanding conduct and learning behaviour, and a host of music and sporting certificates.

Sanctions for unsatisfactory conduct and learning behaviour

Conduct and learning behaviour, which infringes the rights of another person or group of people, is corrected by any adult observing it. It is reported, when necessary, to the appropriate class teacher for further action. Our main purpose is to guide the child towards improving his/her conduct and learning behaviour for his own and the corporate good.

Sanctions and procedures: -

- 1) Warning with verbal correction** - this should normally be enough. See Appendix E for examples of incidents that are corrected in this way.
- 2) Loss of playtime at break or lunchtime** during which time a conversation with a member of staff will take place, then, if appropriate, a letter of explanation and/or apology/apologies should be written. Children may be sent to spend playtime standing alongside the teacher on duty or sitting outside the staffroom. A green letter of notification (Appendix D) will be sent to parents and the incident logged on the Pupil Progress review paperwork. The log is noted by the Headteacher when the reply slip is returned.

- 3) **Exclusion from classroom.** When a child's conduct and learning behaviour is preventing him/her and others in the class from working the class teacher will send the individual to work in another class for a limited time. The child will be given a sand timer so that he can alert the class teacher when the time is up. He will also take the list of three questions to think about whilst he is out of class. It is expected that he will answer these with a staff member before being restored to the class. An amber letter of notification (Appendix D) will be sent to parents and the incident logged in the Progress Review paperwork and subsequently with the Headteacher.
- 4) **Persistent unwanted conduct and learning behaviour/serious incident.** In case of persistent unwanted conduct and learning behaviour or a serious incident, the child is sent to report to Headteacher immediately or, in her absence, a member of the Senior Leadership Team. The child may be placed on daily report for a fixed period determined by the Headteacher. A pink letter of notification (Appendix D) will be sent to parents and the incident logged in the Pupil Progress review paperwork.
- 5) **Conduct and learning behaviour log.** Class teachers keep notes of classroom incidents that cause concern and send a notification letter to parents to tell them what has taken place. This is logged termly in the Pupil Progress review paperwork by the class teacher and patterns are analysed. Further support and advice is given to class teachers, children and parents if necessary. Parents may be asked to discuss the matter if the conduct and/or learning behaviour becomes persistent so that together we can work out the best course of action to support the child to interact and engage positively.
- 6) **Exclusion:**
- a. **Lunchtime exclusion:** Poor conduct or learning behaviour at lunchtime (see Appendix B) will ultimately result in the child's exclusion from the playground in the first instance or, as a last resort and if other sanctions have proved ineffective, exclusion from the premises during the lunch hour. Parents will be informed by letter or telephone that they will need to take their child home at 11.45am (FS/KS1) or 12 noon (KS2) and return him at 1.00 p.m. The exclusion period will not exceed one week. Parents will have been previously involved in attempts to modify the child's conduct or learning behaviour and will have been warned in writing of this impending action.
 - b. **Fixed term exclusion:** Aggressive, violent or persistently disruptive behaviour that, in the opinion of the Headteacher or Deputy Headteacher, is detrimental to the safety, well being and learning of other children or adults, will result in **the immediate removal of the child from the classroom or playground.** His parents will be informed and be asked to collect him from school immediately for the remainder of the day or for longer fixed period. The Cambridgeshire County Council exclusion policy and procedure will then be followed.

In all cases of violent behaviour, advice will be sought from appropriate agencies for its modification and the child's parents will be kept fully informed of progress and developments.

It is essential for both individual and corporate self - esteem that the school upholds its conduct and learning behaviour policy.

Conduct towards visitors

Children and staff are expected to show courtesy towards visitors at all times. Visitors to the school are managed by the school office staff. Children, for their own protection, do not take visitors to other parts of the school or accompany them off the site for any reason. There are some occasions when a small group of older children will be asked, with staff supervision, to show important visitors around the school e.g. the Bishop, Governors, Inspectors.

Visitors' conduct towards children and staff

Visitors are expected to show courtesy towards staff and children. Visitors to the school are managed by the school office staff. Visitors are not permitted to accompany children off site for any reason.

Parents are expected to treat all children and staff members with the same courtesy and respect with which they themselves wish to be treated. Concerns and complaints should be conveyed in as calm a manner as possible to school adults and out of sight and earshot of the children, so that the matter can be properly resolved and the positive relationship and partnership with the school staff can be maintained. In so doing, we are all working in the best interests of the child.

The school's complaints procedure

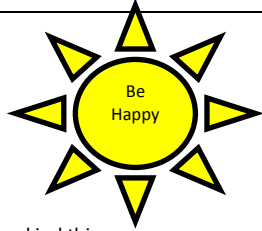
The school enjoys a good relationship with parents and encourages them to approach class teachers early on with any worries or concerns so that they can be talked through and resolved (point 1 below). However, should the concern not be satisfactorily resolved, parents are asked to follow the complaints procedure as listed below:

1. Raise the concern informally with the class teacher
2. If unresolved, raise the concern informally with the Headteacher
3. If unresolved, raise the concern in writing to the Headteacher, stating your reasons for the complaint and convey that you wish the concern to be treated as a 'Formal complaint'. The complaint will be dealt with, in line with the Cambridgeshire County Council Complaints procedure, within 10 working days
4. If dissatisfied, raise the formal complaint with the Chair of Governors. More precise details of this procedure will be issued to you following point 2 above.

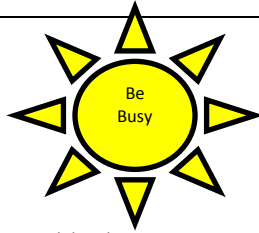
A leaflet detailing this procedure is freely available to parents in the main entrance.

‘Do to others what you would have them do to you.’ Matthew 7:12

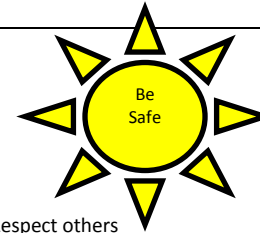
Shelford Star Values



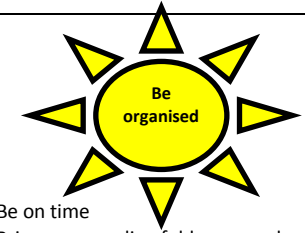
- Say kind things
- Be willing to play with everyone
- Do kind things
- Smile a lot and be welcoming
- Share
- Do big favours
- Tell jokes, have fun
- Think about other people's feelings
- Be friendly



- Work hard
- Don't let others distract you
- Work happily
- Give your best
- Work together
- Choose to have a good attitude
- Listen carefully
- Concentrate
- Be focused



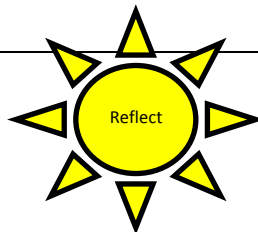
- Respect others
- Don't kick, push or fight
- Listen to grown ups
- Say in safe places, including online
- Treat one another kindly
- Watch out for cars and bikes
- Listen carefully
- If your grown up is not here to meet you at the end of the day, tell your teacher
- Walk with your bike or scooter on the school site



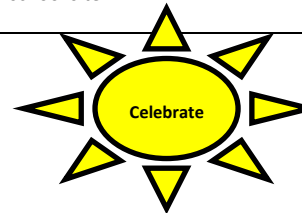
- Be on time
- Bring your reading folder every day
- Always remember your PE kit
- Do not leave your clothes lying around
- Take time to hang clothes carefully on pegs
- Be ready to start your lessons on time
- Keep your own space tidy
- Pack away your own things
- Take important papers home in your reading folder



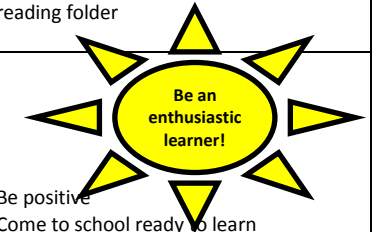
- Make good food choices
- Avoid greediness and overeating
- Have treats occasionally not all the time
- Get the right amount of sleep and rest
- Be active
- Enjoy the natural world
- Take time to think
- Give your best in your work - keep your mind busy
- Look after your spirit



- Take time out to think
- Know your strengths and weaknesses
- Know yourself
- Make good choices
- Think about it
- Be honest
- Ask; 'what do I need to do to put things right?'
- Be sorry, say sorry
- What do I need to work harder at?



- Be proud of yourself
- Be proud of a task that you have done well
- Accept praise without boasting
- Say thank you
- Be pleased when others get praise
- Share in other peoples successes
- Say well done
- Show that you are proud of your friends
- Be generous, reward others, plan treats




- Be positive
- Come to school ready to learn
- Listen actively to everybody
- Contribute
- Be determined - push yourself
- Focus all the time and concentrate
- Persevere and don't give up
- Act on instructions
- Take time
- Don't rely on others – trust yourself and do your own work
- Don't compare yourself to others
- Compete against yourself not others
- Don't be afraid to ask
- Be proud of what you have done
- Learn from your mistakes
- Learn outside of school too

Make Shelford School a great place to be!

‘I am with you always even to the very end of the age’ Matthew 28:20

Appendix A – House points system

Name:		Year:	HPC:
			

1. Children are issued with a coloured A5 grid sheet. The house points chart will have the house emblem on it.
2. Children receive house points for conduct and learning behaviour and collect these on their house points chart.
3. Charts are copied onto the house colour. Squares are ticked, starred or initialed by staff when completed by the children.
4. House points can be awarded by any staff member. These will usually be one point, and in exceptional cases, two.
5. If a child receives a music certificate or a sports certificate, they receive two house points. These points are added to the house points chart by the child in the week **after** they have received their certificate in the celebration assembly.
6. If a child receives a Headteacher's Award or a Star Writer's Award, they receive four house points. These points are added to the house points chart in the week **after** they have received a Headteacher or Star Writer Award in the celebration assembly.
7. Once a child completes a house points chart. It should be taken to the office in the usual way. It will be processed on the system and a house star badge issued for the child as follows:
 - i. Red star – 4 charts
 - ii. Blue star - 8 charts
 - iii. Green star- 12 charts
 - iv. Yellow star – 16 charts
 - v. Purple star –20 charts
 - vi. Orange star– 24charts
 - vii. Black star – 28 charts
 - viii. White star – 32 charts
 - ix. Bronze Star – 36 charts
 - x. Silver star – 40 charts
 - xi. Gold star – 44 charts
 - xii. red/blue/green/yellow glitter badges – 48/52/56/50 charts
8. The house points for all completed house points charts that week are totalled. This will enable a laminated picture of a 'highest points total this week' cup to be added to the external boards weekly and the ongoing total to be changed.
9. One of six flags/banners is then raised as each house's anthem (or made up song) is played/sung when the winning house announced weekly. (The hoist system to raise the flag was the outcome of a design challenge for Year 6 pupils)

10. The silver bins are awarded weekly. The cleaners are asked to undertake inspections of classrooms, corridors and cloakrooms at any time during a given working week.
11. The following challenges are also awarded weekly: bookcase challenge, dinner winners.
12. Celia the seal is awarded weekly to a class or an individual by the Headteacher on receipt, in writing, of an example of a specifically positive act related to the SEAL programme. That individual will take Celia back to their classroom and earn 10 house points. A smaller seal, Cyril is also awarded for a nomination for a school adult.
13. Teaching teams motivate their classes towards good conduct and learning behaviour. These can be rewarded or sanctioned with golden time or extra playtime being added or removed at the end of a week. On occasions class teachers report in the celebration assembly on the positive aspects of having had a good week

Putting all of the above measures in place ensures that the children are congratulating their peers for academic, behavioural, musical and sporting successes and that the individual's success can be celebrated with pride because they are also achieving something not only for themselves but also for a group of others.

Appendix B - Behaviour at Lunchtimes

Overall responsibility for the children ultimately rests with the Headteacher at lunchtime, as at all other times, and with the Deputy/Assistant Headteacher in the Headteacher's absence. Playtime and dining room supervision is delegated to the Lunchtime Team from 11.45 – 1.00pm daily.

The Lunchtime Team has allocated roles to ensure that all the children are supervised wherever they are on site.

In the event of an absence of a team member, a decision is made by the appointed Lunchtime Team Supervisor and the Headteacher (or Deputy Headteacher in her absence) as to how the absence will be covered.

All Teaching Assistants of the school form the Lunchtime Team on a rota basis, with the exception of one Midday Supervisor joining us daily. This ensures a high standard in the quality of care and provision. Teaching Assistants know that children well and are aware of any issues which have affected them on a given morning, however if anything new arises, the class teacher informs the Lunchtime Team of anything relevant on a need-to-know basis. In turn the supervisor informs class teachers of any significant events affecting their children at lunchtime in writing (gold feedback form) and verbally. If recording as a more significant incident, which may be deemed as bullying or a health and safety matter, the light blue incident form is used and the class teacher and Headteacher made aware.

Dining hall

Lunchtime team members may commend pupils with appropriate stickers if they have been particularly helpful, kind or courteous or children with packed lunches who have brought good food choices. Children may also be awarded house points.

All children whether eating a cooked or packed lunch should comply with all of the following:

1. Grace is said in the classrooms before lunch.
2. Hands are washed before eating.
3. Children have to ask a supervisor to 'turn' i.e. leave their main course and start their pudding. This gives supervisors an opportunity to monitor the amount eaten and encourage a few more forkfuls when necessary.
4. No-one leaves the table without having finished eating and having asked a member of the Lunchtime Team for permission to leave the table. The supervisor will report to staff if children repeatedly do not eat their served lunch. Teachers should report this to parents.
5. Children misbehaving at the table or annoying a neighbour will be
 - a. told to stop the behaviour
 - b. removed from the table to a different table
 - c. removed from the lunch hall
 - d. referred to a senior member of staff if the behaviour continues.
6. Water is supplied with every meal to meet demand
7. Water is available for children who bring a packed lunch.
8. No fizzy drinks may be consumed on the school premises. The children are encouraged to bring water, which they can access in classrooms throughout the school day.
9. No chocolate bars or sweets are permitted in lunchboxes.

Playground

1. Children spend playtime in the playground area at the back of the school.

2. Lunchtime team members may commend pupils who have been particularly helpful, kind or courteous to receive house points.
3. Children wishing to go inside to use the toilet should inform a Lunchtime Team member.
4. Football games are played on the hard playground near the field or on the field when the weather permits (see rota).
5. No incidents of fighting are tolerated in the school. All incidents are reported to the class teacher or to the Headteacher if there is a reoccurrence or if it is a first serious incident. Parents are informed if this is the case.
6. Children who are rude or disobedient to the Lunchtime Team members will be sent immediately indoors to the class teacher. Repeated offences of this type (i.e. more than 3 in a week) will result in the child being sent to the Headteacher or Deputy Headteacher in her absence, parents being informed and a notification that if the behaviour persists, the child may be excluded at lunchtimes.
7. The Headteacher has the right to exclude a disruptive child from the premises at lunchtime and will exercise this right for a period of 1 week if any child persistently flouts the authority of the Lunchtime Team.

Appendix C – Supervision: advice for teachers

DUTY OF CARE

The relationship between teacher and his pupils is based on the concept of being 'in loco parentis', that is, a standard of care normally expected of a reasonable and prudent parent.

An injury to a pupil does not necessarily provide grounds for legal action against a teacher, the Governors or the Local Authority; it is necessary for negligence to be shown. Implicit in this, of course, is for supervision to be carefully carried out.

SUPERVISION BEFORE SCHOOL

Children may arrive on site from just before 8.45am, unless attending an earlier before-school club. Parents of children continually arriving before this time are directed to use the Breakfast Club provision.

All class teachers are on duty in class from 8.45am, when the school's legal responsibility starts.

DURING THE SCHOOL DAY

No child is allowed out of school during school hours unless collected by the parent(s) or guardian or by someone with written authorisation by the parents.

On arrival, parents are required to report to the school office. The child is collected from class by the school secretary and the child signed out by the parent.

If a child is returned to school during the school day, parents again report to the school office with the child to be signed in. The child is then taken to class by the school secretary, with any message or matter arising reported to the class teacher immediately.

In the unlikely event of a teacher needing to leave his class, even briefly, he should alert a colleague to supervise the class and return as soon as possible. Children who are excused from assembly or PE for any reason should not be left unattended but should remain in sight of a staff member at all times.

SUPERVISION AT BREAK TIMES

Teachers should patrol the whole playground during break times. The teacher on duty should go outside promptly. The duty teacher may end his previous class a few minutes early in order to be in the playground on time with the children. Hot drinks are not permissible in the playground. A Teaching Assistant will bring a hot drink to a classroom after break if a teacher has been on duty. Other class teachers should check that their children have all gone outside before going to the staffroom.

On no account should children be left unsupervised in classrooms. Those needing, in exceptional cases, to remain indoors should be sent to sit outside the staffroom.

Teachers should ensure that they know where first aid supplies are stored, however only school named first aiders should administer first aid.

During wet break times, regular patrols are essential. Legally the position at break time is fundamentally different from the dinner break in that it is counted as 'teaching time' when class teachers are responsible for the children's safety. Please arrange with a colleague to take turns to go for coffee etc.

MIDDAY SUPERVISION

When on duty, teachers and assistants are all required by law to exercise due care. The safety and discipline of pupils must be ensured as far as is reasonably practical.

Supervisors and, in addition, all members of staff have a common law duty to give assistance to anyone on site in any case of emergency.

A child who is persistently ill disciplined can be excluded from school at lunchtime, including pupils receiving free meals. Please ensure that any such child is brought immediately to the attention of the Headteacher or, in her absence the deputy headteacher, and that subsequently the necessary paperwork is filled in as soon as possible after the incident.

SUPERVISION AFTER SCHOOL

The supervision of children for 10 minutes after the normal closure is a generally accepted procedure. Parents must be informed of any variation in dismissal times.

Regard should be given to the possibility of a child being collected by the 'wrong' parent in 'Care and Custody' cases. All teachers should ensure that every child has been collected by an adult before they return to their classrooms or be in receipt of written notification from parents as to the expected arrangements in Year 5 or Year 6 if parents wish their child to walk home. Parents are expected to inform us if there is a change of arrangement about collecting their child/ren. Class teachers should not hesitate to challenge an unknown adult before releasing a child into their care. **It is not enough that the child knows the adult – the school needs to be assured that s/he is the person the parent wishes to collect their child on that occasion.**

PHYSICAL EDUCATION AND GAMES

The same general principles of care apply during these activities as in other school lessons with the added requirement of the Health and Safety at Work Act to take reasonable care of the health and safety of pupils.

If you exercise reasonable care, an action against you, in the event of an accident, is unlikely to succeed. However, there are exceptions.

For any activity, consider:

- the condition of the floor or playground,
- the security of apparatus,
- suitability of children's clothing, especially footwear,
- the capabilities of children.

Children should not wear watches or jewellery. Be aware that, if you guard property you are accepting some legal responsibility for its security. Each class has a safe box for this purpose. All teachers taking any form of physical education must be appropriately trained to carry out the necessary supervision. Do not leave a trainee teacher alone during a PE lesson. If possible, the teacher should change into a tracksuit or equivalent to take PE lessons. However, it is not always practical for a teacher to change into PE kit and the class should never be left unattended while the teacher is changing, nor is it acceptable for the teacher to spend all day in a tracksuit as the whole point is to wear a change of clothes for PE. A minimum requirement is the wearing of plimsolls or trainers.

The importance of high-level supervision during swimming lessons is emphasised. The poolside must not, in any circumstances, be left while children are in the water or if you suspect any likelihood of a child returning into the water after a lesson.

Art and Design and Technology

You should take all reasonable precautions to prevent accidents to yourself and children.

Pointed scissors for children are not permitted in classrooms unless absolutely necessary for a particular task, in which case an adult supervisor should be with the children at all times. Do not set a bad example by doing something, however expedient, which could subsequently lead a child into danger.

OUT OF SCHOOL TRIPS AND LOCAL WALKS

The LA requirement is

Infants 10:1

Juniors 15:1

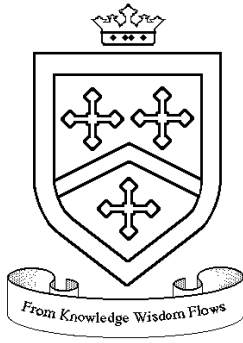
These are minimum ratios of children to adults. However, where possible, please operate to lower ratios e.g. 1: 4 FS, 1:6 KS1, 1:10 KS2 whenever possible.

Reply slips giving parental permission for trips and visits must be retained by the office. Teachers must carry the following with them at all times:

- an Emergency Procedures Action Plan
- a class list
- a mobile telephone with the school's and Headteacher's telephone numbers
- first aid kit
- any inhalers, Epi pens or identified medication for specific children

Appendix D

Standard letters to parents



Great and Little Shelford CE (A) Primary School

Name of child:.....

Year group:.....

Date:.....

Behaviour letter no:.....

Academic Year: 20 /20

Dear Parent(s)/Carer,

I am writing to let you know thatlost part of his/her playtime at morning break/afternoon break/at lunchtime today because of the following unacceptable behaviour:

.....
.....
.....

The matter is now resolved. However, I am sure that you will want to speak with your child regarding what happened, how he/she has put things right and what he/she will do to ensure that this does not happen again. Please do not hesitate to contact me if you wish to talk this through so that we can work together to support your child to make good behaviour choices.

Yours sincerely,

Class teacher

PLEASE RETURN THIS SLIP TO YOUR CHILD’S CLASS TEACHER SO THAT WE KNOW YOU HAVE RECEIVED THIS LETTER. THANK YOU.

Name of child:.....

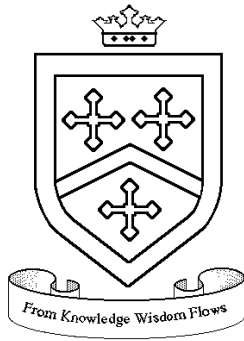
Year group:.....

Date:.....

Re: Behaviour letter no:..... Academic Year: 20 /20

I have received, noted and discussed the behaviour letter with my child

.....Signature of Parent/Carers



Great and Little Shelford CE (A) Primary School

Name of child:.....

Year group:.....

Date:.....

Behaviour letter no:.....

Academic Year: 20 /20

Dear Parent(s)/Carer,

This is to let you know that sadly,had to be excluded from the classroom for a short time today because of the following unacceptable behaviour:

.....
.....
.....

He/she was sent tofor a 'time out' session.

The matter is now resolved. However, I am sure that your will want to speak with your child regarding what happened, how he/she will put things right and what he/she will do to ensure that this does not happen again. If the behaviour persists, your child will be sent to speak with Mrs. Evans.

Please do not hesitate to contact me if you wish to talk this through so that we can work together to support your child to make good choices.

Yours sincerely,

Class teacher

PLEASE RETURN THIS SLIP TO YOUR CHILD'S CLASS TEACHER SO THAT WE KNOW YOU HAVE RECEIVED THIS LETTER. THANK YOU.

Name of child:.....

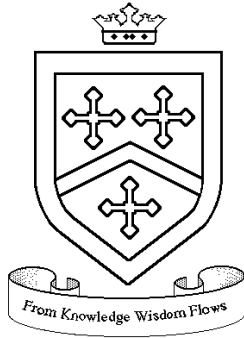
Year group:.....

Date:.....

Re: Behaviour letter no:..... Academic Year: 20 /20

I have received, noted and discussed the behaviour letter with my child

.....Signature of Parent/Carers



Great and Little Shelford CE (A) Primary School

Name of child:.....

Year group:.....

Date:.....

Behaviour letter no:.....

Academic Year: 20 /20

Dear Parent(s)/Carer,

This is to inform you that today,was sent to Mrs Evans because of the following unacceptable behaviour:

.....
.....
.....
.....

The matter is now resolved. However, I am sure that you will want to speak with your child regarding what happened, how he/she decided with Mrs Evans to put things right and what he/she will do to ensure that this does not happen again. Please contact me if you wish to talk this through so that we can work together to support your child to make good choices.

Yours sincerely,

Class teacher

PLEASE RETURN THIS SLIP TO YOUR CHILD’S CLASS TEACHER SO THAT WE KNOW YOU HAVE RECEIVED THIS LETTER. THANK YOU.

Name of child:..... Year group:.....

Date:.....

Re: Behaviour letter no:..... Academic Year: 20 /20

I have received, noted and discussed the behaviour letter with my child

.....Signature of Parent/Carers

From the Behaviour policy Appendix E

General rules for the smooth running of the school community – Letters will be sent to parents if appropriate.

School Rules	Reward	Sanction
Coming to school		
1) Everyone should <u>walk</u> everywhere in and around the school except in the playground.	None - this is a minimum requirement	Sent back to walk from point where running was spotted.
2) Bicycles or scooters must not be ridden on the school premises, including the school drive.	None - this is a minimum requirement	Warning given by staff member and noted to HT. If persistent, i.e. 3 times, the child will not be allowed to bring the bicycle/scooter to school the next day. Offence recorded by Headteacher. Repeated offences, i.e. 3 times, will mean no bicycle in school for the rest of the half term.
3) Children should not arrive at school before 8.45am and will be actively discouraged from doing so. A teacher will receive children in class from 8.45 a.m. but not before. Children in school before 8.45 a.m. are not the responsibility of the school staff.	None - this is a legal requirement	Parents will be notified and reminded that the school cannot accept responsibility for their child before 8.45am. Parents will be directed to use the Breakfast Club.
6) All children to play outside during morning, lunch and afternoon breaks, unless authorised to stay inside by the class teacher. Children remaining indoors should be sent to sit outside the staffroom.	None - this is a minimum requirement.	Children found indoors without permission will be challenged to give reasons for being there and then sent out or authorised to remain. Children persistently flouting the rule will be sent to the Headteacher.
7) Children should not climb on the school or church walls or fences, the school gates or up the poles of the covered walkway.	None - this is a minimum requirement.	Child will be told to get down immediately. If during break, child will be sent inside to staffroom and will have to write letter of apology to/see the Headteacher to apologize.
8) Children should not touch the gate release button	None - this is a minimum requirement.	Children will be sent immediately to the Headteacher.
9) Children should always open doors and allow an adult to pass through before them.	Adult says 'thank you' and comments on polite behaviour	Adult corrects omission and comments on impolite behaviour.

School Rules	Reward	Sanction
Playtimes		
10) A notice is displayed on the hall door indicating whether the grassed areas are in or out of bounds (depending on the weather). Children should observe this at all times.	None - this is a minimum requirement.	A child on the grass when it is out of bounds will be directed to the playground. Repeated infringements by the same child/children will lead to having to miss the rest of current playtime or the next playtime.
11) Football is only allowed on the hard standing by the school field or on the field itself.	None - this is a minimum requirement.	Ball confiscated.
12) Balls, which go off the school premises, will be retrieved by an adult with prior arrangement with our neighbours, and by no one else at any time.	None - this is a minimum requirement.	Children will be sent immediately to the Headteacher.
13) Walk around the school keeping to the left hand side of the stairs and corridors.	None - this is a minimum requirement.	Behaviour corrected verbally
14) All clothing, bags and other belongings brought to school must be clearly labelled with the owner's name.	Named lost property will be immediately returned to its owner's peg.	Lost property will be stored in the basket in the main entrance. At the end of each half term, unclaimed property will be offered for sale and then sent to a charity shop. A letter will be sent to parents as a reminder to label their child's belongings if this is found to be the case at the half-termly check.
15) Cloakrooms and toilets should be kept tidy – they are not play areas: a) Coats and bags should be on pegs. b) Paper towels should be used to dry hands and then placed in the rubbish bin. c) Taps should be turned off after use. d) Toilets should be flushed after use. e) Only the necessary amount of toilet paper should be used and then flushed down the toilet.	A child seen picking up coats will be praised. } More pleasant environment. Less waste for capitation expense i.e. more of other resources	Children found playing in the classrooms or toilets or misusing them in any way will lose next playtime to write/be supported in writing a letter of explanation and apology to the Headteacher. Parents informed if offence is repeated during the term. A child seen trampling on coats will be requested to pick them up. If behaviour persists, the child will lose next playtime - letter of explanation and apology. Child will be asked to clear up his mess.

School Rules	Reward	Sanction
Conduct inside the school		
15) Children should not touch any desks, bags or possessions of any child, staff member or volunteer helper without permission.	None this is a minimum requirement	Child sent to Headteacher. Parents will be informed if there is any reason to suspect their child's honesty with regard to other people's possessions
16) Children are not to bring toys or other personal possessions to school. The school will not accept responsibility for these items unless they have been requested for a special purpose e.g. topic work.	None this is a minimum requirement	Items confiscated and will need to be collected by parents at the end of the school day. Children risk loss or damage to items.
17) Jewellery should not be worn in school(studs for pierced ears excepted)	None this is a minimum requirement	Jewellery confiscated and can be collected by parents at the end of the school day.
18) Sweets, chocolate bars and fizzy drinks are not permitted in school.	None this is a minimum requirement	Children not permitted to eat items. Note to parents in lunchbox to remind them that sweets, chocolate and fizzy drinks are not permitted.

Appendix F

Behaviour card prompts for children

What happened?

Be honest, even if you have done something wrong.

What are you going to do to put things right?

Take responsibility.

How are you going to ensure that this does not happen again?

This must not become a habit

What happened?

Be honest, even if you have done something wrong.

What are you going to do to put things right?

Take responsibility.

How are you going to ensure that this does not happen again?

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What happened?

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Take responsibility.

How are you going to ensure that this does not happen again?

This must not become a habit

Appendix G

Behaviour log – class collection sheet

Great and Little Shelford CE (A) Primary School

Behaviour letters log sheet – Year: R 1 2 3 4 5 6 Autumn/Spring/Summer 1 2 Academic Year /

Name/initials of child	Date	Behaviour letter no	Behaviour letter col	Behaviour	Notes and comments	Parent response	
						Please circle	Date
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
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			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	
			G A P			Slip ret Mtg	

Appendix H

Behaviour log – School behaviour analysis sheet

**Great and Little Shelford CE (A) Primary School
Behaviour Incidents Record, Including Bullying and Exclusions**

Date of incident	Nature of incident	Year group Perpetrator	Year group Victim	Informed parents - RAG letters		Outcome	Deemed to be bullying?	Analysis and actions	Date reported to governors
				Perpetrator	Victim				