

# **Bolsover Infants and Nursery School**

## Behaviour Policy



This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

Date Agreed.....

Signed.....

# Behaviour Policy

## Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our aims and values are built on mutual respect and trust for all, in order to promote an environment where everyone feels happy, safe and secure.

We strive to help children manage their own behaviour by establishing a clear set of rules and expectations that clearly define limits of acceptable and unacceptable behaviour and implementing these firmly and consistently. Positive encouragement will be used to motivate the children to behave well. We feel all acts of inappropriate behaviour must be challenged and approached assertively but calmly and firmly by staff. Schools are primarily responsible for managing the behaviour of their pupils and identify problems, but this becomes more effective if it is a shared responsibility between parents and school to ensure that children are taught how to behave. Parental support and understanding of the aims and principles will be encouraged through regular meetings / newsletters, good work assemblies etc.

## Our Aims

- The primary aim of the behaviour policy is not a system to enforce rules but rather a means of promoting good relationships, so that people can work together with the common purpose to help everyone learn.
- To encourage our pupils to develop a sense of self-discipline and to accept responsibility for their actions.
- To encourage self-respect and consideration for all others and their property and for the school and the environment.
- To promote qualities, which are valued by the school and society, through, a clear set of rules where by both adult and children work together to create a good attitude to learning.
- To discourage certain acts which violate our values by taking firm and immediate action.
- To encourage children to take responsibility for their own behaviour and alter any inappropriate behaviour in accordance with the schools code of conduct.
- To encourage the children to make choices about their behaviour and take time for reflection when these choices are less than positive.

## **Responsibilities**

Everyone must share the responsibility for discipline in school, but ultimately we believe it is the children who have a major responsibility to make appropriate choices.

### **The role of the children**

- To demonstrate a positive attitude to learning where they think about what they are doing and apply their skills to the best of their ability.
- To fulfil all the aims of the code of conduct.
- To ensure their behaviour in school is appropriate to the situation they are in.
- To respect other people, property and their environment.
- To make appropriate choices that will enhance their time at school, support their learning and help them to become positive members of their community.

### **After inappropriate behaviour**

- To take responsibility for their own behaviour and modify it appropriately.
- To complete their own behaviour report, reflect on the situation and how they could modify their behaviour in line with the schools code of conduct.

### **The role of the teacher**

- To create a safe, disciplined learning environment.
- To teach and implement the behaviour policy.
- To develop a set of class rules together with the children and display them in the classroom.
- To have high expectations of all children in terms of behaviour.
- To treat each child fairly with respect and understanding.
- To keep a class behaviour file in which all incidents of inappropriate behaviour are recorded.
- To complete behaviour reports for all behaviour that is deemed repetitive, disturbing and/or inappropriate to learning.
- To ensure that children fill in their own behaviour report to show their understanding of the situation.
- To liaise with the head teacher, other staff, parents and external agencies as necessary to support and guide the progress of a child's behaviour.

### **The role of the head teacher**

- To implement the school behaviour policy consistently throughout the school.
- To support all staff in the implementation of the behaviour policy.
- To involve other stakeholders and agencies where appropriate.

- To review all behaviour reports and liaise with children, staff and parents to decide sanctions.
- To implement the behaviour card system when necessary.
- To administer fixed term exclusions to individuals for serious acts of misbehaviour. The head may permanently exclude a child for very serious acts of anti-social behaviour. (Both of these actions are only taken after the school governors have been notified).

#### **The role of the parent / carer**

- To support the aims of the behaviour policy.
- To reinforce the aims of the behaviour policy at home.
- To discuss with their child any incidents which occur at school and are reported to parents through the behaviour letter.
- To positively support the school in encouraging appropriate behaviour.
- To encourage their child to understand the inappropriateness of their behaviour, the importance of behaving appropriately and accepting the responsibility of their behaviour.

#### **The role of the governors**

- To review the behaviour policy regularly.
- To support the head and staff in the implementation of the behaviour policy.
- To monitor and review the impact of the policy.
- To support the head teacher in the implementation of any fixed term and permanent exclusions.
- To review any complaints made in terms of the behaviour policy and its implementation.

#### **Role of Community**

- To be aware of expectations with regard to behaviour in the context of the public image of the school.
- To support the school by providing information on occurrences if relevant and appropriate.

#### **Role of external agencies**

- To be supportive of the school policy and provide specialist help as appropriate.
- To liaise with the Head, Staff and Parents as appropriate in relation to individual circumstances.

### **EQUAL OPPORTUNITIES**

The policy of equal opportunities is a fundamental guiding principle of this school, and is thus intrinsic to the Behaviour Policy in two senses:

- i) To provide equality of access to the curriculum and all aspects of school life for all children by promoting acceptable standards of

behaviour on the part of all pupils so as to enable each one to progress and experience achievement.

ii) To ensure the principles and practice of the Behaviour Policy are applied equally with regard to all pupils irrespective of age, sex, race, colour, religion, disability, ethnic or national origin or any other perceived differences.

### **ESTABLISHMENT OF POLICY**

This policy has been developed through consultation and discussion. Its purpose is to provide a common approach to the management of behaviour in school. The policy will be reviewed and amended as appropriate to take account of relevant legislation, regulations and guidance from various agencies. Such changes and Inset requirements will be outlined in the School Development Plan.

## **Managing Behaviour in the Classroom**

### **Approaches and Strategies**

A fundamental principle of the Behaviour Policy will be the promotion of positive approaches. This will include emphasis on positive reward and encouragement rather than sanction or reprimand, the generation of self-esteem and celebration of achievements.

### **Encouraging Good Behaviour**

To encourage good behaviour the school will:

- Make expectations clear through promotion of the Code of Conduct.
- Create a safe, secure and friendly environment to cater for both physical and emotional needs.
- Discourage unsociable behaviour by promoting mutual respect and criticising the behaviour not the person.
- Praise good behaviour both individually and publicly, and emphasise the encouragement and motivation of pupils.
- Provide an appropriate, meaningful and interesting curriculum
- Encourage children to take responsibility for their own actions and behaviour.
- Promote respect for all individuals through modelling of desired behaviour.
- Generate the raising of self esteem by communicating a sense of importance, by encouraging the taking of responsibility and maximising success opportunities.

### **Management in the classroom**

As a school we have identified a number of ways to encourage good classroom behaviour. These include;

**Stickers**- Who can show me the best behaviour during this lesson. I will reward them with my special stickers.

Expectation stickers - I am look for someone who can ..... I have three stickers

Catch them out rewards - I have noticed that ..... has been .... I would like to reward them ...

Catch children being good as often as possible but do not use frequent overt praise. Stage whispers, thumbs up and winks are ways of showing you have noticed without letting the class know. Some children do not want to appear to conform so keep it low key.

Use the " When ....then...." framework to guide. Some children respond defiantly if told "no, don't or can't " They will hopefully start to see more positive cause and effect to their behaviours.

Tactical ignoring of small acts of non-compliance in conjunction with overt praise of those peers who are conforming appropriately close by is likely to be a powerful tool to use.

Avoid direct questions which cause children to withdraw. Instead use phrases like 'I wonder if anybody knows.....?' 'I'd like a volunteer for....' 'Who will get their hand up first... ?'

Try 'you can choose whether you stay sitting on the carpet or go out to play..' rather than a direct command to comply. Some children do not respond well to direct instructions. Alternatively send children to a new activity/play/lunch by using 'Everyone with grey socks/brown eyes/black laces etc rather than use names.

Other adults should sit side by side rather than face to face. Try to 'act daft' by suggesting you are unsure what to do and need his help. This should engage children in the activity due to their need to take the controlling role.

Be conscious about self esteem needs and incorporate a number of the suggested strategies into the daily classroom routines.

#### **Ideas to keep bad behaviour to a minimum**

- Always address children by name and gain eye contact. If unsure of name, ask, they love the attention.
- Give instructions clearly and unambiguously. Keep tone calm and measured. Maintain open and relaxed body language. Use paraphrasing to ensure understanding. Repeat in different ways and ensure everyone understands before leaving the carpet.
- Having given instructions and ensured understanding give him breathing space and take-up time. It is appropriate to walk away as this shows an expectation of compliance.
- Concentrate on the 'primary behaviour'. Avoid being drawn into arguments by 'secondary behaviour' which could be looks, tone, muttering, arguing etc about the request you have made.
- Always leave children with a choice eg 'You can complete this now or at break time, it's your choice.' then walk away.
- Use 'broken record' to reinforce your message and avoid being side-tracked. Eg 'I am not going to argue with you. We can discuss this at lunch time'. Repeat up to 3 times.
- It is the certainty of the consequence which is important not the severity of it.

**BOLSOVER INFANT AND NURSERY SCHOOL**  
**BEHAVIOUR POLICY**

**THE CODE OF CONDUCT / SCHOOL RULES**

We believe that both adults and children should conduct themselves in accordance with our whole school code of conduct. We would ask that any visitors to school, including parents would also behave in accordance with our expectations.

These are:

- To keep our hands and feet to ourselves and respect peoples personal space.
- To have respect for other people and treat them as you would wish to be treated.
- To respect your environment, look after your own property, that of other people and the school.

## RESPECT

*(Respect will be defined with the children at the beginning of each year, in assembly)*

We believe respect means...

- 
- 
- 

Each class will also define the rules in relation to their classroom. They will be clear with each other and any visitors (including children from other classes) about what these rules mean to them. These rules will be more specific and will be displayed in a prominent place in the classroom.

## The Policy

### Rewards

Our school ethos is one that rewards good behaviour and positive work ethics. As such our behaviour policy continues this positive system and values rewards as major contributor in encouraging children to make positive choices.

*Rewards play a major part in our behaviour policy.*

Children are rewarded in many ways. A few of these rewards are listed below:

- Positive verbal feedback
- Stickers and rewards
- Certificates
- Recognition in assembly
- Positions of responsibility (Monitor)
- Good work assembly and Gold book

These rewards will be used for everyday acts that deserve a mention, actions that would warrant a sticker. More significant acts would be rewarded using the individual reward system below.

### Whole school rewards

#### Individual Reward System

Each child will be given an individual reward card to collect points. These rewards can be 'spent' on a range of exciting rewards. These rewards will be tiered and children will be able to spend all of their points or bank them in order to save them for something worth more points. Children will work towards a bronze certificate worth 25 points, a Silver certificate worth 50 points and a Gold certificate worth 75 points.

Children will be rewarded with points for...

- Extreme acts of kindness
- Making good progress that has needed hard work
- Persistent good work
- Demonstrating that they have really tried hard at an activity or piece of learning.
- A clear and obvious desire to follow school rules
- Anything that a teacher may feel deserves more than the usual sticker and kind word.

#### Golden Playtime

Golden time will now be part of every child, in key stage 1's Friday afternoon. They will be put in mixed key stage groups and will carousel

around 6 planned activities that are cross curricular and fun. These will be used as a reward for working hard.

### Class Rewards

Each class will complete a class reward chart. These will be displayed within the classroom and will be added to by the teacher for actions that need whole class praise. When these sheets are full the class will choose their own reward.

### Sanctions

As a school we feel it is important for children to make choices about their behaviour. As a result of this choice making we have designed a system that allows children to make informed decisions about how they behave and reflect on situations when there has been a problem. Outlined below is a step-by-step system that all children in school are taught and can understand.

#### **Our systematic approach to managing behaviour:**

- All children will start the day on the green traffic light. The green traffic light indicates to the children that we expect them all to make positive choices through out the day and each day can be started on a positive note.
- Each time a child behaves inappropriately they will be given one warning that their behaviour is inappropriate. If they then behave inappropriately again or their work is of a poor standard they will record their name onto the amber light (with teacher support for younger children).
- If they can demonstrate that they can change their behaviour they will be asked to remove their name and praised for this change in behaviour. If not their name will move to the red traffic light.
- If by the end of the day/session (eg. before lunch) they still haven't earned their name back on the green light (from the red) and modified their behaviour they will complete a behaviour report with their teacher, which will be seen and signed by the Head teacher.
- If they receive two behaviour reports in one half term they will then be given a letter to take home to their parents explaining the problem. If a further behaviour report is received then they will be given a yellow card and will move onto the behaviour card system.

We are very positive that this policy can be effective in changing all our attitudes to learning as well as behaviour.

An instant Behaviour reports may be given when a child demonstrates completely unacceptable behaviour. This behaviour may include:

- Blatant disregard for school rules
- Bullying
- Vulgarly - Swearing aggressively
- Racist or Sexist remarks
- Leaving school premises
- Threatening or violent behaviour
- Wilful damaging of property

### **Punishments**

Verbal discussion and registered disappointment at breaking our code of conduct will be sufficient for dealing with most incidents of bad behaviour. Occasionally there may be more serious problems when sanctions may include:

- The completing of existing work
  - The withdrawal of certain privileges (e.g. Playtime)
  - To be withdrawn from class
  - Consultation with parents
- 
- Removal from Golden time (see Golden time in rewards section)

In really severe cases:

- Withdrawal from normal class for a set period of time
- Placing a child on report
- Help from outside agencies
- Request fro Behaviour support / TAP's funding
- Suspension / exclusion - Used only when other procedures have failed.

### **Teaching Good Behaviour**

Within this policy we have designed a structure that encouraged children to make choices about their behaviour. As a result of this we felt it was necessary to ensure all children are given the opportunity to learn how to do this to empower them to make the appropriate choices. We will carry this out in a variety of ways.

- As part of our PSHE curriculum each class will undertake lessons in which they discuss behaviour and decision-making.
- The children will also be encouraged to write their own rules within their classroom.
- Children who are having more severe problems will take part in our positive Play programme or will be assigned a learning mentor.

## Lunchtimes

The same behaviour principles at work in the classroom are those we wish to advocate at lunchtime. The mid day meal supervisors have all been trained to manage behaviour problems, at lunchtime, and have a number of different systems to support this work.

**Midday Supervisors:** as with rewards, the functioning of MD's will be integrally linked into whole school behaviour management and sanctions strategies. As such, appropriate liaison with other staff will be essential.

Positive reward will be the most appropriate way to encourage good behaviour. The use of stickers, charts and appropriate rewards will be encouraged and supported by staff.

### **Behaviour management at lunchtime**

- MD's will adopt a calm, yet clear approach and address the situation in a relatively low key manner. As such a 'quiet word' or a brief reprimand/discussion will **often** be sufficient to 'defuse' an issue.
- Offering children choices and allowing them to choose a more appropriate behaviour will defuse the situation well and allow children to save face and not enter into a stand off.
- Shouting will rarely help. MD's have all undertaken training that reinforces the positive and encourages them not to shout, especially with the younger children who it only upsets.
- They will report all incidents of poor or unacceptable behaviour to the class teacher at the end of lunch and the Senior Inside Supervisor. The SIS will feedback any major incidents to the head.
- MD's will call for help using their 'Walkie \Talkie's' instead of allowing a situation to escalate. They should call a SMD first (which one will depending on whether incident is inside or out), who will call for back up if necessary.
- Persistent offenders will be asked to take a time out session in first aid.
- Major incidents will be dealt with by a member of staff, using the behaviour policy used in main school.

### **Rewards**

MD's are encouraged to reward children if they feel they have been particularly good, kind, helpful or have demonstrated a positive quality. They are also encouraged to positively identify children who find it difficult to conform and reward them as well. A special mention to the class teacher and a kind word often builds a positive relationship that encourages good behaviour.

## Encouraging Good Behaviour at Lunchtime

At Bolsover we believe that children need to be encouraged to develop their social and emotional skills, as well as the speaking and listening skills. We believe lunchtimes are a great time to encourage this development and allow children an opportunity to consolidate these newly developing skills. It is also important that they understand that school rules are really important, whether in class or out, and that good behaviour is essential at lunchtimes as well as any other time.

We feel that a full and active timetable of activity will help children to keep busy, and consolidate their skills, it will encourage the children to behave better and there will be less opportunity to misbehave.

We have employed 2 senior mid-day meal supervisors in order to ensure lunchtimes run smoothly. Both have very clear roles which encourage the above philosophy.

Inside Supervisor	Activities Supervisor
<ul style="list-style-type: none"> <li>• Liaise with the office on class numbers, dinner numbers and sandwiches.</li> <li>• Liaise with head/deputy on any new cases to be closely supervised</li> <li>• To liaise with other mid-days to pass on roles and responsibilities for the day.</li> <li>• To keep a record of any children or staff leaving/returning to site at lunchtime.</li> <li>• To supervise and sign post any visitors until they have been greeted by the correct person.</li> <li>• To carry out any health and safety checks on the inside areas.</li> <li>• To ensure any dietary needs are dealt with correctly.</li> <li>• To ensure Year 2 cloakroom is checked and monitored.</li> <li>• To collect after lunch reports from other mid-days and report back to head any major</li> <li>• Contact staff on adverse weather school closure days</li> </ul>	<ul style="list-style-type: none"> <li>• To carry out any health and safety checks on the outside areas.</li> <li>• To ensure First aid room is manned and running smoothly, as well as checking disabled toilets.</li> <li>• To ensure all cloakrooms outside are checked and monitored.</li> <li>• To ensure Year 1 cloakroom is checked and monitored.</li> <li>• To ensure all external doors are shut and safety locked after lunch.</li> <li>• To ensure all external premises are checked and are left safe for use.</li> <li>• To make and monitor a varied timetable of activity for outside.</li> <li>• To supervise the children in selecting appropriate resources according to timetables and weather.</li> <li>• To supervise the clearing away of all resources after lunch.</li> <li>• Supervise wet play activities in entrance while children wait to be returned to their classroom.</li> </ul>

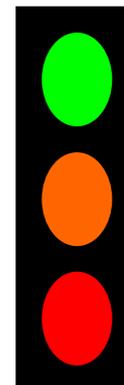
### Learning Mentor Lunchtime Club

Our learning mentor is aware that for some children lunchtimes are extremely difficult. For some, they offer a prolonged period of time where they get into trouble.

As a result our learning mentor runs 'Buster Club'. Buster club is a group of children that need a little more supervision than the norm. It is usually older children who may need a little more space to move around due to their size or just need a more focused group to play in. These children may vary and a waiting list of children who wish to join in will be kept and accessed on a rota basis. These children will have the opportunity, as part of their club, to have their lunch at a special table and then, with the learning mentor, will take part in a more focused lunchtime session, which will be positive, rewarding and fun. On wet days they will be offered an alternative activity to take place in the Year 1 area.

# Bolsover Infants and Nursery School

## Diagram 1 -Behaviour Policy



You will be given a green light each day.

If you behave incorrectly you will be asked to stop. If you don't you will then be asked to write your name on the amber light. If you continue to misbehave you will then record your name on the red light.

If you behave well you will get to move your name back and nothing else will happen.

If you behave in a really inappropriate way you will immediately complete a behaviour report and a letter will be sent home.

If you haven't moved back your name by home time then you will complete a behaviour report, with your teacher, and take it to the key stage manager / deputy head or head.

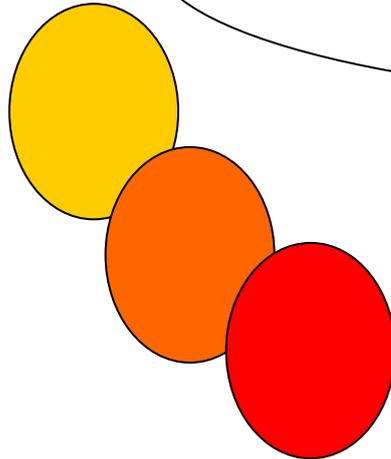
You will then be given a Job/punishment for making poor choices.

This letter will need to be signed by a grown up, at home, and returned to school.

You may also be given a Yellow Card for one off incidents of really poor behaviour.  
**YOUR PARENTS WILL BE INFORMED IMMEDIATELY AT THIS POINT**

If you receive two behaviour reports in one term you will then be given a letter for your parents so that they know you are having problems at school.

If you receive **three** behaviour reports you will be given a **Yellow Card** (and your grown ups will be offered an opportunity to speak to your teacher). If this behaviour continues you will move onto the card system set out below.



- **Orange Card** plus a visit from your grown ups, to school, to talk about your behaviour and an opportunity to set some behaviour target
- **Red Card** plus a visit from your grown ups with your teacher, the head and behaviour support to review behaviour targets and support
- Fixed term exclusion following county policy
- Permanent exclusion following county policy

## Yellow Card

Dear

Unfortunately, I have to inform you that your child .....  
has made some poor behaviour choices and as such has received a Yellow  
card. Your child has...


As a result they will...


We would really appreciate you signing the card below and returning it to school so that we know you have received it. If you have any concerns about this issue or wish to discuss it please contact your child's class teacher.

Signed..... Date.....  
.....

To: Bolsover Infants and Nursery School

From.....

I am aware that my child ..... has been in trouble and have receive the Yellow card informing me of the issue. I am aware that I can discuss this issue with my child's class teacher and will ensure that I discuss this issue with my child.

Signed..... Date.....

## Orange Card

Dear

Unfortunately, I have to inform you that your child .....  
has made some poor behaviour choices. As your child has already received  
a Yellow card, they have now been issued with an orange card. Your child  
has...


As a result they will...


We would really appreciate you signing the card below and returning it to school so that we know you have received it. As this is the second card your child has received we would appreciate you contacting school in order for you to discuss this issue with their class teacher, and a/or Learning mentor, to help us to set some behaviour targets for your child.

Signed..... Date.....  
.....

To: Bolsover Infants and Nursery School

From.....

I am aware that my child ..... has been in trouble twice and have receive the Orange card informing me of the issue. I am aware that I now need to make an appointment to visit my child's class teacher and a learning mentor.

Signed..... Date.....

## Red Card

Dear

Unfortunately, I have to inform you that your child .....  
has made some poor behaviour choices three times, and as such has  
received a red card. Your child has...


As a result they will...


We would really appreciate you signing the card below and returning it to school so that we know you have received it. As you have already discusses your child's behaviour problems, at school, with a teacher we would like you to make an appointment to see both the head and your child's class teacher. We will also contact behaviour support to help review the situation.

Signed..... Date.....  
.....

To: Bolsover Infants and Nursery School

From.....

I am aware that my child ..... has been in trouble and have receive the red card informing me of the issue. I am aware that I need to make an appointment to see both the head and your child's class teacher.

Signed..... Date.....

# **Bolsover Infants and Nursery School**

## Behaviour Policy



## Information for parents

This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

Date Agreed.....

Signed.....

## Bolsover Infants and Nursery School

Dear Parents,

As you are aware our current behaviour policy has been in operation for a few years now. This policy has been extremely effective in encouraging positive behaviour and has been updated each year. It is now time to fully revise the policy and ensure our exceptional behaviour continues.

### **The New Policy**

Accompanying this letter is a description of the changes we are planning. As you will see the new policy involves parents at a much earlier stage, informing you of poor behaviour before it becomes a problem, this will ensure you are fully involved in your child's education and behaviour in school. This alongside a policy that encourages the children to improve their attitude to work and take pride in what they do will have a greater impact on their attainment.

The policy is based on a reward system which encourages good behaviour. We have many rewards in place at school, these include...

- Positive verbal feedback
- Stickers and rewards
- Certificates
- Recognition in assembly
- Positions of responsibility
- Good work assembly

Alongside these rewards there is a very structured approach to poor behaviour. This approach encourages all children to make positive choices and learn from their mistakes. It allows children to redeem themselves and be rewarded for good behaviour, but also encourages sanctions if the child does not follow school rules.

We would appreciate it if you could read and discuss these changes with your child. If you have any comments to make please do not hesitate to contact us.

Thank You

Yours sincerely

Fiona Cowan  
Headteacher



# Reward

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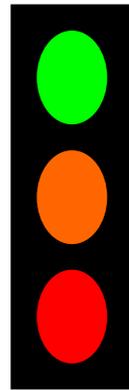
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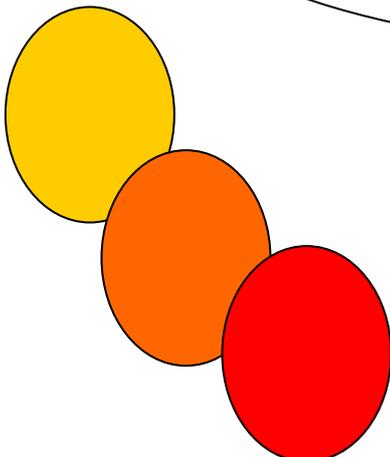
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# Behaviour Report

Name.....

Term..... Report Number.....

Date.....

Incident Report

Sanction

Signature.....

Head Teacher.....

Dear,

Unfortunately your child..... has been in trouble today. This is the second time he/she has been in trouble and he/she has now had two behaviour reports made. If your child is in trouble once more he/she will receive a yellow card. If you would like to discuss his/her behaviour please do not hesitate to get in touch.

Thank You  
F Cowan

<p>Incident 1 Date.....</p> <p>Incident 2 Date.....</p>
---

Please sign and return to school  
Signature..... Date.....