

Redesdale Primary School **Behaviour Policy**

“Good behaviour is a necessary condition for effective teaching and learning to take place”

“...consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members”

Jenny Mosley

Rationale

A behaviour policy is important in all schools to ensure consistent approaches to managing both positive and negative behaviour. It should be evident in all school activities.

Aims

Redesdale Primary School’s main aim is to teach its students, through enhanced self-esteem and self-responsibility. That is to allow and expect all students to manage their own behaviour. This is done by creating an environment where personal and social development is not only paramount but all pervasive. We want the best for our students and therefore every measure will be taken to prevent behaviour, which would be detrimental to their progress and the progress of others.

The key aims are:

- To ensure a consistent approach to managing behaviour throughout school.
- To encourage all children to behave appropriately at all times by being positive role models within school.
- To ensure equality throughout school.
- To implement the principles and practices of the SEAL (Social and Emotional Aspects of Learning), PSHE, Citizenship and SMSC development throughout school to promote positive relationships and behaviour.

Objectives

- To identify and highlight the good behaviour of pupils.
- To support children in learning how to behave appropriately.
- To promote good behaviour throughout school.
- To promote respect for all members of the school community and school property.
- To administer appropriate sanctions when dealing with inappropriate manner according to legislation and guidance from the Department of Education.

Responsibilities

It is the responsibility of all members of the school community and visitors to behave appropriately, be positive role-models for the children and to promote positive behaviour. The Senior Leadership Team are responsible for coordinating this policy across school. The Governing Body of Redesdale Primary School are responsible for the production and reviewing of all policies according with statutory requirements and guidance.

Redesdale Primary School Behaviour Policy Rules and Procedures

Rewards and Sanctions

Whole School Rewards:

The vast majority of our children behave well and are a credit to themselves, their parents/carers and the school. We believe in rewarding them for following 'Redesdale Primary School Rules' that govern all behaviour. There are additional playground, lunchtime and assembly rules that are slight variations on the whole school rules.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Redesdale Primary School encourages and acknowledges good behaviour and achievements with:

- **Verbal and non verbal praise** (including peer praise) including smile, thumbs-up, nod etc.
- **Rewards** - Stamps, stars, stickers, star of the day, whole class awards e.g. marble in the jar, extra playtime, smiley faces which go towards recognition of good/positive behaviour. Sweets must not be used as a reward as it is against our Healthy Schools Policy.
- **House points** awarded by adults and placed in house boxes each week leading to end of term rewards for the winning house.
- **Secret Students** – teachers choose a pupil for sessions of the day/a whole day, who is anonymous, the daily secret student's behaviour contributes to a reward for the whole class at the end of the week.
- **Class/Individual Dojo's** – interactive avatars which are awarded points related to school/class rules. Children collect points to win a prize.
- **Golden Time/Weekly Behaviour Award** – time earned during the week for classes with clear behavior logs.
- **Star of the Week** Certificates awarded to an individual pupil from each class during weekly Achievers Assembly. (Behaviour must be a focus at least once each half term.)
- **Termly Behaviour Reward** for children who have not been on the behavior log or reflection time that term.
- **Headteacher Stickers** - Sending children to the Headteacher/Deputy Headteacher for good work/behaviour.
- **Letters/postcards/phonecalls** home for good behaviour and work.
- **Class/Individual Attendance Awards** for excellent attendance and punctuality each week and termly individual awards.
- **Non-uniform days** for classes or individuals who show excellent behaviour/commitment.

- **Book Tokens/prizes/vouchers** for individuals with 100% attendance at the end of each year.
- **Parent/teacher consultation** – positive comments and feedback in meetings with parents and end of year reports – recognising behaviour and attitude to school.
- End of Half Term event/disco/party.
- Any other reasonable reward suggested by individual classes.

House system:

We have a house system to promote expected behaviours and support a culture of team-work. There are four houses named after Northumberland castles:

Alnwick (RED)

Bamburgh (BLUE)

Dunstanburgh (GREEN)

Warkworth (YELLOW)

Children are put into houses by staff. They can be awarded 1-3 house points. They are awarded house point slips by an adult which are then placed in the house point boxes in the Key Stage 2 area. All house points are recorded by the Year 6 House Captains and totals are announced on a weekly basis and displayed in the hall.

A house cup will be awarded to the house which accumulates the greatest number of points in the week and this will be presented to the House Captains during the Achievement Assembly on a Friday and displayed in the Main Hall with appropriately coloured ribbons. All staff will also be allocated to a house to promote the team ethos of the school, raise the importance and status of house points and to make the children aware that this involves the whole school.

We will reward the house with the most points at the end of each term with a special event/ award/ activity to celebrate their achievement.

Guidelines for awarding house points are as follows:

| Number of house points awarded | Reason (examples only) |
|--------------------------------|---|
| 1 | Producing a good piece of work which fulfils set criteria. Excellent test results (spelling, table tests.) Working very hard. Being helpful, polite and thoughtful. Succeeding in improving your work and/ or behaviour over a longer period of time and consistency in application. |
| 2 | An excellent standard of work, kind action, outstanding work within the community, consistent good behaviour, excellent attitude etc. |
| 3 | Outstanding effort, achievement, behaviour, commitment to the school e.g. through raising funds, contributions, showing initiative etc. |

House captains

Children in Year 6 elect two Year 6 pupils each year to represent their House. The house captains should be exemplary role models and reflect outstanding commitment to the school rules. They may lose the privilege because of unacceptable behaviour at the teacher's discretion.

As a part of their duties as house captains they collect the house points weekly from the house boxes.

House Competitions

There will be special events throughout the year when children and staff can take part in 'House Competitions' e.g. Sports Day, Quizzes, Talent Shows etc.

Celebration & Achievers' Collective Worship

There will be a Celebration & Achievement Collective Worship on a Friday, when success will be celebrated e.g. Star of the Week, Golden Table and any other notable achievements.

Whole School Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions/consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- **It must be clear why the sanction is being applied.**
- **It must be made clear which rule has been broken and what changes in behaviour are required to avoid future punishment.**
- **Group punishments should be avoided as they breed resentment.**
- **There should be a clear distinction between minor and major offences.**
- **It should be the behaviour rather than the person that is punished.**

(Further information about these sanctions is available in the 'Behaviour and Discipline in Schools' February 2014 Department for Education document.)

- 5 minute thinking time (this will be used in group / classroom strategies and if children are sent to another member of staff)
- In class and Key Stage strategies
- In class behaviour log to record incidents
- Lunchtime Reflection for behavior at playtimes, lunchtimes, in clubs and in collective worship.
- Pupil Monitoring Form – for internal monitoring. If there is no improvement over one week, consult HT or DHT, then parents need to be involved for the next week of monitoring. (Phone-call, conversation or letter will be sent to parents explaining reasons for the form.)
- Pupil monitoring form – home / school liaison – form goes home every night for parents to sign. Review with parents at the end of the week.
- Informal Time Out session with member of SLT.
- Internal exclusion
- Pastoral Support Programme
- External exclusion – fixed-term / permanent.

Bullying, biting, stealing will result in parents being contacted by the Senior Leadership Team immediately

Spitting, swearing, inappropriate gestures, violent conduct and kicking/punching will result in immediate referral to the Senior Leadership Team.

Each day will be a fresh start. However if a pupil continues to break the rules each day or cannot meet behaviour expectations, the class teacher will show the Weekly Behaviour Log/Pupil Monitoring Form to a member of the SLT. This could lead to an informal 'Time Out' session with a member of SLT. Parents will be contacted by telephone to inform them that their child's behaviour continues to be a cause for concern. Parents are then asked to meet with senior staff to implement further action.

At Redesdale we only use **positive handling** as a last resort, however when this is required it is undertaken with the child's best interest at heart. A student will only be held for one of the following reasons:

- When a child is endangering their own safety
- When a child is putting another student or staff at risk
- When a child is trying to damage school property.

Confiscation of inappropriate items: If a child brings an inappropriate item to school, staff are legally allowed to confiscate, retain or dispose of a pupil's property as long as it is reasonable in the circumstances. Staff may search a pupil if it is suspected that the pupil is concealing a 'prohibited item' which includes knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. If a prohibited item is found then legislation sets out what must be done with it.

(Further information about 'Confiscation of inappropriate items' is available in the 'Behaviour and Discipline in Schools' February 2014 Department for Education document.)

General School Rules

We aim to have an atmosphere of cooperation in our school and therefore our general school rules are applied for health and safety reasons. Our prime concern is the happiness, wellbeing and safety of all children and staff who work in Redesdale Primary School. We wish to create a positive learning environment, and, as such the following rules will help to achieve that goal.

1. Children should not wear jewellery in school because of the danger it may cause themselves or others.
2. We discourage children from bringing money to school and we will not accept liability for any money which may go missing as a result of a child bringing it into school. All 'school' money will be collected from the child at the start of the day and sent to the school office.
3. Children should not bring sweets, snacks or fizzy drinks to school, but may bring a bottle of still water or a single piece of fresh fruit for playtime if they wish to do so. Currently all Foundation Stage and Key Stage 1 pupils are provided with a piece of fruit daily as part of a Government Health initiative.
4. Children are not permitted to wear 'fashionable' clothing in school – such as leggings or trainers unless they are taking part in a dance or sporting event which requires them.
5. Children are not allowed to leave school during the course of the school day unaccompanied and only children in Year 5 and 6 are allowed to leave school by

themselves at the end of the day. Year 4 children may also do so if the parent / carer has completed a permission form at the start of the school year.

6. Highly fashionable haircuts, including shaving and shaving of patterns into the hair, and dyed hair is NOT allowed.(i.e no less than number 2 on a hair shaver). Children with long/medium hair length should have it tied back at all times for health and safety reasons.
7. We strongly discourage children from having their ears pierced as this impacts on their ability to participate in some curricular activities. If children come to school wearing earrings, they will be asked to remove them. Staff are not in a position to be able to do this for children.
8. Children should not wear any make-up for school, including nail polish and false nails and eyelashes.
9. Children should not bring any toys into school unless it is for a topic based project.
10. Year 5 and 6 children are allowed to bring mobile phones into school if they walk to and from school on their own. The mobile phone must be switched off during the day and then must be placed in the class box, which is then kept in the school office until home time.
11. Children must not open the main security door for parents/visitors etc. A member of staff must be called immediately. Children must not leave the school premises during school time without permission.
12. The main corridors in school are to be kept 'wheel free' – no buggies, prams, skate boards, scooters, roller skates, bicycles etc. due to health and safety.



Expected behaviours for the classroom

1. Come into class quietly and settle down quickly ready to learn.
2. Put up your hand if you need attention.
3. Listen, do as an adult tells you first time without answering back or muttering.
4. Be friendly and help each other.
5. Speak quietly to each other.
6. Tidy up and put away equipment.
7. Wait until you are told before you leave the classroom.

Expected behaviours for assembly:

1. Line up quietly when told to do so and sit down when a member of staff gives you permission
2. Come to and from the assembly hall quietly.
3. Be polite and respectful to each other and to staff.
4. Listen and do not talk during assembly.

Expected behaviours for the dining hall:

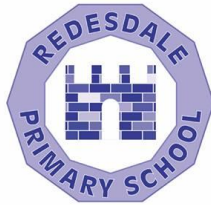
1. Come to the dining hall quietly.
2. Remember to say 'please' and 'thank you'.
3. Be polite to the dinner staff and do as an adult tells you first time without answering back or muttering.
4. Eat your lunch quietly and sensibly.
5. Talk quietly to the people next to you.
6. Clear up and clean up when you have finished.
7. When you have permission, leave the hall sensibly.

Expected behaviours for the playground:

1. Listen to, follow instructions and be polite to the adults on duty.
2. Keep off the grass when it is wet.
3. Problems in the playground must be settled without fighting. If differences can't be settled ask a teacher, midday supervisor or Buddy for help.
4. Be friendly and respect each other - say only nice things to each other - no put downs or swearing.
5. Be a peacemaker.
6. Play happily, safely and sensibly.
7. Put all your litter in the bins provided and keep your play area tidy.
8. Stop playing as soon as the bell sounds and line up to wait for your teacher.
9. Walk quietly to your class.

We are PROUD to be at Redesdale Primary School:

- **P**olite
- **R**espect
- **O**nly kind to others
- **U**nderstanding
- **D**o our best



‘We are PROUD to be at Redesdale Primary School’

We follow the 5 Key Rules at School

| We do | We don't |
|--|---|
| We listen and we are polite to the person who is talking. (POLITE) | We don't interrupt. |
| We treat others with respect and we look after our School and keep it safe for all. (RESPECT) | We don't hurt anybody's feelings and we don't waste or damage things. |
| We are friendly, kind and gentle to others. We are honest and tell the truth. (ONLY KIND TO OTHERS) | We don't hurt others and we don't tell lies. |
| We understand that we are all different and that is what makes us special. We care for each other. (UNDERSTAND) | We don't make fun of anyone because they are different. |
| We try our best and have a go. (DO OUR BEST) | We don't waste our own or others' time. |

Do listen and be polite to the person who is talking

Do treat others with respect, look after our school and keep it safe for all

Do be friendly, kind and gentle. Be honest and tell the truth

Do understand that we are all different and that's what makes us special.

Do try your best and have a go.

Behaviour Stages
(Behaviour in Lessons/Class)

| Stage | | | Teacher Action | Pupil Action |
|----------------------|---|--|---|---|
| 3 STEP SYSTEM | 1 | A) Verbal Warning (2 chances) | First time a rule is broken teacher to discuss with pupil possible consequences of actions | Pupil given opportunity to amend behaviour |
| | 2 | B) Written Warning (1chance) C) Traffic Light System/Loss of Golden Time | Once a pupil breaks a rule after the written warning they are then given a 'Yellow Card' or are put on the 'Amber Face'. If the pupil still breaks the rule then they are given a 'Red Card' or are put on the 'Red Face' and lose Golden Time. On the fifth loss of Golden Time over a half term, a member of SLT is informed. | Pupil may lose a proportion of their Golden Time. Pupil is recorded on the Behaviour Log after repeated unacceptable behaviours. |
| 3 | Informal notification to parents Pupil Monitoring Form | Teacher to inform parents (either in person or by telephone) about behaviour and pupil being placed on Pupil Monitoring Form. (2 week duration) Teacher and Pupil agree on behaviour targets. Teacher monitors pupil behaviour and liaises with SLT and parents. | Pupil to agree behaviour targets for 'Pupil Monitoring Form'. Form signed daily by Teacher and at end of day by SLT. | |
| 4 | Informal 'Time Out' session with SLT | Teacher to arrange for pupil to work with member of SLT for session. Parents informed by member of SLT | Pupil must report to member of SLT with work to complete and to discuss behaviour. Parents informed. | |
| 5 | Visit to Head Teacher Internal Exclusion | SLT to send pupil to Head Teacher. Parents to be informed. | Pupil will be internally excluded. Pupil will lose breaks / lunchtimes during this period. Pupil will report to DHT/HT with work. | |
| 6 | Fixed Term Exclusion | Head Teacher follows North Tyneside Exclusion Policy and Procedures | | |
| 7 | Permanent Exclusion | Head Teacher follows North Tyneside Exclusion Policy and Procedures | | |

Breaks/Lunch times

The playground is where social exchanges and behaviour can become strained very quickly. Children behave better if they are occupied with appropriate games in the playground. Playground equipment is provided by Duty Staff or Class Teachers. The playground is developed to facilitate different activities i.e. football pitches, dance/music area, tyre park, trim trail and activity boxes with a range of equipment in them.

Strategies that duty teachers and midday supervisors may use to deal with any behaviour problems are:-

- Call the pupil aside and motivate towards acceptable behaviour.
- Time-out/isolation within the play area for a limited time.
- Ban them from using equipment for a day if they are not using it appropriately.
- Pupil walks with the teacher/ supervisor.
- Report incident to SLT
- Send pupil to 'Reflection Time' where their name is recorded in the file and the child loses lunchtime playtime.
- Refer pupil for support/intervention (The pupil may be encouraged to go to 'Lunchtime Club' to help with their behaviour.)
- All incidents of a serious nature should be reported to the Deputy Headteacher or Headteacher immediately.

According to the severity or repetitive nature of the incidents parents/carers may be informed and further action may be taken.

Reflection Time

When a child is referred to 'Reflection Time' for inappropriate behaviour during playtime, lunchtime, assembly and clubs their name should be written in the red 'Reflection Time' file which is located in the office and also the child's name should then be written in the 'Class Behaviour Log'.

For minor incidents e.g. being silly, stone throwing away from others, being unkind, telling lies the child may be asked to stay with a member of staff or walk around the playground with them.

The adult who referred the child must inform the Class Teacher why they are on time out and write in the 'Reason for the Reflection Time' column and sign their name.

Please use the following criteria/statements:-

- Rude to adult
- Hurting others
- Causing damage
- Unacceptable behaviour
- Being dishonest
- Ignoring instructions

The adult on 'Reflection Time' writes in the reasons column to show what has been done about the child's behaviour i.e.

- Informed class teacher.
- Reflection Time adult on duty discussed consequences with child.
- Parent/Carer to be notified.
- Spoken to TF/MS and parents asked to come in.

The Senior Leadership Team will total up the number of 'Reflection Time' sessions per child in each half term. If a child is referred five times on five separate occasions in a half term further action will be taken.

Attendance & Punctuality

Punctuality and consistent good attendance will be rewarded weekly in assembly by a certificate for the class with the highest attendance figures. At the end of each term individual children that qualify for 98% attendance and punctuality will be presented with gold, silver or bronze certificates.

Any suspected cases of truancy or unauthorised absence MUST be reported to the Headteacher who will decide the most appropriate course of action. The school works closely with the Local Authority Education Welfare Officer to address problems with attendance.

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with social, emotional and behavioural difficulties and enable their access to the National Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

A 'Lunchtime Club' is run by staff to help those children who need support in improving their behaviour as well as including children who are positive role models who attend as a reward for their good behaviour.

'Lego' groups for identified groups of children.

Close liaison with agencies who support pupils through:

Observing pupils and advising on new teaching strategies

Supporting IEP's

Play therapy

Circle time

Anger management strategies

Class profiles - looking at a child's behaviour in relation to the rest of the class

Team building

Drop-in advice sessions with staff

SEN referral – IEP formulated and strategies to support
Silverdale Outreach – advice and support
Family partners
Educational Psychologist referral
Pastoral Support Plan – an improvement plan to support children at risk of exclusion
Regular meetings with parents
Circle of Friends

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the SLT/Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. All parents and carers will be asked to sign the home-school agreement in September or on entry to school. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Visits and Visitors

We expect pupils to treat others with respect when they visit our school and to abide by our '**Five Key Rules – PROUD**'. It is even more important when pupils are out of school on a visit, a sporting event or other educational experiences that they follow the school rules as they are the ambassadors for our school.

Staff have high expectations of all our pupils when they plan and organise events outside of school and pupils should behave appropriately, as the majority do. In the event that a pupil does not follow the school rules then there will be consequences as a result of their behaviour. This may include the pupil being unable to take part in the next planned event or trip – each case will be given careful consideration and will be discussed with the pupil, staff, parents and Senior Leadership Team.

Appendix

Rewards in each Key Stage

Foundation Stage

Rewards:

- Star chart – the child with the most stars wins a star pencil at the end of the week
- Stickers
- Positive praise – verbal and non-verbal (including peer praise)
- Thumbs up
- House points
- Secret Students
- Passport stickers and prize for full card.
- Dojo awards/Stickers for the first five to get ready for PE
- The child sitting the smartest will get to choose first for choosing time

Key Stage 1

Rewards:

- Verbal and non-verbal praise(including peer praise)
- House points
- Secret Students
- Dojo awards.
- Go to Assistant Headteacher for a stamp
- Certificates for special events (eg Christmas performances, sports, etc)

A visual timetable for each morning and afternoon is used to help children become more independent learners.

Key Stage 2

Rewards:

- Verbal and non-verbal praise(including peer praise)
- Praise and recognition of good / positive behaviour
- House points for consistent positive behaviour
- Golden Time – time earned during the week as a whole class
- Secret Students
- Dojo awards
- During enterprise projects children can earn profit and choose their own reward
- Year 6 House Captain privileges

Sanctions in each Key Stage

Foundation Stage

Sanctions:

- Different faces system (Nursery) – all children are on a happy face at the beginning of the day, warning then moved to sad face and miss 5 minutes of class time, also given a sand timer and then sent to FS Leader.
- Traffic light system (Reception) – all children are on green at the beginning of the day, warning move to amber (miss 5 minutes of choosing time), warning then moved to red (miss all of choosing time and sent to see another teacher and then parents are informed)
- The child is given the 5 minute timer
- Speak to parents
- Count up to / down from five

Key Stage 1

Sanctions:

- The 'look'
- Verbal reminders
- Verbal warning
- Move name onto amber (Traffic light system) or red for more severe sanction
- Positive reminder to encourage children to get their name moved back onto green
- Speak to parents
- Sent to Assistant Headteacher /Deputy Headteacher

Key Stage 2

Sanctions:

- Non-verbal messages / Tactical ignoring
- Rule reminder
- Question and feedback
- Choices and consequences
- Moving child to another seat in the classroom
- Staying in at break if Learning Log homework isn't brought in or completed, or if class work is unsatisfactory. Child will stay in until work is completed or lose 5 minutes of break-time.
- If homework diary isn't in on the correct days then child loses 5 minutes of break-time.
- Consistently forgetting PE kit or brings inappropriate PE kit then loses part of Golden Time
- Informal chats with parents regarding behaviour
- Use of the class Behaviour Log
- Lunchtime Reflection
- Behaviour monitoring form
- Phone call / letter to parents regarding behaviour
- Sent to another class
- Sent to HT's office to complete work or explain behaviour



Lunchtime Reflection Sheet

Name:

Date:

Why have you been sent to reflection time today?

What was wrong with your actions?

How should you have behaved?

How will you remember to do the right thing next time?

Child's signature: _____



Lunchtime Reflection Register

Date:

| Name | Class | Reason for reflection time | Sign |
|------|-------|----------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



Redesdale Primary Home School Agreement



Parents/Guardians

I / We shall ensure that:

- My/our child will attend school regularly, punctually and properly equipped.
- I/we will inform the school on the first day of any absence.
- My/our child will be dressed in appropriate school uniform according to our school rules.
- I/we will make the school aware of any concerns or problems that might affect my child's work or behaviour.
- I /we support the school's policies and guidelines.
- I/we will attend parents' evenings and discussions about my child's progress.

Redesdale Primary School

The school will ensure that:

- We respect and value each child as an individual within the school community.
- We care for your child's safety and happiness.
- Your child achieves their full potential as a valued member of the school community.
- We provide a balanced curriculum and meet the individual needs of your child.
- We achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- We will keep you informed about general school matters and your child's progress in particular.
- We will be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- We foster good behaviour

Children Will.....

- Be honest
- Take care not to hurt anyone by what they say or do
- Respect school equipment and care for their own and other people's belongings
- Work their hardest and do their best
- Work as a team, respecting the difference of others
- Show good manners to adults, children, staff and visitors to the school
- Always show excellent behaviour for learning

Together We Will.....

- Build each child's confidence and self-esteem
- Celebrate the achievement of every child
- Take pride in our school
- Listen to each other's concerns and act on them
- Help children develop behaviours that will allow them to show their true potential in all areas of their learning

Signed: _____ Parent/Guardian

Signed: _____ Child

Signed: _____ Headteacher

REDESDALE PRIMARY SCHOOL



Date _____

Dear Parent/Carer

(Child's Name) has been on the school 'Behaviour Log' on five separate occasions this half term.

This has mostly been for:

- Unacceptable behaviour in class
- Being rude to the class teacher or other adults
- Being hurtful to others
- Wasting time instead of working
- Being dishonest
- Damaging school property
- Not carrying out the teacher's instructions

We would be grateful if you would support us in this matter by stressing to your child the importance of good behaviour in school and in the playground.

If you would like to discuss the matter with us, please do not hesitate to get in touch.

Thank you for your support.

Yours sincerely

Mrs T.V. Flannaghan

Headteacher

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BEHAVIOUR LOG REFERRAL

Pupil's Name: _____ Class: _____

I/We have received and noted the contents of your letter _____

(Parent/Carer signature)

Date _____

REDESDALE PRIMARY SCHOOL



Dear Parent/Carer

(Child's Name) has been on lunchtime 'Reflection Time' on five separate occasions this half term.

This has mostly been for:

We would be grateful if you would support us in this matter by stressing to your child the importance of good behaviour in school and in the playground.

A further referral to Reflection Time this term may result in a fixed term exclusion for lunch periods.

If you would like to discuss the matter with us, please do not hesitate to get in touch. We will be monitoring your child's behaviour very carefully and we will inform you immediately should it deteriorate further.

Thank you for your support.

Yours sincerely

Mrs T.V. Flannaghan
Headteacher

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LUNCHTIME 'REFLECTION TIME' REFERRAL

Pupil's Name: _____ Class: _____

I/We have received and noted the contents of your letter _____

(Parent/Carer signature)

Date: _____



Redesdale Primary School – Pupil Monitoring Form

Child's Name: _____

| | |
|---|----------------------------------|
| <u>I am on this behaviour plan because:</u> | <u>Each day my target is to:</u> |
| | |

| | 9.00 – 10.30 | Assembly | Break | 11.00-12.00 | Lunch | 1.00 – 2.00 | 2.00 – 3.15 | SLT Signature |
|-----------|--------------|----------|-------|-------------|-------|-------------|-------------|------------------|
| Monday | | | | | | | | |
| Tuesday | | | | | | | | |
| Wednesday | | | | | | | | |
| Thursday | | | | | | | | |
| Friday | | | | | | | | |