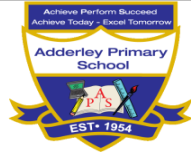


# Positive Pupil Behaviour Policy

Based on the Values and Principles of the UN  
Convention on the Rights of the Child

**2019- 2021**

<b>Agreed by:</b>	Governing Body	
<b>Review date:</b>	October 2021	



# **Adderley School Positive Pupil Behaviour Policy**

## **Context:**

At Adderley Primary School, we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. Our Positive Pupil Behaviour Policy has been developed in line with the articles in the UNCRC. Class teachers and adults are responsible for the duty of care towards children. A high duty of care is ensured through the collaborative work of the Governing Body, Parents, Head Teacher, Strategic Leadership Team, Teachers and all staff.

## **Our Pupils Aims**

- ***To take full responsibility for their own learning and actions throughout the day.***
- ***To be fully aware of their rights and responsibilities and contribute to produce their Class Charter.***
- ***To be aware of the rewards and sanctions relating to behaviour.***
- ***To review the school rules each year and amend as necessary.***
- ***To develop empathy and understanding towards others and understand that we all have rights.***
- ***To be able to consistently make a positive contribution to the school and community.***

## **Our Staff Aims**

- ***To ensure the quality of learning and teaching is high and children are inspired and motivated to succeed.***
- ***To give rewards and sanctions consistently and fairly.***
- ***To deliver a high level duty of care to every child.***
- ***To build an excellent rapport with pupils.***
- ***To seek to understand barriers to learning and to overcome them.***
- ***To ensure that all pupils have the opportunity to experience different responsibilities and contribute to the school community.***

### Our Governors Aims

- *As a UNICEF Rights Respecting School, to communicate our vision to the staff and pupils.*
- *To ensure that the school provides an environment that promotes positive behaviour in order for effective learning to take place.*
- *To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.*
- *To ensure systems and structures are adhered to fairly and consistently.*

### Our Parents Aims

- *To work in partnership with the school to promote positive values and Rights Respecting behaviour.*
- *To encourage their children to take responsibility for their actions.*
- *To value the work of the school and be aware of the school vision and the school's behaviour policy.*
- *To support their children with their learning at home.*
- *To attend Parents' Afternoon, Curriculum Workshops, Open Days and other events designed to support their children.*
- *To be proactive and take responsibility for their child's behaviour.*

# Behaviour Management Roles and Responsibilities

## Responsibilities of...

### Children's Responsibilities:

- To take full responsibility of their behaviour at all times.
- To follow school rules at all times.
- Always have a positive attitude towards staff and peers.
- Always work hard and strive to achieve their best to reach their full potential.

### Leaders of Learning (Teaching Staff):

- To ensure **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- To building positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
- To be aware of any home circumstances and to develop good communication with families and carers which may affect a child's school life, health, safety or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that school systems and structures are followed consistently and pupils treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To keep behaviour records in line with this policy.
- For every child to receive regular verbal praise and positive written praise through the school Feedback Policy.
- To deal with incidents which occur outside school in an appropriate manner and inform the SLT.
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues through SEAL lessons.

- The SEAL leader is responsible for the monitoring of 'Reflection Books' and 'Dinner Supervisor Logs'.

### **SLT Responsibilities**

- The SLT are accountable for different year groups across school.
- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- The SLT will not take over or deal with a behaviour issue, unless it is very serious (Level 5 incident).
- The SLT will keep a record of Behaviour Incidents Forms filled in by staff once they have reached Level 5.
- To send behaviour letters home and run meetings with parents alongside class teachers.
- To assist teachers in investigating and recording behaviour incidents in line with this policy.
- The SLT will monitor behaviour incidents. The class weekly behaviour chart will be checked on Friday afternoons by the SLT and the relevant children will be spoken to.

### **Head Teacher Responsibilities**

- The Head Teacher will ensure the Positive Behaviour Policy is implemented in school.
- The HT will be involved in serious cases that may involve exclusion.
- The HT will report all racist incidents to the Local Authority on a termly basis.

### **Dinner Supervisor Responsibilities**

- To follow the **Staff Handbook** that outlines their roles and responsibilities.
- To follow the Positive Pupil Behaviour Policy.
- To ensure that the Lunchtime Rights Respecting Charter is followed and promoted.
- Supervisors are responsible for the behaviour of pupils at lunchtimes and are supported by the SLT and Learning Mentors.
- To liaise with class teachers regarding lunchtime behaviour.

## **Parents Responsibilities**

- To have regular discussions with the class teacher and other appropriate school staff about their child's behaviour.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' afternoons and activities that support their child's learning.
- To be aware of the events taking place in school via the newsletter and website.

## **Incidents Outside School**

- The school will investigate any out of school behaviour incidents it is made aware of by parents or children, in line with the Positive Pupil Behaviour Policy and will inform parents.

# **Promoting & Rewarding Positive Behaviour**

## **At Adderley Primary School**

### **Context:**

At Adderley Primary School we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. As part of our Personal and Social curriculum, children are taught about the United Nations Convention on the Rights of the Child. We believe that by empowering our children in this way, it will help them to become better global citizens in the future.

### **School Rules**

The school rules are designed to be an effective way of supporting pupils in developing towards the aims listed above.

- The rules are designed by the pupils and revisited every year.
- A competition is held where the pupils design the rules they feel would help to make the school better.
- Pupil Leadership Teams and the SLT team choose the final rules and the winners are awarded prizes in a special assembly.
- The rules are then professionally printed and displayed in every class around school.
- Every child should know the school rules and teachers are responsible for ensuring that children refer to them regularly.

### **Class Charters**

All members of the school community have roles and responsibilities in promoting a Rights Respecting ethos. In class, this is promoted by the formation of a Class Charter throughout school. Each charter is created by the children and staff within the class and all sign up to it, in doing so they are agreeing to respect the chosen rights for themselves and others with their responsible behaviour.

### **Lunchtime Charter**

All Lunchtime Supervisors ensure that the Rights Respecting Lunchtime Charter is promoted and followed. The Lunchtime Charter sets out the rights and responsibilities children have and how adults uphold those rights to ensure a safe, friendly and respectful daily lunchtime.

## **Drop in Surgery**

The aim of a Drop in Surgery is to address children's social, emotional and mental health well-being needs.

The 'Drop in Surgery' is an opportunity provided for all the children at break times to visit and speak to Learning Mentor. The children can come in to share and concerns, worries and happy news that they may have.

## **No Hands**

The aim is to ensure that all children are engaged and participate in lessons through active listening.

**The following is a list of rewards that are used at Adderley Primary School:**

## **House Points**

The purpose of house points is to encourage positive behaviour by giving children an instant reward for their good/improved behaviour and attitude towards peers, adults and their learning.

- House points are the primary method of rewarding good behaviour on a daily basis.
- Pupils at Adderley Primary School are split into five 'houses' at the start of each academic year.
- The children decide the names of the five houses across school by voting for the most popular names.
- Class teachers are responsible for ensuring that the houses in their classes are balanced between gender and ability.
- Any member of staff can award house points.
- House Points are small stickers which are awarded to children for any of the following reasons:
  - An outstanding piece of work.
  - Demonstrating good effort when encountering a challenge.
  - Following a school rule.
  - When a learning target has been achieved.
  - Supporting other pupils in their learning.
  - Demonstrating that a school rule has been followed.
  - Promoting good behaviour in others.
  - Improving their behaviour.
  - Taking responsibility for their learning.
  - Carrying out extra responsibilities in class.
  - Answering a question well.



- Developing confidence in an area.
- Up to three house points can be given at a time.
- When a child receives house point stickers, they will wear them until the end of the lesson and will then transfer them to their class house point charts.
- Children are given the opportunity to apply for House Captain Roles.
- House point charts are then collected and counted by House Captains every Friday. The Pastoral Team will prepare and update the weekly Power Point Presentation for the assembly.
- The total house point scores for each house are read out in the assembly.
- At the end of the term, the house with the most points is awarded a cinema treat with popcorn in the school hall.

### **Pastoral Care – Golden Ticket**

The purpose of the Golden Ticket is to provide an incentive that encourages good behaviour, attitude to learning, a positive role model to peers and an overall good ethos to school life.

- The school has a number of activities which take place in the games room every week, led by the Learning Mentors.
- Every class teacher chooses one child from their class each Thursday afternoon.
- The child is chosen based on their behaviour over the course of that week (including lunchtimes).
- Class Teachers must ensure that they write the chosen child's name on the designated poster in the staff room by the end of the day every Wednesday.
- The class teachers must ensure the Golden Ticket letter is sent to the Pastoral Care Team every week at the end of the day on a Wednesday with their chosen child's name written on it.
- The letter of celebration will be sent to parents of children chosen, informing them of their child's achievement.
- That child then receives a Golden Ticket and is able to go to the games room on Thursday afternoon from 2:20pm-3:00pm.
- All children who attend Golden Ticket are awarded a sticker.
- All children should have the opportunity to visit the games room at least once per year.

## **Star of the Day**

Every child has the opportunity to receive the Star of the Day award within their classroom. This is an award that acknowledges a positive attitude not only to their learning, but also to their peers and overall school environment. It provides an opportunity for children to strive and persevere for the award on daily basis. This must be celebrated by the class at the end of the day. The chosen child will be given a trophy to keep on their desk the following day to celebrate this achievement.

## **'Second Chance' System**

The 'Second Chance System' is designed to remind children that they have a choice in their actions and can improve their behaviour at any time.

- If a child's behaviour has meant that their name has been put on the Class Behaviour Chart, the teacher will offer them a second chance.
- This will involve the pupil displaying better behaviour for the remainder of that day. The aim is for pupils to reflect on their behaviour and to improve it.
- When the teacher feels they have improved, they tick the Second Chance box on the Class Behaviour Chart.
- A ticked second chance means that when the SLT for that year group comes to monitor the chart, that child will not be spoken to.
- Each Friday afternoon, the SLT will visit each class they are responsible for and collect the Class Behaviour Chart. They will withdraw pupils who are on the chart and have not achieved a second chance. The SLT member will liaise with the class teacher on whether the child's parents should receive a behaviour concerns letter.

## **Class Teachers**

Class teachers may use their own initiative in implementing rewards and consequences to help manage behaviour and celebrate children's achievements in their classes such, Dojo Points, prize boxes and table points. This is in line with following the Behaviour Policy.

## **Extra Break Times**

Extra break time may be rewarded to a class, target group, year group or phase group by an SLT member:

- Consistently good behaviour and work.
- Good behaviour on an educational visit.
- Good behaviour when a visitor has been in school.
- A class with high attendance (above 97%).
- Good attendance at parents evening.
- A good amount of parental reply slips returned.

- Improving on a class target such as coming in to assembly better.
- The extra break time will take place after lunch time and will be organised and monitored by the AHT who will direct teaching staff to supervise.

### **My Weekly Report Cards**

My Weekly Report Cards are used to monitor a child's behaviour in each lesson and break time over a week.

- SLT members will decide when children need a report card.
- The class teacher is responsible for finding out about the child's behaviour at break and lunchtime so that they can fill in the chart.
- The teacher then shares the report card with the parents on Friday. When the teacher feels the child's behaviour has improved, they liaise with the SLT in order to remove the report card and inform parents.
- Children on report cards may also work with the Head Teacher at lunchtimes.

### **Social Enterprise Hub Vouchers**

As a reward of good behaviour/attitudes children will be rewarded Social Enterprise Hub Vouchers. The Vouchers can be redeemed in Social Enterprise Hub.

### **End of Term Certificates**

A celebration assembly is held at the end of term to celebrate children's behaviour/attitude and hard work from throughout the term. All teachers are given a pack of certificates for their class.

A certificate is awarded for,

- Star Reader.
- Good Behaviour.
- History Certificate.
- Maths Award.
- Homework Award.
- Science Award.
- Head Teacher's Award.
- Writing Award.
- Topic Work Award.
- Teacher's Special Award.

# Sanctions

The purpose of sanctions at Adderley Primary School are to give children the opportunity to change their behaviour and remove barriers to learning.

- It is vital that the child understands that it is the behaviour they are exhibiting that has the consequences and not the child themselves.
- Sanctions are displayed clearly in all learning areas throughout the school.
- Teachers make the pupils aware of the importance of this. However, there is flexibility in enforcing these sanctions depending on the severity or frequency of the child's behaviour.
- The **Sanctions flow chart** on pg 12 explains the process in detail.

## **Break Time & Lunch Time Sanctions (Reflection Time)**

- Children who have reached Reflection Time (Level 4) will automatically miss their next break time. (This may be the following day).
- Red cards are issued as a result of the above. Parents are made aware of this at the end of the day by the Class Teacher. The Class Teacher must record the child's name, class and the reason for issuing the red card.
- Reflection Time takes place in the Pastoral Care Room at break times and lunchtimes. It has a rota and a member of the Pastoral Team is always present.
- At lunchtime, supervisors follow the same system of warning children verbally and it is then recorded in their Lunchtime Supervisors' books. Class Teachers should be made aware of all behaviour incidents related to their class. Any serious incidents will be passed on to the Senior Lunchtime Supervisor.

## **Exclusions**

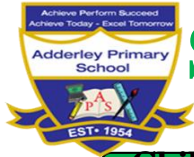
- All exclusions follow DfE guidance on exclusions from Maintained Schools
- Level 5 behaviour may result in a fixed term exclusion being imposed by the school.
- This will be decided by the Head Teacher **and will only be considered when there is clear evidence that all other sanctions and systems have been followed.**
- The following incidents will result in immediate fixed term exclusion:
  - Possession of a weapon.
  - Assault on a member of staff.

## **Children's Services and other External Organisations**

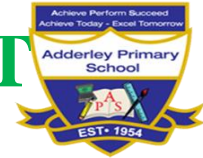
- A Children's Services referral may be made in some cases and is always made in line with the school's Child Protection & Safeguarding Policy:
  - Sexually inappropriate behaviour.
  - Any behavioural incident which raises Child Protection concerns.
- Behaviour support is a Local Authority Service that the school buys in to. The service will be used as necessary through referral by the DSEN Lead, The Pastoral Team in liaison with the Head teacher.

## **Contacting the Police or other Security Agencies**

- Any behaviour that has criminal implications may result in the police becoming involved. The Head Teacher will decide on the appropriate course of action in this case.
- Behaviour linked to radicalisation and extremism should be brought directly to the attention of Senior Staff who will decide on the best course of action to take. This may result in involving the police, Prevent, Children's Services or by seeking guidance from the Channel Agenda.



# SANCTIONS FLOW CHART



- Children Made Aware of their Behaviour/Attitudes - Staff must explain to the children what they have done.
- Verbal Warning.
- Written Warning-Child's name on Class Weekly Behaviour Chart.
- Five Minutes Time Out – Children can reflect on their behaviour/attitude.
- Red Card Issued - Parents made aware of their child's behaviour and child will be missing break.
- Reflection Time – Inform parents - (Pastoral Care room at break times).
- Referral to SLT - If child has been to reflection three times.
- Withdrawal from Extended Provision — clubs, rewards.  
The school will work in Partnership with our Parents.

Level 1 .....Verbal Warning	Level 2 .....Written Warning
<ul style="list-style-type: none"> <li>◆ A child is not staying on task.</li> <li>◆ Distracting class members.</li> <li>◆ Instructions are not followed.</li> <li>◆ Constantly answering back.</li> <li>◆ Inappropriate behaviour around class/school e.g running.</li> <li>◆ Being dishonest.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Persistence of Level 1.</li> <li>◆ Being disrespectful</li> <li>◆ Swearing.</li> <li>◆ Being disruptive in class/around school.</li> </ul>
<p><b>Level 3.....Five Minutes Time Out</b></p> <ul style="list-style-type: none"> <li>◆ Persistence of Level 2 behaviour.</li> <li>◆ Bullying.</li> <li>◆ Breaking equipment intentionally.</li> </ul>	<p><b>Level 4.....Reflection Time - in Pastoral Care Room</b></p> <p><b>RED</b> Card issued for...</p> <ul style="list-style-type: none"> <li>◆ Persistence of Level 3 Behaviour.</li> <li>◆ Fighting.</li> <li>◆ Swearing and verbal abuse.</li> <li>◆ Stealing.</li> </ul>
<p><b>Level 5 .....Referral to SLT – if RED card issued 3 times.</b></p>	
<ul style="list-style-type: none"> <li>◆ Persistence of Level 4 Behaviour.</li> <li>◆ Bullying.</li> <li>◆ Racial/Homophobic abuse.</li> <li>◆ Vandalism of school or other's property.</li> <li>◆ Extremist behaviour or attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Fighting.</li> <li>◆ Swearing.</li> <li>◆ Demonstrating an attitude to others.</li> </ul>

# Parental Involvement

The involvement of parents in school life can help break down barriers and create positive attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's rules and boundaries. Parental responsibility can be seen as extending beyond the individual child and should involve supporting a positive school ethos and accepting that school is the appropriate educational environment for their child.

## Contact with Parents

Staff must ensure they liaise with parents regularly and positive feedback is on-going.

When a child receives a Red Card parents must be made aware of their child's behaviour and that their child will be missing break the following day.

Informal chat before or after school with the teacher to indicate concerns.

Phone call/ letter sent by SLT to arrange a meeting to support improvement in the child's behaviour.

## Meetings with Parents

It is the class teacher's responsibility to provide feedback to parents about the positive and negative behaviour of children they teach. A parent will be called to a formal behaviour meeting with the class teacher and SLT if a level 5 incident has taken place.

At this meeting, the evidence of previous unacceptable behaviour will be shared with the parent (often with the child present). It is extremely important at this stage that teachers and TA's have followed the systems and that there is written and dated evidence on Behaviour Incident Forms. Otherwise the meeting will have little or no impact.

The purpose of the meeting is to ensure that there is a plan in place which enables a way forward with the pupil, staff, carers and parents so that behaviour improves.

One of the most regular outcomes of the parent meeting is a **My Weekly Report Card**. This card lasts for as many weeks as necessary and records how a pupil is behaving in each lesson. The card must be marked by whoever is teaching the child and includes a mark for lunchtime behaviour which is done by the class teacher after break and during register after lunch.

Each week the teacher should share the card with the SLT and child's parent. The SLT for that year group in consultation with the teacher will either decide when the child does not require the card anymore.

## Staff tips for promoting good behaviour

- **AN EXCELLENT TEACHER INSPIRES, CARES AND UNDERSTANDS THEIR PUPILS... AND THEIR PUPILS KNOW IT!**
- Always aim to **DIFFUSE** a situation, not **IGNITE** it!
- It's not personal! Don't get angry or upset.
- Positive reinforcement, focus on good behaviour.
- **REWARDS** are always more effective than **SANCTIONS**.
- Always give children a solution to their behaviour pattern.
- Follow the school system to ensure consistency.
- SLT are there to support you, but they will not intervene with everyday behaviour issues.

### **MOST IMPORTANTLY**

Find out **why**! There's **always** a reason why a child misbehaves. They are **not** adults; they do not have our vocabulary or ability to explain their feelings.



Build positive relationships based on care, trust & high expectations and 99% of behaviour problems will disappear.



**Teacher Follow up/Result of Enquiry**

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

Informed SLT     Informed Parents (Tick)



## **HOMOPHOBIC INCIDENT FORM**

*To be used following a homophobic incident.*

*Please send completed form to the SLT.*

**Name:**

**Date:**

**Class:**

**Place:**

**Description of incident:**

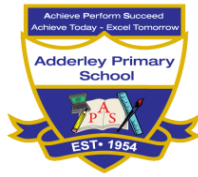
**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

**Teacher Follow up/Result of Enquiry**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

Informed SLT     Informed Parents (Tick)



## **BEHAVIOUR INCIDENT FORM**

*To be used following a Level 4 & 5 incident.  
Please send completed form to the SLT/Pastoral Team*

<b>Name:</b>	<b>Date:</b>
<b>Class:</b>	<b>Place:</b>

**Incident:**

**Signed** \_\_\_\_\_

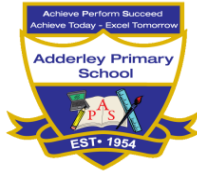
**Date** \_\_\_\_\_

## Teacher Follow-up/Result of Enquiry

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

Informed SLT     Informed Parents (Tick)



## **BULLYING INCIDENT FORM** – Page 1 of 3

<b>Name:</b>	<b>Date:</b>
<b>Class:</b>	<b>Place:</b>

**Description of Incident and TYPE of bullying:**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

**Incident Reported to:**



**BULLYING INCIDENT FORM** - Page 2 of 3

**Actions taken and by whom:**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

**Follow-up (all incidents should be followed within 5 days). Has the matter been resolved? Has there or is there likely to be any re-occurrence?**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

# **BULLYING INCIDENT FORM** – Page 3 of 3

**To be completed with the Child.**

**Child's (victim) response to actions taken by school. Has the problem got better or do you think the problem might happen again and why?**

**How do you feel now?**

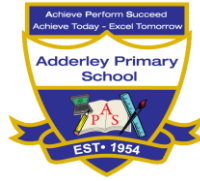
**Do you think the adults at school helped to sort out the problem?**

**What did the adults do that helped you most?**

**What else can we do to help you?**

**Child's Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Seen by:** \_\_\_\_\_  
**Signed:** \_\_\_\_\_ **Date** \_\_\_\_\_



# PARENTAL CONCERNS FORM

<b>Name:</b>	<b>Date:</b>
<b>Class:</b>	<b>Place:</b>

**Description of Concern/s Raised:**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

**Follow-up:**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

- Informed SLT
- Informed Parents (Tick)

<DATE>

The Parents of \_\_\_\_\_,

We are writing to inform you that we have some concerns regarding your child's behaviour.

We want you to work in partnership with us to address these concerns.

Therefore we require you to come to school for a meeting in order to address our concerns. This is to ensure that your child's behaviour improves as this will contribute towards them achieving their maximum potential.

Your meeting is at the following date and time

---

The meeting will be with

---

We hope you will support the school by attending this meeting so that we can work together to support your child's learning.

Yours sincerely,

Rizvana Darr  
Head Teacher

# MY WEEKLY REPORT CARD KS1

<b>Name</b>		<b>Class</b>	
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<b>Reason for my report card</b>	
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<b>I can achieve my target of</b>	
-----------------------------------	--

<b>I can achieve my target of</b>	
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<b>I can achieve my target of</b>	
-----------------------------------	--

<b>WB</b>	<b>Lesson 1</b>	<b>Break</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lunch</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>What my teacher thinks</b>	<b>What I think</b>
<b>Mon</b>									
<b>Tues</b>									
<b>Wed</b>									
<b>Thur</b>									
<b>Fri</b>									

<b>Senior Leader/Year Head Comment</b>	
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# MY WEEKLY REPORT CARD KS2

Name		Class	
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Reason for my report card	
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I can achieve my target of	
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I can achieve my target of	
----------------------------	--

I can achieve my target of	
----------------------------	--

WB		1	B	2	3	L	4	Teacher Comments	Pupil comments
<b>Mon</b>	<b>T1</b>								
	<b>T2</b>								
	<b>T3</b>								
<b>Tues</b>	<b>T1</b>								
	<b>T2</b>								
	<b>T3</b>								
<b>Wed</b>	<b>T1</b>								
	<b>T2</b>								
	<b>T3</b>								
<b>Thur</b>	<b>T1</b>								
	<b>T2</b>								
	<b>T3</b>								
<b>Fri</b>	<b>T1</b>								
	<b>T2</b>								
	<b>T3</b>								

Senior Leader/Year Head Comment	
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SLT Comments:

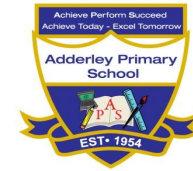
Signed:

Date:

Feedback from Parents:

Signed:

Date:



# Reflection Report Card

## School Charter

- We have the right to express positive opinions and have our views taken seriously. (Article 12 and 13). **We must respect this by listening to others when they are speaking and try to understand them.**
- We have the right to be protected from violence and bad treatment, including all types of bullying (Article 19). **We must respect this by telling an adult if we feel unsafe or upset.**
- We have the right to learn in a stimulating and engaging environment (Article 28). **We must respect this by looking after our School and helping to improve it for our learning.**
- We have the right to develop our talents and abilities (Article 29). **We must respect this by trying our best at all times and making good choices.**
- We have the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31). **We must respect this by welcoming others and being considerate of their feelings.**

**LOWER PHASE**



SLT Comments:

Signed:

Date:

Feedback from Parents:

Signed:

Date:



# Reflection Report Card

## School Charter

- We have the right to express positive opinions and have our views taken seriously. (Article 12 and 13). We must respect this by listening to others when they are speaking and try to understand them.
- We have the right to be protected from violence and bad treatment, including all types of bullying (Article 19). We must respect this by telling an adult if we feel unsafe or upset.
- We have the right to learn in a stimulating and engaging environment (Article 28). We must respect this by looking after our School and helping to improve it for our learning.
- We have the right to develop our talents and abilities (Article 29). We must respect this by trying our best at all times and making good choices.
- We have the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31). We must respect this by welcoming others and being considerate of their feelings.

UPPER PHASE





# Behaviour



## Rewards

- 1 **Positive Verbal Praise** - Consistently and On-going.
- House Points**—Consistently and On-going.
- SLT & HT Stickers**—Exceptional work, behaviour and attitude.
- Teacher's Stickers.**
- Extra Play.**
- Star of the Day.**
- Golden Ticket.**
- Social Enterprise Vouchers.**
- Cinema/DVD treat.**
- End of Term Certificates.**

## Sanctions

- Children Made Aware of Behaviour/Attitudes** - Staff must explain to the children what they have done.
- Verbal Warning.**
- Written Warning** - Child's name on Class Weekly Behaviour Chart.
- Five Minutes Time Out** - Children can reflect on their behaviour/attitude.
- Red Card Issued** – Parents informed – (Pastoral Care room at break times)
- Reflection Time.**
- Referral to SLT** - if child has been to reflection time three times.
- Withdrawal from Extended Provision**— clubs, rewards.  
The School will work in Partnership with our Parents