

Heather Primary School Behaviour Policy



Approved by:	Governors and Staff	Date: November 2018
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Introduction

At Heather Primary School we believe that good behaviour is key to good learning. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Heather Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy defines agreed current practice within the school. Its fair and consistent implementation is the responsibility of all staff and this expectation is underpinned by the Professional Standards for Teachers and by our school Safeguarding Policy (available on the school website). The children in school have contributed to the behaviour policy through their work on the phrasing of their own Class Rules and discussions in classes and whole school assemblies.

Aims

At Heather Primary School we aim:

- To ensure that every member of the school community feels valued and respected at all times.
- To ensure that Heather Primary School provides a safe environment with clear school rules.
- To provide a positive and consistent approach to behaviour management encouraging high standards of work and behaviour for all.
- To ensure that all children become successful learners by developing self-respect, self-control, respect for others and accountable for their own behaviour.
- To develop a partnership between school and home to encourage high standards of behaviour.
- That everyone should be treated fairly at all times. Our Code of Conduct shares this goal clearly with parents, friends and visitors to the school.
- To promote an environment where everyone feels happy, safe and secure, which allows us all to learn, develop and reach our potential.

Expectations

At Heather Primary School we will:

- Build strong relationships with families in all contexts so that we can work together to support their children as fully and positively as possible.
- Treat each other with respect at all times, as adults, providing a positive role model for the children and each other. We will always talk *to* each other and *about* each other in a respectful way.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Recognise and reinforce good behaviour.
- Provide encouragement and positive challenge for all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that our democratic approach involves the children as much as possible and that they are aware of the school rules and that key stage 2 classes are involved in creating their own classroom code
- Teach values and attitudes, as well as knowledge and skills, through the school curriculum in order to promote responsible behaviour, self-discipline, tolerance and respect for self, others and the world around us.

A Positive Approach

We believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour management is built on good relationships and on clear expectations of everyone in our community.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Heather Primary School are that:

- Behaviour can change in a very positive way
- Every child can be successful.
- Focused recognition and praise are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps our children feel good about themselves.

We always consider the safety of other children and minimise disruption while helping children acquire self-discipline. We often discuss the importance of 'Is my fun, fun for everyone' when considering our behaviour choices.

School Rules

The school's 'Golden rules' are:

Be honest

Be kind with our hands, feet and words

Be respectful to others, our surroundings and their belongings

Be hardworking and always listen carefully

Be polite and helpful

Through these rules we are striving to develop the children's sense of responsibility and are encouraging the children to understand the need to consider and the importance of taking responsibility of their words or actions.

As well as the 'Golden Rules', we encourage the children to:

- Move around the school sensibly and orderly.
- Show respect towards others, regardless of their beliefs, opinions and lifestyle choices.
- Explain their behaviour choices and reflect on the choices they have made.
- Be proud of themselves, their achievements and their school.
- Listen attentively to others.
- Avoid unwanted physical contact with others.
- Show care and understanding towards everyone.
- Show respect to school property and the environment.
- Consider the feelings of others and remember – 'is my fun, fun for everyone'.
- Speak to an adult about inappropriate behaviour.

Recognition and Rewards

Recognition and Rewards

All members of staff recognise and celebrate appropriate behaviour at all times around the school through informal recognition and praise. Whenever there is an opportunity to do so, children's best efforts above and beyond our expectations will be celebrated through display and sharing with a wider audience. All adults in school work on the principle of positive reinforcement as children behave well and make the correct behaviour choices when they feel valued and achieve successes.

We value our rewards system and we reward the children in the following ways:

- Verbal praise
- Verbal or written praise to parents about their children
- Postcards home to families to share good news and achievements
- Write positive comments/smiley faces in books
- Stickers and stamps
- Sending good work to other staff members/classes for reward and praise
- Sharing work with the Headteacher
- Class wide rewards
- House points (collected on a weekly basis and recognised in Celebration Assembly)
- Certificates in Friday assembly linked to learning behaviours/acts of kindness etc.
- Displaying of children's work
- Giving pupils additional responsibility.

We reward children being good when they are:

- Moving around school sensibly and quietly
- Being kind
- Consistently perform well in class
- Offering help without being prompted
- Outstanding achievement
- Being a great ambassador for the school
- Working well with a partner or as a team
- Being a good and active listener
- Showing impeccable manners
- Having the right equipment in school
- Asking questions if they are unsure/don't understand what to do
- Putting things away without being asked
- Learning a new skill
- Taking care when using school resources and equipment
- Helping someone else learn a new skill
- Being kind
- Overcoming a barrier to learning
- Showing enthusiasm
- Staying on task when it is challenging
- Accepting and rising to a challenge
- Trying hard
- Being a good friend
- Being honest
- Settling quickly to their work
- Handing in homework on time
- Taking part in a discussion show attentive listening and expressing their views clearly
- Taking part in a school/class performance
- Befriending someone new to the school
- Being respectful when other people feel differently
- Helping someone sort out a problem

There are lots more ways, we have just listed a few!

How we encourage good behaviour

We work together as a whole school to encourage all children to make the right behaviour choices. We do this through:

- Assemblies linked to Personal, Social and Health Education (PSHE), citizenship and core school values – including the British Values of Democracy, Tolerance, Rule of Law, Mutual Respect and Individual Liberty.
- PSHE sessions in class which allow children to discuss various issues and develop their understanding that other people may have opinions and ideas that are different from their own. In these sessions (through role play and modelling of good examples), the children learn that everyone has a right to express their own opinion whilst also learning that we need to consider carefully how we express this opinion, making sure we are mindful of others.
- House Points can be awarded by any member of staff and can be linked to both work and demonstrating the correct behaviour.
- Our Lunchtime Code of Conduct including a specific Small Team games Code of Conduct which is signed by pupils to prevent undesirable behaviours such as swearing, aggression towards other children, arguing with adults and refusal to comply with an instruction. Games such as football are supervised closely by an adult – a teacher at playtime, Midday supervisor at lunchtime. Children demonstrating undesirable behaviour during these times will be closely monitored and such behaviour will ultimately result in them not being allowed to join in with these activities.
- Monitors – Pupils in all classes are offered the chance to show how responsible they are and may be given specific jobs/roles by members of staff
- Role models – children may be given the opportunity to demonstrate how responsible they can be by being asked to be a play coach leader, show visitors around the school, team captain at a sporting event etc.
- Anti-bullying week – at Heather, we take part in National Anti-Bullying week through assemblies and activities in class
- Celebration Assembly on Fridays and is where we celebrate children's achievements in and out of school. Certificates from staff are given out to reward learning behaviours/acts of kindness
- Consistent Crew – each teacher keeps a record of children who are consistently following the Golden Rules i.e. – they never need verbal reminders etc. At the end of each half term, the children listed in this record will be rewarded in ways such as Forest School session, baking afternoon, art and craft afternoon, popcorn and film, lead Friday assembly, free non uniform day etc
- The use of clear consequences and sanctions – see relevant sections of the document.

Discouraging Unacceptable Behaviour Choices - Sanctions

Despite the focus on positive responses as the key to encouraging good behaviour in Heather Primary School, it may sometimes be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital but should also take into account individual circumstances. This section of the policy is designed to support both teaching and support staff in our shared desire to create a just, secure and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should remember to be calm. Children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. In these situations, staff should use the 5ws as a reference point to help the child understand why their behaviour is unacceptable:

- What did you do?
- What rule did you break?
- Why did you do make that behaviour choice?
- What would have been a better behaviour choice?
- What can I do to help?

By working through these questions, we are encouraging the children to think very carefully about their behaviour choices and allowing them to reflect, think about the consequences of their actions and how these affect not only other members of the school community but also themselves.

At Heather Primary School we have agreed the following 'hierarchy' of sanctions and consequences as a guide for all members of staff.

Stage	Behaviour	Agreed Sanction - the adult (Teacher, TA, LSA, MDS) in charge to:	Steps Taken
1	<p>Low Level Behaviour</p> <ul style="list-style-type: none"> • Calling out • Wandering about the classroom • Running anywhere in the school building • Calling out • Ignoring simple instructions • Making silly noises – including tapping, whistling etc. • Wearing jewellery/accessories not permitted in the school uniform policy • Pushing in a line • Talking when asked to be quiet • Minor playground incidents • Graffiti in books 	<ul style="list-style-type: none"> • Nonverbal response – eye contact • Gesture to gain the child's attention • Reminder of the rule • Reminder of consequence if they continue to break the rule • Child to explain the correct behaviour choice • Tactically ignore – praise when behaviour stops • An apology from the child is expected 	<ul style="list-style-type: none"> • Not recorded • No other members of staff involved • If at break the Teachers/TAs on duty deal with the incident <p>NB – if 3 repetitions of the wrong behaviour choice occur within a small time frame the move to stage 2.</p>
Stage 2	<p>Less Serious Behaviour</p> <ul style="list-style-type: none"> • Repeated stage 1 behaviour within a small time frame. • Producing work of an unacceptable quality/refuses to do work • Interrupting adults and other children • Bringing things that shouldn't be in the classroom – e.g. trading cards • Eating sweets in lesson time • Accidental damage through carelessness • Minor challenge to authority • Repeatedly annoying other children • Playground conflict 	<ul style="list-style-type: none"> • Time out in class away from other children • Working during playtime/lunchtime to complete work for the maximum of 5 minutes • Time practising the behaviour required • Repair/clean-up of damage • Reminder of the rule and consequence for repeating it – apology required. 	<ul style="list-style-type: none"> • If a playground incident, Teacher/TA on duty to inform the class teacher • After 3 repetitions within a small time frame, move to stage 3 • Brief note of incident recorded

	<ul style="list-style-type: none"> Spitting on the floor Writing/drawing on arms and hands Refusal to communicate 	<ul style="list-style-type: none"> Writing a letter of apology during lunch/playtime Informal contact, depending on the circumstances, may be made with parents Quiet reflection time in class 	
Stage 3	<p>More Serious Behaviour</p> <ul style="list-style-type: none"> Repeated Stage 2 behaviour Deliberate throwing small objects with intent to harm Hurting someone Damage to school/pupil's property Leaving the class without permission Repeated refusal to complete tasks Deliberate rudeness to adults Harmful/offensive name calling/directed foul language at another child Defacing other children's work Spitting Deliberately breaking equipment Bullying Playground incidents/fighting Fighting in the classroom Not handing in of mobile phone or any form of electronic device to the office 'One off' use of racist/homophobic/inappropriate language 	<ul style="list-style-type: none"> Informal contact with the parents by the class teacher Depending on circumstances time out with TA supervision – to calm down and discuss behaviour Reflection/timeout in another classroom Withdrawal from an event – impending trip/visit Confiscation of mobile/electronic device Completion of work during break/lunchtime Child not allowed out at play/lunchtime for up to 2 days Use of racist/homophobic language may result in short term loss of privileges such as an after school club, sporting event and a debrief from the Headteacher/senior member of staff regarding use of such language 	<ul style="list-style-type: none"> Incident recorded in class behaviour file Lunchtime incidents are recorded in the Headteacher's behaviour file Reported to a senior member of staff If dealt with by MDS/TA – class teacher must be informed Introduction of a playground pass for repeated playtime behaviour Seek advice regarding behaviour support/support for the family from outside agencies- Oakthorpe Short stay school, Autism Out Reach etc Possible Early Help referral Discuss the need for an Individual Support Plan to be put in place to support the child to change their behaviour choices
Stage 4	<ul style="list-style-type: none"> Repeated Stage 3 behaviour More serious fighting/playground incident Serious fighting with the intentional physical harm to other children Throwing of large objects 	<ul style="list-style-type: none"> Work in away from the class for the rest of the day, either in another classroom or the Headteacher's office for the rest of the lesson/day – for 	<ul style="list-style-type: none"> Requires the involvement of the Headteacher Red card may be used to get senior staff members immediate attention

	<ul style="list-style-type: none"> • Serious challenge to authority • Verbal abuse/foul language aimed at adults/staff • Breaking the school golden rules when out on a school trip or representing the school at an event • Stealing • Vandalism/graffiti • Spitting at another person • Inappropriate use of new technologies • Racist incident • Running out of school • Bullying 	<ul style="list-style-type: none"> • up to three days if warranted • Behaviour target sheet/daily home school book to be implemented and sent home daily • Possible decision for a fixed term exclusion • Child is not allowed out at lunchtime or playtime for up to 2 days • If the incident occurred at playtime, then this may result in an internal exclusion from the playground/field at play and lunch times for up to 5 days • Withdrawal from whole school events and privileges 	<ul style="list-style-type: none"> • Parents informed and called in for a meeting to discuss behaviour • Parents to be warned of a fixed term exclusion given for any reoccurrence of deliberate aggression towards others • Individual Support Plan and risk assessment put in place.
Stage 5	<ul style="list-style-type: none"> • Repeated Stage 4 behaviour • Extreme danger or violence • Serious challenge to authority • Physical/verbal abuse of staff • Possession of a weapon considered dangerous by an adult • Possession of a harmful substance or alcohol onto the school premises • Truancy • Persistent Bullying 	<ul style="list-style-type: none"> • Immediate exclusion – internal, fixed term • Permanent exclusions will be considered as a last resort 	<ul style="list-style-type: none"> • Immediate involvement of the headteacher

Please note that Stage 3 behaviours are generally dealt with by the class teacher/teaching assistant in a supportive and consistent manner. There may be some degree of flexibility regarding the age of the child as far as sanctions are required.

Fresh Start

Although persistent or serious misbehaviour needs recording, every child must feel that each new lesson offers a fresh start. It is imperative that any sanction is applied fairly and the consequences fully explained.

It is crucial that children are aware of the next consequence or sanction. However, this does not mean that the whole class will also be aware of what is happening. Conversations with children about behaviour will often be quiet reminders or redirections. This is kept private and not shared with the class or publicly in any way. The headteacher

monitors the trackers and keeps a record of more serious incidents, incidents outside the classroom and all incidents involving bullying of any kind, including racist and homophobic incidents.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year, even if they have changed schools. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Vulnerable children

Sometimes it is clear that a child may be, for a range of reasons, find it difficult to manage their behaviour. At Heather we have a wide range of strategies which are used to support the individual.

- specific techniques used to divert the child from their behaviour choices
- behaviour charts and stickers
- choosing boxes for achieving short term targets
- increased communication between home and school
- children with complex additional needs and for whom this approach is not appropriate, will have an Individual Support Plan (ISP); this will detail strategies, rewards, sanctions and resources, and will draw on an understanding of the child's specific interests and needs
- ISPs will be based on shared knowledge of the child and on discussions with the child and their family. the approach of the plan, as with the whole of our behaviour policy, will be nurturing rather than punitive. the plans will be reviewed and refreshed regularly; for some children, this might be on a weekly basis
- the school has a wide range of resources and activities to support children and the adults working with them who need personalised interventions to help them to succeed. often these resources will be visual
- many ISPs will build in opportunities, structures and support for children to step away from a situation, to calm down and then to return to learning
- ISPs may also identify a link person beyond the immediate class base who has an established professional relationship with the named child and who can support them when this is needed
- risk assessments put in place if a child presents dangerous behaviour
- nurture/small group work to develop social skills improve self-esteem, turn taking, anger management
- support from the (senco special needs co-ordinator) and teaching assistants with particular sen expertise
- additional curriculum support if finding learning difficult impacts on a pupil's behaviour choices
- alternative curriculum
- reduced timetable
- use of specialist outside agencies such as educational psychologist, autism outreach, oakthorpe short stay school
- early help referral
- support from specialist teaching services, CAMHS, SENA etc

Lunchtime Behaviours

At Heather we expect the children to behave the same at lunchtime as at any other time of day. Our school rules remain the same as do the rewards and sanctions. Mid-Day Supervisors record one off behaviour incidents and report these incident to the class teacher if necessary, this helps us notice any patterns in particular children's behaviour.

The lunchtime supervisors also focus on positive reinforcement and give rewards and recognition of good choices. Classteachers recognise and praise these. Lunchtime stickers will be given to children consistently *good* choices and each child in each class with the most stickers over a half term will be awarded with a certificate in our Friday Celebration Assembly.

Unacceptable Behaviour Choices at Lunchtime

- If a child receives two warnings about a particular behaviour during one lunch time, they will receive a 5 minute time out where they are sent to sit on a picnic bench. After the 5 minutes, they are able to resume their play.
- If the behaviour, continues they miss another 5 minutes and return to a picnic bench.
- Midday Supervisors will send a child directly to the headteacher/senior teacher if the children are showing any Stage 3 or 4 behaviours.

School Trips and Residential

The school's Golden Rule and Behaviour Policy apply to children when they are taken off site by staff for trips, sporting events, residential etc. Children are expected to be good ambassadors for the school at all times.

Roles

The Role of parents, carers and families - Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very aware of the importance of having strong links with parents and good communication between home and school. The school takes every possible opportunity to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Golden Rules" in the school prospectus and website, and we ask parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action. The school's Code of Conduct has been shared with all parents and is on the school website.

If the school has to use reasonable sanctions to punish a child, we ask parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff - All school staff uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and verbally communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher - Heather Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Heather Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to an Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Headteacher and Governing Body - It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

This policy should be read alongside the following policies

- School Code of Conduct
- Home School Agreement
- Child Protection/Safeguarding Policy
- Anti-Bullying Policy
- SEN Policy (behaviour)

Attached:

- The Golden Rules poster for classrooms

- A proforma for ISPs
- Playground Pass

Heather Primary School's Golden Rules

- ✓ **Be honest**
- ✓ **Be kind with our hands,
feet and words**
- ✓ **Be respectful to others, our
surroundings and their
belongings**
- ✓ **Be hardworking and always
listen carefully**
- ✓ **Be polite and helpful**

Team teach Escalation/Help Script

Helping 1

- 1) ***"John."*** Use the child's name, it will help make a connection and engage their attention.
- 2) ***"John. I can see you are upset."*** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as: anger or annoyed, as this may escalate the situation.
- 3) ***"I am here to help."*** This is a statement of your intention, simply, you are there to help. It's worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
- 4) ***"Talk and I will listen."*** This statement begins to provide the service user with some direction together with securing our function.
- 5) ***"John. Come with me, let's go to the"*** Continue to provide the service user with some direction.

Remove them to an area of neutrality to discuss the issue and continue the calming process. CALM stance and body language is essential, as is awareness of staff's proximity to the pupil's personal/dangerous space. Remember to speak clearly and confidently and remain calm.

Script 2

- 1) ***"John, I can see something has happened."***
- 2) ***"Talk to me. I want to help...How can I help?"***
- 4) ***"John. I care too much to see you so upset/so angry/so frustrated. Come with me, let's go and"***

Script 3 - Helping a colleague.

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

- 1) ***"Mr Smith, I am available to help"***. The member of staff makes a clear statement announcing they are there to help.
- 2) ***"Thank you Ms. Jones, you can help by"*** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly, they at this point retain autonomy over the situation.
- 3) ***"Mr Smith, I am available for more help."*** The word 'more' should provide a pause point for the member of staff currently dealing with the service user (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
- 4) ***"What do you suggest, Ms Jones?"*** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
- 5) ***"How about if I sit with John and I'll catch up with you later."*** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we "catch up with" them later, to provide feedback and discuss outcomes.

Playground Pass

- A playground pass can be issued by a class teacher and a Midday Supervisor/TA in discussion with a class teacher.
- It can be issued for 1 day up to 1 week
- The pass must be collected from the member of staff at the beginning of each play/lunch time (staff to use this times to reinforce expectations).
- The child give a copy of the pass to each member of staff on duty.
- The lunchtime staff will then return the Playground Pass to the class teacher at the end of play/lunch time and discuss any issues that have arisen – a chance for positive reinforcement if the child has made the right behaviour choices.
- The member of staff will then follow this up with the child.



Playground Pass

- I must ask an adult before joining in a small team game
- I will only use kind words and names
- I must ask an adult before I am allowed on the field
- I will keep my hands and feet to myself
- I will choose sensible games to play

Small Team Games – Rules

- I understand the zoning of the playground to help EVERYONE have FUN and SAFE playtimes with a variety of activities for ALL and I must respect all zone areas and activities within the zones
- I will not swear, use inappropriate language or call other players names
- I will play safe, in a controlled way and will say sorry if I accidentally kick or barge into another player
- If I become frustrated, I will control my temper or move to a different zone to help me calm down and make the right choice. E.G. counting slowly to 10 or giving myself a 2 minute time out.
- I will not block penalties, free shots/passes to obstruct the flow of the game
- I will be respectful towards all staff and players, recognising that everyone is equal
- I will show the values of the School Games when in the playground and on the field
- I will listen to the adult in charge. I must not answer back – what they say goes!
- I will ask to go to the toilet and only when given a toilet pass may I go to the toilet
- I will stop play immediately upon the whistle blow/bell ring and listen to instructions

I agree to follow the school and the small team games rules.

I understand that I will be given a yellow warning card, followed by a red card where I will be put into the 'Reflection Zone' to think about my actions and a one day game ban if I break any of the rules

Pupil: _____ Date _____



SLT HEATHER PRIMARY SCHOOL BEHAVIOUR LOG

Children reported to SLT:

Date:

Class:

Year group:

Other children involved:

Adult sending child:

Why was this child reported to SLT?

Further info from investigating

Follow up/Consequences

Contact with parents?

Who dealt with it

Continue overleaf if necessary

My Individual Support Plan – Heather Primary School

Child's Name:	Date of Plan	Review Date
Behaviour to reduce		
Prevention Staff Will	If an incident occurs Staff will	
Child will	Child will	
Parents Views Comments	Signature of Teacher Signature of Parent/Carer	

Child's Name:			
Date	Stage - Behaviour (number and brief detail)	Sanction	Parents Informed

Final 2018