



Chestnuts Primary School

'Encourage, Enable, Empower'

Relationships and Behaviour Policy

September 2021

Introduction

Chestnuts Primary School believes that all children have the right to an outstanding education unhindered by poor behaviour. To achieve this, we all have a role in teaching the children in our care to self-regulate, be good citizens, to make good choices, to behave appropriately, restore relationships and to have respect for others and the environment in which we live and work.

Purpose

The purpose of this policy is to explain our practice in relation to encouraging positive behaviour as well as reducing and managing negative behaviour.

Aim

Our work to encourage children to make positive choices will enable them to access all learning opportunities and empower them to become successful and responsible citizens.

Sources and References

This policy is based on guidance and advice from the Department for Education:

- Behaviour and discipline schools
- The Equality Act 2010
- Special needs and disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate children's behaviour and publish a behaviour policy
- DFE guidance explaining that maintained schools and academies should publish their behaviour policy online

Procedures and Practice

Expectations

The school believes that an appropriately structured curriculum and effective learning strategies contribute to 'good' behaviour. Thorough planning for the needs of all pupils, active involvement of pupils in their own learning and structured feedback, all help to avoid the disaffection which can lie at the root of poor behaviour choices.



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The consistent example and high expectations set by all parents and staff is key to outstanding behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that as adults, we should be setting the example for them to follow.

Where members of our community treat others courteously, respect their ideas and views, value their individuality and listen to what they have to say, children will learn by example and are much more likely to respect adults and behave sensibly and considerately themselves. It is recognised that the key to a successful relationship is that all parties feel that they have been listened to and understand the reasons why a decision has been made and that once relationships have been restored, a fresh start will be given. In all our decisions we adhere to the following restorative steps:

- Engage – all people involved are listened to and their thoughts and comments are reflected upon. The effect of people's words or actions on others is discussed.
- Explain – when a decision is reached, it will be explained so that all understand the rationale behind the decision
- Restore – Once the sanction has been carried out; all relationships must be restored. This includes between children involved and between staff and children.

All staff are expected to deal with inappropriate behaviour as it occurs following the above steps.

Rules and The Chestnuts Way

We use the Chestnuts Way as a basis for our behaviour management:

- Challenge Yourself – we work hard
- Choose Your Attitude – we show respect (to ourselves, others and our environment)
- Make Someone's Day – we care
- Have fun!



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Trackit Lights

Trackit Lights is the behaviour tracking system used throughout Chestnuts. The system is an engaging and motivational behaviour management tool bar for children which allows staff to quickly log positive and negative behaviour at any point in the school day. With an emphasis on recognising positive behaviour, Trackit Lights provides instant, visual praise to pupils as well as a clear, specific warning linked to a behaviour being displayed to encourage children to make the right choice. Staff aim to display warnings for the minimum amount of time necessary, however reasonable adjustments are to be made for pupils who do not respond well to public displays so that alternative methods can be used.

Green behaviour logged

- For every positive behaviour logged, 1 house point is awarded and displayed next to the pupil's name
- House points are reset at the end of the day
- On time = 1 house point
- Homework handed in on time = 2 house point for each
- Key focus on the Chestnuts Way (2 house points each) and Growth Mindset
- Examples of other positive behaviour: ready for learning, good sitting, contributing, presentation

Orange behaviour logged

- No deduction of house points
- A verbal warning and take up time will be given first
- When a second warning is needed, the behaviour is logged as orange making the current behaviour choice clear to the pupil
- The pupil's name will turn orange as a visual warning
- Pupils should be on orange for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will remove the orange colour. This will make the positive behaviour choice clear to the pupil.
- Examples of orange behaviour: not following instructions, talking, not on task, disrespectful/silly, negative attitude, distracting others, refusal

Yellow behaviour logged

- No deduction of house points
- If the orange behaviour continues or other further negative behaviour is displayed, then a yellow Trackit will be logged as the pupil's final warning making the behaviour choice clear to the pupil
- The pupil's name will turn yellow as a visual warning
- Pupils should be on yellow for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will change the yellow colour to orange. This will make the positive behaviour choice clear to the pupil and encourage them to continue in order to remove the orange colour too.
- Examples of yellow behaviour: the same as orange behaviour above



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Red behaviour logged

- No deduction of house points
- If the yellow Trackit behaviour continues or an extreme behaviour is displayed, then a red incident will be logged making the behaviour choice clear to the pupil which generates an incident form to log additional details regarding the incident
- The pupil’s name will turn red as a visual warning
- Parents/carers will be told about all red behaviour incidents logged
- Pupils can still work their way back up through the colours (yellow, orange, green) by displaying and logging green behaviour
- All incident forms show a chronological timeline of events logged leading up to the red behaviour and can be accessed multiple times to include additional comments (restorative conference, parent/carer informed, work sent home, etc.)
- When a red behaviour is logged, a restorative conference must take place between all parties involved

Data analysis

- All red behaviour logged automatically alerts the Head, Deputy and Assistant Head so that they can provide immediate support where necessary
- At the end of each half term, behaviour data recorded will be sent home to parents/carers to be celebrated
- Data will be analysed to inform support that can be put in place

Rewards

Our emphasis is on rewarding good behaviour and actions rather than sanctions to emphasise failures. At Chestnuts, we use a range of rewards to reward good behaviour and recognise noteworthy achievements (See Appendix 3). For every green behaviour logged on Trackit Lights, 1 house point is awarded unless the child is logged as a ‘Super Star’ or for displaying one of the 4 Chestnuts Ways, which awards them 2 house points! When pupils reach a certain threshold of points, Trackit Lights automatically generates a certificate (See Appendix 1). House points are collated every half term and the winning house is rewarded with a dress-down day.

Break and Lunchtime behaviour

If behaviour needs to be recognised or logged during breaktime or lunchtime, Trackit Lights will still be used. Staff will need access to an Ipad to login to the Trackit Lights website. Here they can type in any child’s name and log the behaviour as required. If internet access is unavailable further away from the school building, then either names of positive behaviour to be logged can be passed onto the class teacher or (like negative behaviour) the behaviour must be logged via the website at a later date (time and date can be back dated).



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Lunch Supervisors Recognition (unable to happen during Covid-19)

Each week lunch supervisors will nominate 7 children who have shown the Chestnuts Way throughout lunch break. These children will have this green behaviour logged and be invited to sit on the 'top table' on the following Monday eating with Senior Leaders.

Sanctions

Whole group/ class/ key stage or school sanctions are not used.

Where behaviour does not meet our high standards, we have a clear structure for managing unacceptable pupil behaviour (see Appendix 2).

These sanctions are designed to provide consistency and clarity (for children, staff and parents); however, we recognise that identified children (with specific needs) may be working on individualised behaviour plans which must be shared and taken into account. These are written by class teachers in conjunction with the SENDCo, Senior Leaders and parents where appropriate.

Behaviour Review and Monitoring

Behaviour logged will be analysed each half term by the Assistant Head and shared with the leadership team. Certificates and badges will be awarded for reaching a house point threshold (see Appendix 1).

Where a child is repeatedly having yellow or red behaviours logged, Senior leaders will review the patterns. Behaviour meetings will be held between class teacher, leadership team, parent and child when flagged up through data analysis. The purpose of the meeting is to identify the unacceptable behaviours and devise strategies to support the child in making better choices. If behaviour continues to be a concern, a report card will be issued and a review meeting arranged. Failure to make improvements will lead to further sanctions as agreed in the meeting. Improvements will lead to the child coming off report (see Appendix 2).

Alternative Provisions (in house)

Whilst at Chestnuts we strive for our curriculum to be inclusive and accessible, we also recognise the need to offer an alternative provision to some learners. Our alternative educational provisions are for learners who are unable to access, or unsuited to, mainstream education for a variety of reasons. They aim to ensure the continued education of learners in a supportive and nurturing environment. We strive to reintegrate all learners back into mainstream education wherever possible. The behaviour of these learners follows the same steps as set out in the Relationships and Behaviour Policy; however, reasonable adjustments are made. There is a close working relationship between the provision staff and our SENDCo to ensure the correct targeted provision is in place.



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Alternative Provisions (External)

Some pupils may need further external support and access to therapies to help support them in mainstream. At Chestnuts we will approach the Milton Keynes Primary Inclusion Partnership for a supported dual placement at the Milton Keynes Primary PRU. During this placement, regular meetings and support will be offered to the pupil to enable reintegration into Chestnuts Primary to be successful.

Fixed Term and Permanent Exclusions

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Plan will be drawn up for the pupil (Appendix 6). The pupil may also be referred to the school's Learning Mentor or advice sought from another outside agency.

For cases of continued serious, unacceptable misbehaviour, or a significant incident, consideration will be given to starting the process of permanent exclusion from the school. Further statutory guidance is available on the DfE website: exclusion guidelines.

Positive Handling

Section 93 of the Education and Inspections Act 2001 enables school staff to "use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to, any of the following:

a) committing an offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)

b) causing personal injury to, or damage to property of, any person (including the pupil him/herself) or

c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

- Becoming out of control for a pupil can be a frightening experience. However, when a pupil is in danger of harming themselves, others or causing significant damage to property it may be necessary, as a last resort, to use positive handling techniques.

- In the vast majority of cases, with almost all of the children, this will not be necessary due to the range of effective de-escalation strategies used by the staff. Positive Handling is only likely to be used on rare occasions or where it has been agreed with parents as part of an existing behaviour plan.

- The school has a number of staff trained in Team Teach (Positive Handling). The Headteacher maintains the list of those who have up-to-date training. These are the only members of staff who should be using positive handling techniques. In addition, the deployment of Team Teach techniques will always be subject to contextual consideration, the



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result of risk assessments and information on Behaviour Plans. The use of restrictive physical restraint is specifically used to prevent injury and in this sense the duty of care extends to the use of Team Teach techniques to ensure the safety of pupils and staff.

- When absolutely necessary for pupil safety untrained staff may physically intervene until a member of staff trained in Team Teach arrives.

Governing Body

- The Governing Board will review the policy, and its effectiveness on an annual basis in the Autumn Term.

- The Headteacher will provide the Governing Board with a termly update of behaviour throughout the school.

- In the event of exclusion (fixed-term or permanent) the Governing Board will be notified, in line with the DfE procedure. The Headteacher, when appropriate, will report to the Governing Board, on a termly basis, the number and type of exclusions.



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Appendix 1

House Point Rewards

Each year group works towards a different coloured badge.

Reception = Bronze

Year 1 = Blue

Year 2 = Red

Year 3 = Yellow

Year 4 = Green

Year 5 = Gold

Year 6 = Platinum

100 house points = Year coloured certificate

200 house points = Year coloured certificate

300 house points = Year coloured certificate

400 house points = Year coloured certificate

500 house points = Year coloured badge

Every 100+ points = Rainbow certificate printed in colour

House rewards

Half Termly 'dress down day' for the house with the most house points recorded.

Individual Rewards

Class Teacher and support staff to nominate 1 pupil per class each half term for displaying the 4 Chestnuts Ways consistently to join staff to eat their lunch together with a sweet treat.

School Council to nominate pupils and staff for individual recognition and invite them to attend a hot chocolate get-together at lunchtime at the end of each half term.



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Appendix 2

Sanctions

At Chestnuts, we aim to build meaningful relationships through holding restorative conferences with children to allow them to understand the effect their actions had with the aim of improving future behaviours.

Red behaviour logged	Sanction
<ul style="list-style-type: none">• Persistent negative behaviour• Persistent refusal• Dangerous behaviour• Aggressive behaviour• Play fighting• Swearing• Spitting• E-safety	Access to quiet room if necessary Restorative conference held Parent informed
<ul style="list-style-type: none">• Damage or destruction of property	Access to quiet room if necessary Restorative conference held Parents informed and invoice raised to cover the cost of replacement
<ul style="list-style-type: none">• Racist comments• Homophobic comments	Access to quiet room if necessary Restorative conference held Follow up conference held with SLT Parent informed
<ul style="list-style-type: none">• Physical assault	Access to quiet room if necessary Restorative conference held Isolation to be used if fear of harm for child/adult Fixed term exclusion may be issued by Headteacher Parents informed
<ul style="list-style-type: none">• Bullying	Parent meeting Behaviour contract (appendix 13) Learning mentor referral Loss of privileges



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Red Behaviour Log Provision

<u>Behaviour guide</u>	<u>Sanction</u>	<u>Next steps</u>
3+ Red behaviours logged in 1 half term	Restorative conference in year group/Phrase Leader	<ul style="list-style-type: none"> • 3+ restorative conferences = behaviour meeting 1 • Senior leadership and class teacher • Fill in behaviour meeting form pt.1 • Senior leader and child to meet to reflect on behaviour
6+ Red behaviours logged in 1 half term	Restorative conferences in year group/SLT	<ul style="list-style-type: none"> • 6+ restorative conferences = behaviour meeting 2 • Class teacher, parent/carer and child • Fill in behaviour meeting form pt.2 • Class teacher to fill in a behaviour plan and share/update in the meeting • Begin to involve learning mentor if necessary
No/minimal reduction in red behaviours logged	Restorative conferences in year group	<ul style="list-style-type: none"> • No/minimal reduction in restorative conferences = behaviour meeting 3 • Class teacher, parent/carer, child and senior leader • Class teacher to fill in a behaviour tracking document and a report card and share in the meeting • Fill in behaviour meeting form pt.3 • Review behaviour plan • Future restorative conferences to be also with senior leader if it will have an impact • Set up a review meeting in 2 weeks with parent/carer • Child to show report card to senior leader at the end of each day • Child to have a weekly meeting with senior leader to review report card and Trackit Light data • Begin to involve SENCo
Continued no/minimal reduction in red behaviours logged	Restorative conferences also with senior leader	<ul style="list-style-type: none"> • Behaviour meeting 4 • Class teacher, parent/carer, child and senior leader • Fill in behaviour meeting form pt.4 • Review behaviour tracking document • Red behaviours since last meeting = loss of privileges (e.g. representing sports, trips,



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		<p>school council, playground buddy etc) and SENCo involved</p> <ul style="list-style-type: none">• Minimal/no red behaviour logged since last meeting = future restorative conferences to be reviewed (senior leader involvement or year group)• Set up a review meeting in 2 weeks with parent/carer• Child to show report card to senior leader at the end of each day• Child to have a weekly meeting with senior leader to review report card and Trackit Light data
Continued no/minimal reduction in red behaviours logged	Restorative conferences with senior leader	<ul style="list-style-type: none">• Involve Head teacher

Reports cards (See appendix 9,10 & 11)

An agreed number of positive sessions is expected. Failure to meet this target will lead to restorative conferences with a senior leader, loss of privilege and removal from clubs and trips.



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Appendix 3

General Rewards

- Praise (both public and private)
- Non-verbal communications (thumbs up, smiles)
- Stickers
- Marvellous Me message to parents and carers
- Certificates and badges (see appendix 1)
- A house point can be given for work and behaviours / attitudes
- Dress down day
- Hot chocolate for pupils and staff recognised by the School Council
- Lunch date with senior leaders with a sweet treat for pupils chosen by class teachers and support staff
- Top table lunch and juice with SLT for pupils recognised by lunchtime supervisors
- All staff can issue house points for a wide range of things eg good manners, excellent homework, showing kindness, resilience, effort etc



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Appendix 4

Behaviour Meeting Notes (Part 1: 3+ restorative conferences)

Date:

Child's name:

Class teacher:

SLT support:

(Highlight if applicable)

PP LAC PLAC CSC CFP Behaviour plan Orchard/Meadow/Blossom

SEN _____ Other outside agency support _____

✓ Discuss incident logs and orange/yellow behaviour

Possible points for discussion:

- Motives
- Triggers
- Actions taken
- Parents informed
- Home life / changes
- Quality First Teaching
- Previous behaviour

- Testing limits (clear, consistent rules)
- Lack of skills (pitch of work)
- Attempts at independence (2 choices given)
- Big emotions (ways to deal with feelings)
- Unmet needs (HALT: hungry, angry, lonely/bored, tired)
- Power and control (2 choices given)
- Learned misbehaviour (uphold the rules)
- Underlying mental health issues (refer to Karen Wilkes)
- Protecting themselves (problem solving skills)
- Self-worth (alter self-fulfilling prophecy)

Behaviour is communication:

- Seeking attention (praise the positive)
- Imitation

✓ Ensure restorative conferences are reflective on behaviour choices and the effect their behaviour has on themselves and others. Child to work with teacher on understanding and changing their behaviours (bank of resources on the portal in the behaviour folder)

Overview and outcomes from discussion:

NEXT STEPS

- BEHAVIOUR PLAN
- LEARNING MENTOR



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Appendix 5

Behaviour Meeting Notes (Part 2: 6+ restorative conferences)

Date:

Parent(s) / Carer(s) present: _____

Child present: Yes/No

Class teacher present

- ✓ Share outcomes from behaviour meeting part 1 and impact to date
- ✓ Discuss further incident logs and orange/yellow behaviour
(look at possible points for discussion from behaviour meeting part 1 form)
- ✓ Share/update behaviour plan
- ✓ Begin to involve Learning Mentor if necessary

Overview of discussion:

NEXT STEPS

- BEHAVIOUR TRACKING DOCUMENT
- REPORT CARD – DAILY TO SENIOR LEADER
- BEHAVIOUR REVIEW MEETING – WEEKLY WITH SENIOR LEADER
- SENCo
- SENIOR LEADER INVOLVED WITH RESTORATIVE CONFERENCES



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Appendix 6

INDIVIDUAL BEHAVIOUR PLAN

NAME		CLASS	
DATE OF BIRTH		YEAR GROUP	
DATE PLAN STARTS		KEY ADULTS WORKING WITH THE PUPIL	
DATE OF NEXT REVIEW			
<u>TARGETS</u> <i>(What we are working towards)</i>			
<u>PUPIL LIKES</u>		<u>PUPIL DISLIKES</u>	
<u>POSITIVES</u> <i>(What the pupil is good at)</i>		<u>TRIGGERS</u> <i>(Common situations which have led to problems in the past/behaviours which require action)</i>	
<u>EARLY WARNING SIGNS</u> <i>(How do we prevent an incident? What to look out for and how to respond)</i>			



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CHALLENGING BEHAVIOUR

(What does this look like?)

MODIFICATIONS TO THE ENVIRONMENT OR ROUTINES

(What we can do to prevent problems from arising)

STRATEGIES FOR POSITIVE BEHAVIOUR

(How do we maintain positive behaviour?)

PREFERRED DE-ESCALATION STRATEGIES

(How do we diffuse the situation? What tends to calm them down?)

Humour

Negotiation

Diversion

Patience

Involve a new person

Calm talking

Firm clear directions

Distraction

Planned ignoring

Active listening

Validate their emotions

Reminder of consequences

Verbal advice and support

Visual advice and support

Reassurance

Limited choices

Withdrawal offered

Calm body language

Reminders of success

Providing personal space

ARE THERE ANY STRATEGIES THAT DO NOT WORK?

AT WHAT STAGE SHOULD ANOTHER MEMBER OF STAFF BE INFORMED? WHO SHOULD THIS BE?



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PREFERRED PHYSICAL TECHNIQUE

(To be used as a last resort, combination of the least intrusive and most effective)

Friendly hold

Single elbow

Double elbow

Figure of four

Sitting on chairs

Small child escort

T Wrap

SUPPORT AFTER AN INCIDENT

*How do we help the pupil reflect and learn from the incident?
Is there anything staff can learn about working with this pupil?*

MAINTAIN EFFECTIVE COMMUNICATION

(How do we ensure positive communication between home and school?)

AGREEMENT

Parent/Carer Name

Staff Name

Parent Signature

Staff Signature

Date:

Date:

Level of risk presented

1

2

3

4

5

6

7

8

9

10



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Appendix 7

Behaviour Meeting Notes (Part 3: No/minimal reduction in restorative conferences)

Date:

Parent(s) / Carer(s) present: _____

Child present: Yes/No

Class teacher present

Senior leader present: _____

- ✓ Discuss further incident logs and orange/yellow behaviour
(look at possible points for discussion from behaviour meeting part 1 form)
- ✓ Review behaviour plan
- ✓ Share behaviour tracking document
- ✓ Share report card. Child to show to senior leader at the end of each day
- ✓ Child to have weekly meeting with senior leader to review report card and Trackit
Light data
- ✓ Begin to involve SENCo: Yes/No
- ✓ Future detentions to be with SLT: _____ (who)

- ✓ Review meeting for 2 week's time: _____ (date/time)

Overview of discussion:

NEXT STEPS

- LOSS OF PRIVILEGES



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Appendix 8

Behaviour Tracking Document

Pupil Name:

Start Date:

Target date:

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern



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Behaviour Tracking Document continued

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern



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Appendix 9

BEHAVIOUR REPORT - IN CLASS (print on purple card)

Review fortnightly

Name: Start date: Review Date:

Aim (25 max): T1: T2: T3: Week:

Targets:

1.
2.
3.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

No. Achieved: Target 1 met? Target 2 met? Target 3 met?

OUTCOME OF REPORT: highlight as appropriate

*Come off Report * Stay on Report * Exclusion from Play/ Lunchtimes * Exclusion from extra-curricular activity * After School Detention * Internal Exclusion

Signed _____
Teacher
Parent
Child



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Appendix 10

BEHAVIOUR REPORT - PLAYTIME & LUNCHTIME (print on blue card)

Review fortnightly

Name:
Start date:

Aim (10 max): T1: T2: Week:

Targets:

1.	
2.	

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Lunch					

No. Achieved: Target 1 met? Target 2 met?

OUTCOME OF REPORT: highlight as appropriate
 *Come off Report * Stay on Report * Exclusion from Play/ Lunchtimes * Exclusion from extra-curricular activity * After School Detention * Internal Exclusion

Signed _____
Teacher *Parent* *Child*



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Appendix 11

BEHAVIOUR REPORT - IN CLASS / BREAK&LUNCH (print on yellow card)

Review fortnightly

Name:	Start date:	Review date:
--------------	--------------------	---------------------

Aim: Targets met? Week:

Targets:

1.	
2.	
3.	

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

Aim: Targets met?

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Lunch					

OUTCOME OF REPORT: highlight as appropriate

*Come off Report * Stay on Report * Exclusion from Play/ Lunchtimes * Exclusion from extra-curricular activity * After School Detention * Internal Exclusion

Signed _____
Teacher
Parent
Child



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Appendix 12

Behaviour Meeting Notes (Part 4)

Date:

Parent(s) / Carer(s) present: _____

Child present: Yes/No

Class teacher present

Senior leader present: _____

- ✓ Review report card
- ✓ Discuss further incident logs and orange/yellow behaviour
(look at possible points for discussion from behaviour meeting part 1 form)
- ✓ Review behaviour plan
- ✓ Continue with report card
- ✓ Continue with meeting with senior leader

No/minimal improvement in behaviour:

- ✓ Loss of privileges? (e.g. representing sports, trips, school council, playground buddy etc)
- ✓ Ensure SENCo is involved (anything to feedback?)

Improvement in behaviour:

- ✓ Future restorative conferences to be reviewed (senior leader or year group?)
- ✓ Come off report? (at least 2 weeks of achieving all targets)

- ✓ Review meeting for 2 week's time: _____ (date/time)

Overview of discussion:

NEXT STEPS

- INVOLVE HEADTEACHER



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Appendix 13

Student Behaviour Contract

(Name of child) will begin this contract on **(date)** to help in assuring his/her success. This contract will be used to assist in determining his/her future at Chestnuts Primary School.

Goals for Student (examples):

1. I will follow all school rules and behaviour expectations at Chestnuts Primary School
2. I will not call children names
3. I will not make unpleasant comments to children
4. I will not tease children

Rewards if Goals are met (examples):

1. I will be logged as green on Trackit Lights
2. I will receive a reward to be agreed upon if I get a green grade for each session for a week

Consequences if Goals are not met (examples):

1. I will be placed in isolation for 1 day
2. I will be excluded from School for ___ days
3. I will be permanently excluded

Support that will be provided to assist in meeting the Goals (examples):

1. I will have weekly meetings with the learning mentor which I will engage with
2. I will speak daily to my class teacher to reflect on my behaviour choices

Special note: The rewards and consequences mentioned above are null and void if **(name of child)** commits an act that would require Fixed or Permanent exclusion. This will be determined by the Headteacher.

By signing this contract all parties agree to the stipulations above and will follow accordingly. The following contract will be reviewed by the student, parent, class teacher and headteacher on

(Signed by student)

(Signed by parent)

(Signed by Class teacher)

(Signed by Headteacher)