



## JULIAN'S PRIMARY SCHOOL

### **BEHAVIOUR AND ANTI-BULLYING POLICY**

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#### **1. Aims**

The aims of this policy are to:-

- Sustain the outstanding behaviour of pupils at Julian's in all year groups and on both sites;
- Provide consistency in approaches to behaviour from EYFS to Year 6;
- Provide a clear framework for good behaviour which is delivered consistent in the classroom, playground and around school;
- To respond swiftly and decisively to all forms of bullying and inappropriate behaviour in a way that resolves situations for all involved;
- To engage parents/carers in supporting the school with positive behaviour strategies for their children.

#### **PROMOTING GOOD BEHAVIOUR**

OAt Julian's Primary School we aim to promote an environment which supports the school values:

**Respect  
Integrity  
Creativity  
Excellence  
Resilience**

We have high expectations of good behaviour in the school. We believe that all children are entitled to learn in a caring and safe environment where they are treated fairly and equally. We want children to develop as confident individuals with a positive self-image and an understanding and appreciation of their role and responsibilities within the school community.

Good relationships should be actively pursued and encouraged throughout the school. We aim for co-operation rather than conflict. We believe that the management of behaviour is a collective responsibility. All adults and children involved in any way in the life of the school have a duty to uphold the school's policy.

Julian's School is a happy, friendly school and we expect the children to be thoughtful and polite to each other, in and around school and on educational visits and when travelling to and from school. We are very proud of our school and expect all children to take actively take care of our school environment.

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It also takes account of the 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 pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

The DfE requires maintained schools to publish their behaviour policy on the school website.

## **3. Definitions**

### **Good behaviour is encompassed in the 5 Golden Rules:**

- We are kind and gentle
- We listen
- We are honest
- We work hard
- We look after property

They form the basis of our school, classroom and playground rules and inform our system of rewards and sanctions.

The rules are consistently reinforced during assemblies, circle times and discussions with children. The teachers also discuss the school expectations with their individual classes at the beginning of the year and agree specific age-appropriate rules for the classroom, with expectations being made very clear so that children are never in doubt as to why they are rewarded or a sanction has

been given. Golden Rules and classroom rules are displayed in the classroom.

**Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards adults or peers
- Incorrect uniform
- Not upholding the school values or golden rules

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or deliberate destruction of school property or the learning environment
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. eg:
  - Weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images (including images on phones)
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **4. JULIAN'S APPROACH TO ANTI-BULLYING**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

### **What is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is rare at Julian's. It is discussed openly and children are supported in taking responsibility for their behaviour, making amends and moving on. Suggestions of bullying are always investigated by senior members of staff.

Bullying can be ....

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures, cultural slurs, name calling based on colour/culture (PLEASE REFER TO OUR RACE EQUALITY POLICY)
Religious	using a person's religion as a basis for unkind or aggressive words or actions
Sexual	unwanted physical contact or sexually abusive or intrusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	through texts, picture messaging, messaging, email, Facebook, Twitter, etc

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying. Bullying at Julian's is rare but does occur. When it happens, it is treated very seriously and each situation is handled individually

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
  - All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
  - As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
  - Bullying will not be tolerated.

## **5. Roles and Responsibilities**

### **The Governing Body**

The Achievement Committee is responsible for reviewing and approving a written statement of behaviour principles (appendix 1).

The Achievement Committee will also review this behaviour policy in conjunction with the Executive Head Teacher/Heads of School and monitor the policy's effectiveness, holding them to account for its implementation.

### **Executive Head Teacher/Heads of School**

The executive head teacher and heads of school are responsible for reviewing this behaviour policy in conjunction with the Achievement Committee, giving due consideration to the school's statement of behaviour principles. The executive head teacher will also approve this policy.

The heads of school will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Parents/Carers**

- Uphold this policy and encourage their child(ren) to behave in accordance with the policy.
- Praise children for rewards given
- Support sanctions set by school
- Facilitate and support the completion of homework
- Communicate openly with relevant school staff about any difficulties a child is facing at home or school which may affect his/her behaviour.

### **All school adults**

- model the behaviour and language we expect from children and their families,
- follow the traffic lights system during class/group time to provide consistent behaviour sanctions,
- recognize and praise good behaviour,
- challenge unacceptable behaviour from any child in the school,
- ensure children have the opportunity to correct poor behaviour and recognize this through the traffic lights
- separate behaviour from the child,
- speak respectfully to children and to each other at all times,
- relate classroom behaviour to behaviour for learning,
- encourage children to reflect on behaviour choices and present rewards and sanctions for corresponding behaviour choices,
- refer to the golden rules when discussing rewards and sanctions
- remain consistent with the way that the traffic lights are presented in class
- negotiate with adjacent/partner classes where children are sent for time out and remain consistent with the arrangements

### **Class teachers**

- use traffic light system consistently in accordance with school policy,
- maintain and hand in weekly tracking sheets to the learning mentor for their site
- and TAs must ensure that children fully understand what sanctions are for and that sanctions are given fairly
- and TAs must carefully put in place a system of rewards (stars/smiley faces/postcards) for children who stay on green and who are good role models,

- must keep a log of children who have received achievement certificates and must recognize all forms of children's achievements
- ensure achievement is not just recognized on the basis of parental involvement, but on individual merit and effort
- hold weekly circle time on the Bounce Back theme for the week; this can be supported by the mentors as necessary

### **Learning Mentors**

- share behaviour strategies with teachers and teaching assistants
- monitor behaviour tracking sheets, contact parents/carers to discuss any issues arising with class teacher
- mediate in situations which children find difficult to resolve independently
- share information on behaviour with deputy head
- monitor playground peer mediation
- monitor dinner-hall behaviour

### **Teaching Assistants**

- support the class teacher in the consistent delivery of the behaviour policy
- actively monitor behaviour outside the classroom - in the playground, when circulating the building
- write up orange forms in the playground as quickly as possible after an incident and share details with the class teacher and deputy head

### **Year Group Leaders (YGLs)**

- be a role model in dealing with children's behaviour positively
- take responsibility for general day to day behaviour challenges (including playground related challenges) across the year group
- lead on positive behaviour strategies in the classroom
- be proactive in advising teachers and support staff
- liaise with mentors and pick up on behaviour trends in relation to attendance, attainment and progress

### **Inclusion Managers**

- review patterns of patterns to identify any links with SEND
- liaise closely with YGLs and Deputy Heads to share information
- advise on any adjustments for children with SEND
- ensure appropriate provision for children with SEND to mitigate negative behaviour

### **Deputy Heads of School**

- meet parents/carers to discuss behaviour issues arising
- offer support/advice/strategies to class teachers on challenging behaviour
- act on more serious behaviour incidents or direct to HoS if necessary
- co-ordinate playtime/lunchtime behaviour support and sanctions
- liaise with learning mentors to keep up to date
- monitor attainment of children with identified behaviour or attendance concerns
- co-ordinate TA/LM support for children whose learning is affected by their behaviour
- follow up behaviour incidents from green forms, transferring information to SIMS regularly

### **Heads of School/Executive Head Teacher**

- monitor attendance/punctuality and link to any behaviour issues arising
- intervene with the most serious behaviour.

## **EYFS**

The EYFS follows a modified version of the traffic lights. Children are taught the golden rules and are given sticker rewards. Behaviour in the EYFS is closely linked to PSE development within the curriculum and it is acknowledged that children are beginning to learn the norms of school behaviour.

Rewards include stickers, 'star of the day', special jobs etc. A weekly head teacher's award will be given to two children who show good behaviour for learning above what is normally expected of them. Certificates should reflect the school values and positive mindset.

Children who persistently misbehave after they have learnt and understood the golden rules are given time out in their own classroom. If challenging behaviour continues, the child is given time out in another classroom. This should be recorded on a tracking sheet and communicated to parents/carers. Where behaviour difficulties continue, the EYFS leader and the Inclusion Manager will support and work closely with parents/carers.

## **6. Rewards and Sanctions**

At Julian's good behaviour is rewarded through:

- Praise, verbally given to children
- Raffle tickets and a weekly class draw
- Marbles for whole class reward
- Special privileges/ or responsibilities
- Stickers in EYFS and KS1 to acknowledge good behaviour
- Well done postcards to take home
- Head Teacher's Certificates
- House points in KS2
- Verbal comments to parents/carers
- Public praise and reward by other children and /adults for behaviour

Rewards are used as an incentive for children to behave well and we expect children to take responsibility to keeping the school rules as children are taught that this provides a secure and happy environment in which to learn.

### Sanctions

We recognise that there are times when children behave inappropriately. In school such behaviour is discussed and addressed in terms of how it is at odds with the school expectations, e.g. if a child hurts another child, then he/she is not being gentle and this will be explained to the child. For most children, unacceptable behaviour stops when he/she is given the chance to explain and make amends. We encourage children to resolve conflicts and to apologise if another child is involved.

Children are encouraged to take responsibility for their own actions and behaviour. It is important that inappropriate behaviour is recognised and dealt with by **all** staff. It is a collective responsibility. We are careful to discuss the behaviour and not the child.

Consequences for poor behaviour in the classroom are through the use of the traffic lights (explained below) and may lead to a loss of playtime. In the playground, children are given time out for minor infringements, with moderate or more serious incidents written onto an orange form which is then passed to the deputy head of school who decides if further action should be taken.

All sanctions both in the classroom and in the playground are recorded and records are regularly monitored for patterns of negative behaviour which can be dealt with proactively.

More serious behaviour will warrant intervention from the deputy head or head of school in the form of a behaviour letter or meeting. Julian's expects parents/carers to cooperate at all stages in correcting poor behaviour.

## **7. How the traffic light system works**

We have a traffic light system in place throughout the school. It is expected that all children will follow the school rules and therefore stay on Green during the day. It is expected that children who remain on Green will be rewarded House Points (KS2), stickers (KS1), raffle tickets, certificates, class marbles, etc. If children do not follow the school rules they will be given warnings before being moved up the traffic lights, with each stage resulting in a different sanction.

***It is essential that the giving of praise and sanctions is consistent for all children.***

Each classroom must have a designated Time Out area. This should be distinct from any individual work stations provided for children. This is to be used when children have reached amber on the traffic lights and need to spend 5/10 minutes reflecting on their behaviour. It is also where any children who have reached red on the traffic lights and been sent from another class need to sit. The area must be calm and have appropriate resources for reflection or work completion. If a child is sent to another class, it is essential that they take a red slip completed by their teacher.

If a child reaches red on the traffic lights, the class teacher will send a slip home with the child stating that s/he was on red and what it was for. If a child reaches red three times in a term, the behaviour mentor will contact parents/carers and arrange a meeting to discuss strategies and next steps.

If a behaviour incident is more serious, a letter will be sent home and we may request a meeting with parents/carers to discuss ways of moving forward.

In cases of physical assault against a pupil/adult; verbal abuse/threatening behaviour against a pupil/adult; persistent bullying; racist abuse; damage; theft; persistent disruptive behaviour; the school will consider a fixed term or, in the most serious cases, a permanent exclusion.

A serious bullying incident by a pupil will be immediately referred to the Head of School, who would contact parents/carers and request that the parents/carers visit the school to discuss the child's behaviour and the bullying incident with the Executive Headteacher and/or Head of School, along with the class teacher.

### **Off-site behaviour**

Sanctions will be applied where a pupil has misbehaved off-site when representing the school, such as on an educational visit or around the school locality before or after school.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation



is shown to have been untrue or malicious, the executive head teacher/ head of school will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse.

The executive head teacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display The Golden Rules and their own classroom rules
- Develop a positive relationship with pupils, which includes:
  - Treating children respectfully and as individuals
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

At Julian's, there are occasions when physical restraint is part of a behaviour support plan. If so, parents/carers are asked to sign a physical intervention plan as part of the Access Passport (see Inclusion Policy).

### Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

***Mobile phones are not allowed in school. Parents/carers may request that their child brings a phone to school. The request must be made in writing and if agreed, the phone will be kept in the school office throughout the school day.***

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

It will sometimes be necessary to introduce an individual behaviour programme which will help the child to learn appropriate social behaviour in school, with the co-operation of parents/carers, e.g. the parent/carer agrees to meet the teacher regularly to be informed about behaviour and progress, or a record book is sent home regularly in which the teacher and parents/carers record positive and negative behavior and/or progress against set targets. A system of sanctions is established with parents/carers for poor behaviour, and a system of rewards is established with parents/carers for good behaviour. This system requires constant review, monitoring and dialogue with parents/carers.

Any behaviour intervention programme must be agreed with the behaviour mentor and Inclusion Manager or Deputy Head of School. The behaviour intervention programme should be monitored in the classroom, with parents/carers, and by senior leader(s) involved. Notes must be kept in case the child requires further intervention and to report back to parents/carers. It is important that any intervention is a positive experience for the child and family. It should not lead to any form of labelling.

If the school intervention programme is not successful, further behaviour support will be sought from an educational psychologist and/or the Kennington Bridge to School (Lambeth Primary AES).

### **Playground Behaviour**

The playground rules are

- I will be respectful to all adults
- I will speak politely to my classmates
- I will take care to look after playground equipment
- Fighting is never allowed
- I will not play in the school building
- I will set a good example for younger children

Playground behavior that breaches these rules will result in time out being given. Children will be reminded of the rules before returning to play. Further incidences will result in the child having to complete the playground reflection sheet attached and they will need to sign the playground contract. These are held by the Lead Playground TA.

If there is a lunchtime incident which cannot be dealt with in the playground, the child must be brought in by an adult and a green form is filled in stating the nature of the incident, where it took place and the consequence given. The incident is recorded in a file which is monitored regularly by the Learning Mentors and

DHoS. Parents/Carers will be informed if their child's name appears repeatedly. We hope that by working in partnership with parents/carers we can resolve issues quickly.

### **Staff Welfare and Conduct**

It is important that staff remain calm at all times when dealing with challenging behaviour. Using a calm, low pitched voice is the most effective way of getting across a message when working with children who have not followed school rules and it is important that the language of choice is used.

If a member of staff feels unable to manage a situation in a calm manner they must seek assistance from another member of staff and remove themselves from the situation until they are able to continue in a calm manner. It is important to de-personalise the situation and remember that it is the behaviour or an incident which is being challenged and not the child.

Any restraint or manual handling of pupils is in accordance with the Restraint and Manual Handling Policy. Staff are given regular training on this.

Any persistently challenging behaviour, particularly when directed towards one member (or group of members) of staff must be reported to the Leadership Team.

### **9. Monitoring arrangements**

This behaviour policy will be reviewed by the executive head teacher/heads of school and Achievement Committee every 3 years. The policy will be approved by the executive headteacher annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Achievement Committee every 3 year

### **10. Links with Other Policies**

This policy should be read in conjunction with

- SEND code of practice
- Inclusion Policy
- Child Protection Policy
- Positive Handling Policy
- Single Equality Policy
-

## APPENDIX 1

These principles drive the practice described in the behaviour policy. The behaviour principles align with Julian's School values: Respect, Integrity, Creativity, Excellence, Resilience.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others and free from any form of discrimination.
- Staff and pupils are polite and respectful and set an excellent example at all times, both in school and out in the community (eg on educational visits).
- Julian's is an inclusive school. It is recognised that the use of rewards and sanctions must have regard to the individual. Staff, supported by the inclusion team, consider SEND and the needs of vulnerable children when implementing the behaviour policy.
- Staff are fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated by ensuring that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships;
- To ensure effective management of teaching and learning, classes are well-organised with lessons that are creative and challenging; support is given when needed.
- Expectations are explicit and consistent to ensure that pupils understand the consequences of disruption to learning and that sanctions are applied in a fair and consistent manner;
- Staff are empowered to take prompt and effective action when pupils behave inappropriately;
- Julian's School works in partnership with parents/carers and external agencies to maximise the chances of every pupil behaving responsibly;
- Pupils are helped to take responsibility for their actions; the school takes a restorative rather than punitive approach as much as possible.
- Fixed term or permanent exclusion is used but only in extreme circumstances or when all other strategies have been exhausted.

Agreed by the Achievement Committee on behalf of the governing body on 01.02.2019.

**LIGHT SYSTEM**

At the start of the day all children will be on Green. It is expected that children will follow the school rules throughout the day.

**GREEN**

All children will start the day on Green. It is expected that children will follow the school rules and therefore remain on Green throughout the day. Children who remain on Green for the entire day will be rewarded as above

**AMBER**

If a child breaks a school rule, s/he will be given a warning to correct their behaviour before being moved to Amber. This will result in time out within the classroom area. If the child then follows school rules for the next session, his/her name will be moved back to Green.

**RED**

If a child continues to break school rules, s/he will again be given a warning to correct the behaviour before being moved to Red. This will result in ten minutes time out in another classroom. If the child then follows school rules for the next session, his/her name will be moved back to Green. The child will then miss his/her next playtime. This will be spent with the learning mentor and used as a time to reflect on behaviour and how it can be turned around. Children will then take a note home informing parents/carers that their child has been on red and the reason for it. For older children, the note will be posted at the end of the school day.

**EXTREME BEHAVIOUR**

Extreme behaviour such as physical aggression, swearing or non-compliance will result in children moving straight to Red.

If after returning to class the child continues to make poor behaviour choices, s/he will be referred to one of the Mentors to discuss ways in which they can turn their behaviour around. This is a time for children to reflect on their behaviour and, with help, work out how to return to class in order to learn more successfully.

Should this be unsuccessful, the child will be referred to the Deputy Head of School and the child's parents or carers will be contacted. If a child is showing racist, bullying or aggressive behaviour then s/he will be referred immediately to the Head of School. In these cases the child's parents/carers will be contacted and the school may have to consider a fixed term exclusion.

**RECORD KEEPING**

A record will be kept each time a child is sent for time out in another class or is referred to either the Mentors, an Assistant Headteacher or a Head of School. If children are persistently being sent out of class the school will contact parents to discuss the situation and look for a joint way forward.

## APPENDIX 3

### Orange Form (used for recording playground misdemeanours)

Name of child/ <del>ren</del> being reported:	Class:	Date:
		<b>Times:</b> <input type="checkbox"/> KS1 Lunch 11.50-12.10 pm <input type="checkbox"/> KS1 Lunch 12.10-12.30pm <input type="checkbox"/> KS1 Lunch 12.30-12.50pm <input type="checkbox"/> Morning break <input type="checkbox"/> KS2 Lunch 12.15-12.30pm <input type="checkbox"/> KS2 Lunch 12.30-12.45pm <input type="checkbox"/> KS2 Lunch 12.45-1.00pm <input type="checkbox"/> KS2 Lunch 1.00-1.15pm <input type="checkbox"/> Other time:
Adult reporting:		
What you saw:	What was reported to you & by whom:	
Where did it happen?		Activity taking place when it happened:
<input type="checkbox"/> Ballcourt <input type="checkbox"/> KS1 playground <input type="checkbox"/> Trim trail <input type="checkbox"/> Monkey bars <input type="checkbox"/> The hill <input type="checkbox"/> Other:		<input type="checkbox"/> Hockey <input type="checkbox"/> Football <input type="checkbox"/> King Ball <input type="checkbox"/> A game devised by children:
<input type="checkbox"/> Calm down area <input type="checkbox"/> Area near car park <input type="checkbox"/> Lunch hall <input type="checkbox"/> Toilets <input type="checkbox"/> Corridor		
What has been done so far:		
<input type="checkbox"/> Calm down area <input type="checkbox"/> Time out <input type="checkbox"/> Apology <input type="checkbox"/> Referred directly to <u>DHoS/HoS</u>		<input type="checkbox"/> Discussed with all involved <input type="checkbox"/> Behaviour expectations reinforced <input type="checkbox"/> Mediation
Further action? <input type="checkbox"/> No further action		
<input type="checkbox"/> Monitor and track <input type="checkbox"/> Behaviour contract <input type="checkbox"/> Meeting with parent/carer		<input type="checkbox"/> Communicated to Class Teacher? <input type="checkbox"/> Learning Mentor <input type="checkbox"/> Inclusion Manager <input type="checkbox"/> <u>DHoS/HoS</u>

## APPENDIX 4

## PLAYGROUND CONTRACT

- I will be respectful to all adults
- I will speak politely to my classmates
- I will take care to look after playground equipment
- Fighting is never allowed
- I will not play in the school building
- I will set a good example for younger children

### COPY OUT THE PLAYGROUND RULES

I promise to try my to keep these playground rules. If I do not keep the playground contract I will have to complete the Playground Contract Worksheet

Signed

Adult's signature

---

NAME

CLASS

DATE

### PLAYGROUND CONTRACT WORKSHEET

- I will be respectful to all adults
- I will speak politely to my classmates
- I will take care to look after playground equipment
- Fighting is never allowed
- I will not play in the school building
- I will set a good example for younger children

Which Playground Rule have you not kept?

Explain what happened

Why is the rule you have broken important?

What you need to do next time to prevent the same outcome?

Signed:

Adults signature: