

BEHAVIOUR POLICY



**Forest Park Primary School part of
Orchard Community Trust**



Last updated: 5th January 2023

Last reviewed: Sept 2024

Ratified by governors:

----- Head teacher

-----Chair of governors

Next Review Date: September 2025

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Documents attached

- Consequence chart
- Foundation Merit Chart & Key Stage 1 & 2 SPARKLE point weekly chart
- Behaviour class tracking sheet
- Conflict resolution in EYFS
- Examples of how SPARKLE points could be earned
- Classroom and behaviour plan

Statement of intent

Forest Park Primary School believes that, in order to facilitate teaching and learning and improve pupil outcomes, acceptable behaviour must be demonstrated in all aspects of school life and that high standards of behaviour are essential in order to learn effectively and retain knowledge. Promoting positive reinforcement is the cornerstone of our philosophy - the pupil's self-esteem and their resulting confidence will raise achievement.

We are committed to;

- Promoting positive behaviour.
- Fostering self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.

- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

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 is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Key roles and responsibilities

The governing body has overall responsibility for the implementation of this policy and the procedures of Forest Park Primary School.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Responsibility for handling complaints regarding this policy, as outlined in Forest Park Primary's Complaints Policy

Miss S.L. Irving will be responsible for;

- The day-to-day implementation
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff, including teachers, support staff and volunteers are responsible for;

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Creating a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents/carers are expected to;

- Support their child in following our Forest Park Primary School's Home/School agreement.
- Take responsibility for the behaviour of their child(ren) inside and outside of school.
- Take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Pupils are expected to;

Follow our Forest Park Primary School's Home/School agreement which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our Home/School Agreement by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks'.

4. Definitions

Low level Unacceptable Behaviour

For the purpose of this policy, the school defines "low level unacceptable behaviour" as: Behaviour, which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting out in class
- Lack of effort

- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Purposely defacing or damaging school and other people's property and equipment
- Not following classroom rules
- Graffiti/damaging equipment or property

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

Serious Unacceptable Behaviour

For the purpose of this policy, Forest Park Primary School defines “serious unacceptable behaviour” as any behaviour, which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour - deliberately acting in a manner so as to cause annoyance or irritation
- Bullying - a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Possession of prohibited items (knives, weapons, alcohol, drugs - illegal or legal, stolen items, tobacco and items, fireworks, pornographic images or any other item/article which 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 property of any person)

5. Training of staff

At the school, we recognise that early intervention can prevent unacceptable or disruptive behaviour. As such, teachers receive training in identifying problems before they escalate including training on managing behaviour and strategies for de-escalation; this can be behavioural problems in the classroom or during

playtime/lunchtime. Any additional staff training will be recorded through their own Performance Management files.

Teachers and support staff will receive training on this policy as part of their new starter induction and thereafter will receive regular and ongoing training as part of their professional development.

At least two members of staff will be trained in Safety Interventions (SI)

6. Smoking and drug policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, outbuildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, we request that people, including staff and parents, refrain from smoking outside the school gates.

Pupils and staff are required to follow the school's Drug and alcohol Policy.

7. Rewarding good behaviour

The school recognises that pupils should be rewarded for their display of good behaviour.

Forest Park Primary School Rules Foundation Stage

We look after and share all of the toys.

We are always kind to each other.

We always listen to each other and the teachers.

We always try to do our best.

Forest Park Primary School Rules Lower School and Upper School

Have respect for people and property.

Keep hands, feet and objects to yourself.

Always follow instructions.

Work hard and allow others to work hard.

SPARKLE Values

Support and encourage

Promote resilience

Aspire to achieve

Respect each other

Keep positive

Listen and learn

Explore, enjoy and excite

At the start of every year, we teach all the children the Forest Park School rules and discuss the SPARKLE values. In the lower and upper school, a Home-School Agreement is agreed to and signed by the teacher, child and parents/guardians.

In the Foundation stage the simpler rules are used. These are then reinforced through use in every lesson and each week some assembly time is given over to celebrating successes in good behaviour. At the beginning of each subsequent half term, discussion on the rules takes place in class.

The school will use the following rewards for displaying good behaviour:

- SPARKLE Points – Children demonstrating any of the SPARKLE values (which will incorporate behaviour, attitudes and quality of work produced – see appendix 5) are given a point which is recorded on their class sheet. The points are totalled up at the end of each term and every child is rewarded with either a bronze, silver or gold reward depending on how many points they have received.
- ‘Star of the Week’ award awarded to one child per class each week for demonstrating one of the SPARKLE values - photograph displayed weekly on school board. Certificate to be sent home with Star of the Week child on a Monday. Star of the week children will be asked to celebrate their success in whole school assembly on Friday with Head teacher and Deputy Head teacher. Children will also eat at ‘The Golden Table’ on a Friday with members of SLT.
- Verbal praise
- Smiles, public and private praise

We want the children to have a sense of achievement and to understand that they receive rewards for demonstrating our school values and exceeding expectations.

Key Stage 1 & 2

Children will collect SPARKLE points on a weekly record sheet (appendix 2) per class. This will be handed in to Helen Stevenson on a Tuesday morning. At the end of each term, the points will be totalled up.

Positive Rewards Simple verbal appreciation. Formal verbal appreciation in front of peers.
BRONZE REWARD Every child who doesn’t achieve SILVER or GOLD rewards will take part.
SILVER REWARD Next 8-10 highest achieving children in each class will take part in the SILVER reward.
GOLD REWARD Top 5 achieving children in each class will take part in the GOLD reward.

Any member of staff should be in the position to award a SPARKLE point at any time during school hours.

The number of SPARKLE points given at any one time should be limited to one. **Examples of Rewards**

Bronze	Silver	Gold
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<ul style="list-style-type: none"> • 30 mins extra playtime • 30 minutes colouring/drawing • 30 mins computers • Lego time • A game of something (football, basketball, dodgeball, rugby) • Drawing & painting • Toy time (various) • Word puzzles 	<ul style="list-style-type: none"> • Den building • Baking eg brownies/muffins • Scavenger hunt • Movies & treats in school • Games console afternoon • Board game afternoon • Hide & Seek • Sewing afternoon • Visit to nursery to play 	<ul style="list-style-type: none"> • 1 hr play on all playgrounds • Football match, dodgeball with teachers • Space bus • Fun trip eg science museum, Alton Towers, chester zoo, just kidding, bowling, Inflato • Wood workshop • Cinema •
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8. Unacceptable behaviour

Unacceptable behaviour will not be tolerated at Forest Park Primary School. We all share the same belief that;

“We have the right to do our job and the children have a right to learn and play in a place free from disruptive behaviour”

In order to achieve this, we have developed a discipline plan, which has as its goal “TO HAVE A FAIR AND CONSISTENT WAY TO ESTABLISH A SAFE, ORDERLY AND POSITIVE SCHOOL ENVIRONMENT”

Breaking any of the rules laid out in our policy will lead to consequences and disciplinary action.

9. Consequences

There is no corporal punishment at the school.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

At Forest Park, we recognise 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.

A red card may be used to alert SLT to extreme behaviour incidents. The same red card is also used for emergency situations in which staff members need assistance promptly.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The range of consequences is as follows:

Foundation Stage

Behaviour management in EYFS follows current best practice research (appendix 4).

Consideration will be given to the child, their age and stage of development, skills of emotional regulation, the context of the issue and the staff member will make the decision as to whether the child requires time at the calm spot or if a natural consequence is more beneficial.

Natural consequences are those which respond to the behaviour and send the message that the behaviour is the problem and not the child. It puts the focus on changing the behaviour.

If the child is struggling to self-regulate a natural consequence would be for them to have some time at the calming spot. If they have drawn on a wall but self-regulated then it may be to clean the wall they have drawn upon.

The process is consistent, the consequence is responsive.

1. If the child chooses to engage in behaviour which breaks our rules or is unacceptable they will be given a clear warning. The adult will show the child the red spot and use the makaton symbol for no. Adult will use the ABS strategy to support redirection and a natural consequence if appropriate.
2. If the child continues to choose to engage in the behaviour they will be shown the makaton symbol for no and red spot again. Adult will again acknowledge the behaviour, reinforce the boundary and offer the solution/consequence. Child will be accompanied to the calming spot within the environment. Sand timer to be used to track time and child made aware they will stay here until the sand has run out. Adult to support the child using self-regulation techniques and model breathing strategies.

Serious unacceptable behaviour will always be escalated to the EYFS lead and recorded on CPOMS/ABC sheets to allow for in depth analysis. Discussion between the EYFS lead and class teacher will determine if the child needs a behaviour support plan and/or SEND support.

If the child needs a behaviours support plan then parents will be notified and an escalation management plan alongside a risk assessment will be completed. A review date will be set during this meeting.

Behaviour will be logged using ABC sheets, CPOMS and record of behaviour charts.

If the plan has no impact by the review date then a meeting with the EYFS lead, head-teacher, parents and SENDco if appropriate will be planned to discuss how to support the child moving forward.

Escalation Management-

If the child is showing aggressive, unpredictable behaviour then an escalation management plan and a risk assessment will need to be produced alongside the phase lead and in collaboration with the parents.

Situations can escalate quickly and in this case it is important to stay calm.

If the child's behaviour is escalating to a stage where staff believe they are of harm to themselves or others then staff will follow their escalation management plan.

Whilst moving through the stages it is important for staff to check in with their own feelings. We cannot support effectively from a dysregulated/stressed state. If staff feel unable to deal with the behaviour calmly then they will ask for support from the EYFS lead or a member of SLT.

Physical intervention is the last stage and must only be considered if there is immediate, unavoidable danger to staff, property or child. Physical intervention **must** be reported and recorded on CPOMS and parents must be notified. The information on CPOMS must include the behaviour, the trigger, if the parent/carer has been informed and the outcomes.

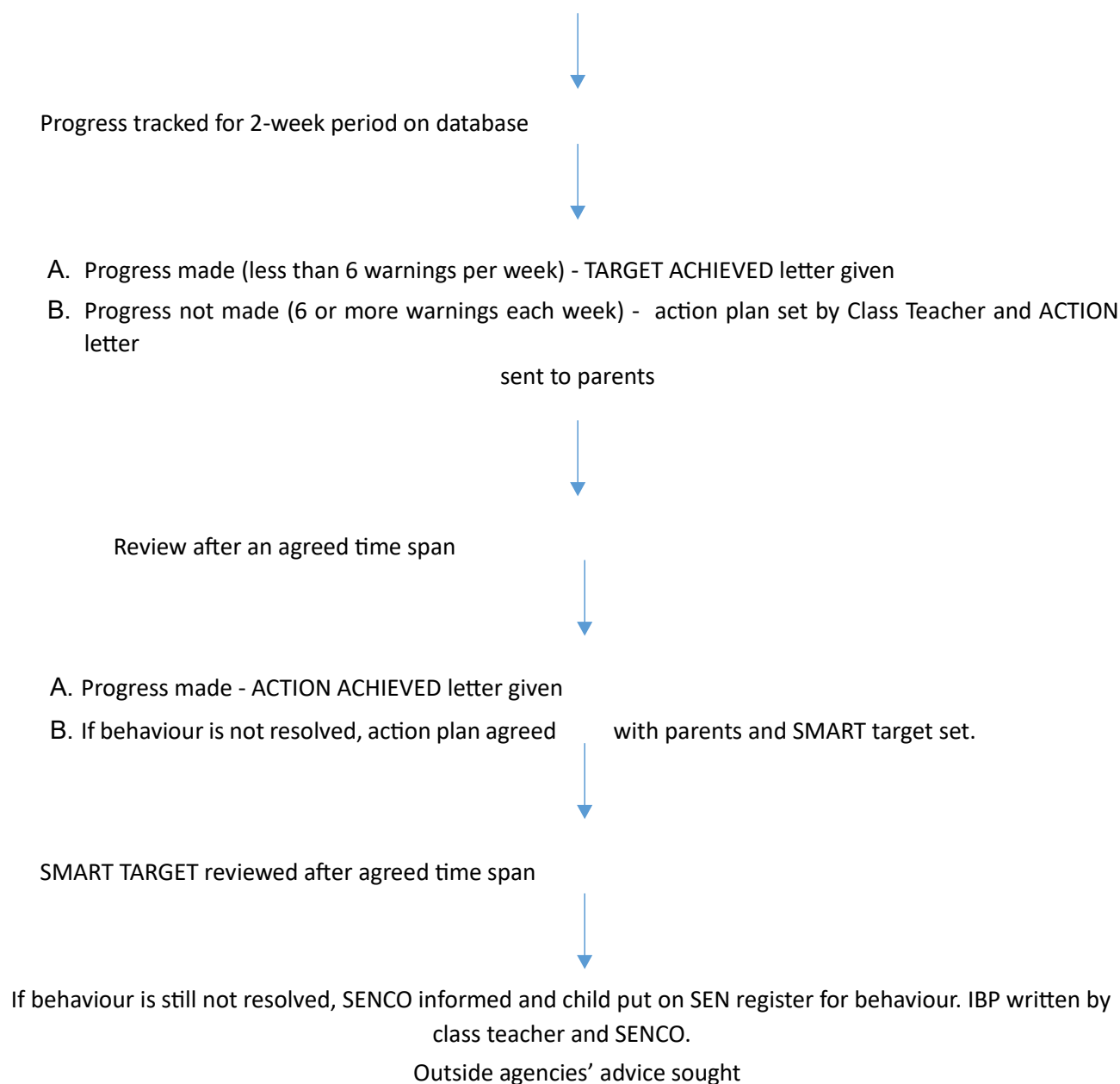
Lower School and Upper School

- For low-level unacceptable behaviours, in the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable. There will be no additional consequences as this is a **reminder**. This may also be a non-verbal reminder given by a member of staff.
- If the pupil does not stop, the teacher will give a **first warning** and this will be recorded on the consequence chart on One Drive (appendix 1) with the number of the rule broken.
- If behaviour continues or it is a separate incident that day, the teacher will give a **second warning**, moving the child to a different table within their class, advising that if they continue, they will remove the pupil from the classroom.
- If the behaviour continues or is a separate incident that day, the child will receive a third warning. Following the **third warning**, the teacher **will** move the child to a different class (decided by the teacher depending on which child it is and who they think will have the best impact) for an agreed amount of time (approx. 20 mins). Children must be sent with an appropriate work task that they can complete independently /reflection sheet.
N.B. No more than 2 children to be sent to the same classroom, should a situation arise send to a member of SLT.
- If the child receives another warning, the **fourth warning**, they will be taken to a member of SLT (Assistant Heads).
- On the **fifth warning**, the child will be taken to the Deputy Head Teacher or Head teacher. Parents/carers will be contacted by the class teacher to discuss the behaviour of their child. Deputy Head teacher or Head teacher must be informed when a parent is being contacted.
- If a pupil misbehaves on the playground or in another area of the school, the same process will be followed. An adult will supervise any pupils that are sent indoors at all times. Staff **MUST** communicate with the class teacher and vice versa for children accessing other groups within the school to ensure that the child's warnings are recorded on the consequence chart (appendix 1).
- **Severe clause:** If a child exhibits severe misbehaviour such as fighting, open defiance, vulgar language or gestures then the 5th warning consequence is imposed (Level 5). Parents must be contacted and informed either face to face or by telephone, this needs to be recorded on CPOMS as a behaviour incident. The information on CPOMS needs to include the behaviour (including ticking the relevant box/es for type of behaviour incident), the trigger, if the parent/carer has been informed and the outcomes. The child will be taken to the Head teacher or Deputy Head teacher who will then decide if that child requires isolation and provision will be made to allow the child to have reflection time before returning to the classroom.
- When a child is felt to be unsafe to themselves and/or others Safety Interventions will be used to deescalate the situation by trained members of staff. All Safety Intervention incidences are recorded by SLT.
- Should a child try to leave the premises an attempt will be made to persuade them not to leave the school grounds. A member of staff will immediately report the incident to the Head teacher/ Deputy Head teacher or a member of SLT and to the school office who will contact the child's parents/ guardians. The police will be called. Children who are known to leave the premises must have a risk assessment.

Forest Park Primary School Tracking system

Receiving six or more warnings in a week





At Forest Park Primary, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. Any reoccurring, inappropriate or concerning behaviours should be recorded on CPOMS. The information on CPOMS needs to include the behaviour, the trigger, if the parent/carer has been informed and the outcomes.

SEN

Children who have an additional need or Education Health Care Plan are expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from the school SENCo and external agencies will be taken, shared and implemented when appropriate to support individuals. Alternative strategies will also be employed as appropriate following SEND review meetings. Children

demonstrating a high need of behaviour support will have a bespoke behaviour plan written by the SENCo and class teacher.

Educational Visits

In rare cases where children have displayed behaviour which could cause risk or injury to themselves or others, they may be unable to attend an educational visit. This decision will be at the discretion of the headteacher following a review of previous behaviours and in consultation with staff.

Outside school and the wider community

Pupils at the Forest Park Primary School must agree to represent the school in a positive manner.

The guidance laid out in the Home-School Agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the school procedure.

At Forest Park Primary School, we believe
‘Each day is a fresh start’

10. Resources

The most important elements in the School Behaviour Policy are the members of staff and the importance they give in rewarding good behaviour and creating orderly working conditions inside and out, at work and play, in the dining hall, when moving around school or off the school premises. All staff and regular visitors to the school will need to be conversant with the structure of the Behaviour Plan.

Each class teacher will be provided with their own weekly record sheets for each half term to record the SPARKLE points on. Copies of these will be available on Google Drive.

Outside agencies may be involved, a list of these agencies available from the SEND file.

It is the responsibility of all adults in school to challenge inappropriate behaviour and ensure that this is communicated to the class teacher.

The school does take incidents of unacceptable behaviour seriously. Following an allegation of unacceptable behaviour, an investigation will be carried out by a member of SLT. If the allegation is found to be true; the head teacher will issue the appropriate disciplinary action.

11. Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers, and staff they authorise, have a statutory power (Under part 2, section 2 of the Education Act 2011) to search pupils (including their pockets, bags and classroom trays), where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment. (see list below).

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images.

A same-sex member of staff (if possible), with another staff member as a witness, will conduct searches unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member, except for SLT, may refuse to conduct a search.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. They should then follow the guidance in *Searching, Screening and Confiscation – DfE July 2022*.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy.

12. Confiscation

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](#).

13. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. This includes confidential meetings of Foundation Staff and parents/carers. Staff also meet with high school transition leads and vulnerable children's needs are met through extra sessions.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Recording & Monitoring arrangements

Warnings are recorded/marked on the online individual class consequence sheet (appendix 1) by staff. The consequence chart is then sent to the Behaviour Lead on a Friday morning and recorded on a Friday afternoon. (Any child with consequences above three for the week are recorded on a behaviour database – appendix 3). Warnings received by the child will also be made known to staff if they are accessing other areas of the school. The database is monitored by the Behaviour Lead.

Letters sent to parents need to be recorded on the Behaviour Letter Tracking Sheet. This needs to be dated and the reply slips from parents photocopied; one copy kept in the class assessment folder, the other sent to the Behaviour Lead to file in the main behaviour file.

The behaviour lead will monitor and track behaviour weekly and produce a termly behaviour report which will be available for SLT and governors.

SLT will monitor behaviour on a regular basis.

This policy will be reviewed by the Head teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection & Safeguarding policy
- SEND policy
- Anti-Bullying Policy
- Risk Assessment
- PHSE Policy
- Child on child abuse
- Relationships and Sex Education policy (RSE)
- Staff Code of Conduct
- Education Act
- DfE guidance

Appendices

Appendix 1

WARNINGS FOR WEEK		Intervention following warnings
1. TO HAVE RESPECT FOR PEOPLE AND PROPERTY		
2. TO KEEP HANDS,FEET AND OBJECTS TO YOURSELF		
3. TO ALWAYS FOLLOW INSTRUCTIONS		
4. TO WORK HARD AND ALLOW OTHERS TO WORK HARD		
Total warnings		

Consequence Chart

Full name	Monday	Tuesday	Wednesday	Thursday	Friday	Comments

Class:

Week beginning:

Appendix 2

Key Stage 1 & 2 SPARKLE point weekly chart



Class: _____ Term: _____ Week: _____

Name	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL

Appendix 4

Foundation will follow 'Conflict Resolution in EYFS'. This will be a verbal process'.

Conflict Resolution in EYFS

The following steps help to resolve conflicts and take into account the development and understanding of emotional expressions in young children.

- Step 1: approach calmly, stopping any hurtful actions
- Step 2: acknowledge children's feelings label emotions I can see you are very cross, upset angry.....
- Step 3: gather information
- Step 4: restate the problem
- Step 5: ask for solutions and choose one
- Step 6: be prepared to follow up

Appendix 5

Examples of what SPARKLE points could be given for.

SPARKLE POINTS-Examples

S - helping each other in team games

P - always demonstrating a 'can do' attitude even if you struggle with something

A - consistently improving a weekly score in a test

R - listening to others and showing you can respond to them

K - celebrate a great moment- tell your teacher! (It could be your own or a friends)

L - consistently respond to feedback e.g. complete purple pens to improve your work

E - be inquisitive, research a topic at home and share your work with your class!



SPARKLE POINTS

S - working well together on a project

P - trying different methods to get to an answer in maths

A - setting a small, personal target that you achieve e.g. to improve your scores so that you achieve full marks in your arithmetic test

R - using good manners in the dinner hall

K - praise your peers, tell them when they've done well

L - remembering a key fact from a previous lesson

E - try something new, be creative, think outside the box!

