

# Cherry Tree Primary School



## Behaviour Policy

Current Version	November 2017
Approved by Governors	21 <sup>st</sup> March 2017
Reviewed by	Mary Fraser / Lynn Robinson
Consulted	SLT, Class teachers, other staff, children and parents
Review date	November 2018

## **Rationale**

At Cherry Tree Primary School we believe that it is our responsibility to ensure that the children are able to learn in a supportive, caring environment where they feel secure and safe. It is our aim that the children are given the opportunity to be confident and happy irrespective of race, gender and religion.

## **How did we arrive at this policy?**

We consulted with staff, governors, parents, and the children.

## **Links with other policies.**

Our behaviour policy underpins the working of the school. There are, however, specific links with our SEND, PSHCE and Teaching and Learning policies.

## **Key Principles:**

### **Early intervention**

We strive to help our children establish regular punctual attendance and good behaviour from the start. We work closely with parents/carers to establish good routines. Where behaviour is a concern we believe in early intervention involving parents/carers, our SENCo, Green Fold School and relevant outside agencies.

### **Working with parents/ carers**

If we are to be successful in supporting a child to improve his/her behaviour, we have to work in partnership with parents/ carers. We communicate regularly with parents/carers and offer support for them.

### **Supporting behaviour management**

All the staff work as a team, liaising closely with outside agencies, in dealing with behaviour problems. Staff support each other through offering advice on strategies and through giving respite to the teacher and class for short periods of time. The senior leadership team support any member of staff with managing difficult behaviour by giving respite and communicating with parents/ carers.

### **Involving pupils**

We encourage children to be responsible for their own behaviour and they take part in setting targets for improvement.

### **Rewarding achievements**

The large majority of our children follow our school rules. We think it is vital to reward them for their good behaviour in order to maintain their motivation and sense of self worth.

### **Identifying underlying causes**

We believe that challenging behaviour has an underlying cause and it is the child's way of communicating a problem. We work hard, in partnership with parents/ carers and outside agencies, to discover the cause of the child's behaviour.

We have agreed that these are the responsibilities we should take for behaviour at Cherry Tree Primary School.

### **The responsibilities of all the staff are:**

- To treat all children fairly, equally and with respect.
- To make it clear that they are condemning the behaviour not the child.
- To value each child's contribution to the school.
- To create a safe and pleasant environment for learning.
- To provide a curriculum which is accessible for all children.
- To recognise that each child has individual needs.
- To help each child to achieve his or her best.
- To praise children regularly.
- To act as a role model for desired behaviour, treating all adults and children with respect.
- To display the School Rules clearly and mention them frequently, using them as a measure of good behaviour.
- To have weekly circle time sessions and discuss behaviour regularly.
- To address incidents of misbehaviour and support children to improve their behaviour. (through circle time)
- To spend time each week delivering the school's curriculum for PSHE.
- To have regular contact with parents to discuss both negative and positive behaviour.
- To escort classes of children around the school ensuring all children are monitored and walking quietly and sensibly.
- To create a calm working atmosphere in the classroom, with accessible resources and well established routines.
- To work closely with senior managers and outside agencies, implementing advice and strategies to support the child.
- To ensure that children are aware of the school rules

### **The children's responsibilities are:**

- To know the School Rules and keep them
- To respect differences and value everyone's contribution
- To behave in an orderly and calm manner
- To help make the school a safe and pleasant environment
- To do as asked by all the adults in the school

### **The parents' and carers responsibilities are:**

- To ensure that our children understand the importance of their education and of good behaviour
- To discuss their education: ask what they have learned, listen to what they have to say, encourage and help with homework
- To praise them for their efforts and achievements
- To ensure that their children respect differences and do not abuse or discriminate against people different to themselves
- To encourage their children to sort out difficulties without hitting, fighting or swearing, at home and at school
- To speak regularly with their children's teachers and keep informed about their children's behaviour
- To make sure that their children come to school every day and arrive on time – to ring school if their child is ill
- To support the school staff in implementing this behaviour policy through drop-ins, time to discuss with both staff and pupils

## PSHE / SEALS Materials

To promote and support positive behaviour and as part of our PSHE curriculum, we use the PSHE Association's Programme of Study. It has recently been updated to reflect the rapidly changing world in which pupils are living and learning and sits alongside the 2014 National Curriculum. The programme identifies the key concepts and skills that underpin PSHE education and helps the school support pupils' spiritual, moral and social development and prepare them for the opportunities, responsibilities and experiences of life.

The Programme of Study is based on three core aims

1. Health and Well Being
2. Relationships
3. Living in the Wider World

As a school we also use the SEALS materials (Social and Emotional Aspects of Learning), alongside the PSHE curriculum. These provide us with an explicit, structured, whole-curriculum framework for developing all children's social, emotional and behavioural skills.

The five broad social and emotional aspects of learning are identified as:  
Self-awareness, Managing feelings, Motivation, Empathy, Social skills

The materials also support the children in developing key thinking skills.

Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others or by themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that promote the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly and win and lose with dignity and respect for competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own

Key Stage assemblies will be fortnightly, other classes will deliver SEAL / PSHE / Collective worship within their own classrooms. Whole class assemblies may occur when there is focus subject based on one of the above aims.

The approach is co-ordinated by the PSHE co-ordinator and supported by all staff and the Leadership Team

## **Rewards for appropriate behaviour**

### **Praise**

We regularly praise the children following the School Rules. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

### **Individual classes**

Individual teachers use various reward systems linked to our whole school systems. These may include, table points, certificates, marbles in the jar, display of classes' achievements and star of the week.

### **Whole school rewards include:**

#### **Golden Time**

We award every child with half an hour special time during the week. We plan special activities that the children will enjoy. If they keep the golden rules they can have all this time. If they break a golden rule they will lose some of this time. Children who lose all their golden time will be given opportunities to earn some back through specific targets and discussions with the appropriate staff. Ideas for Golden time include sports club, bracelet making, sewing and cooking.

#### **Merit Cards**

Every child has a merit card with 100 spaces for stickers. If they follow the golden rules they will be awarded with a sticker. When they have filled up each section of their card they take it to the Headteacher who gives them a bronze, silver or gold certificate and prize. Due to the extent in which children were progressing through these sections we have introduced a Platinum certificate – children need to have achieved 600 stickers / merits and a special prize is given (often a voucher).

#### **Star of the week and consistently good Behaviour of the week**

Each class teacher or HLTA / TA chooses a star of the week for academic achievement and at least one for continued good behaviour. The children are rewarded with a certificate in a special assembly at the end of each week. All of these children will be invited to a special reward.

We aim to show children that these weekly prizes are greatly valued. All pictures of these children are displayed in the hall for the rest of their week and their photos and first names will be put on the website.

#### **Traffic Light Behaviour System**

Every class will have a traffic light displayed in their classroom – green, amber and red. The children's faces or names will also be displayed and all children start on green. We are following the motto – it is **good to be green**.

- If for any reason a child needs a warning for inappropriate behaviour – interventions should be used (see below) and the child told that they will be put on amber if it continues.
- If the child continues to disrupt the learning of the other children, after the warning, they will be placed on amber and told that a continuation of the behaviour will result on their name going to red. Always during this process children are given the opportunities to make the right choices eg time out, chance to earn themselves down back to green etc
- If a child goes onto red they will be asked to leave the class escorted by a member of staff for a short time period 10minutes with a timer and a piece of work (unless it is felt that they can earn themselves back to amber quickly). The child will be brought back into class and starts again from green (the fact

the child has been on red must be logged in the Blue Book and information given to the SENCO or Headteacher) a behaviour log may be completed (appendix 1). The child will also lose 5 minutes of their Golden Time for every red they receive.

- Children should be given the opportunity to earn back Golden Time if the incidents are deemed as minor.
- As a last resort they may be sent to the one of the Phase Leaders and after that senior teacher / Assistant Head then Headteacher.

There will also be an extra icon eg car / star / rainbow etc which is above the green and a child can be placed on there for exemplary behaviour and learning.

*EYFS – sunshine*

*KS1- sunshine*

*LKS2 – smiley face*

*UKS2 – smiley face*

## **Interventions for inappropriate behaviour**

We always start with the least intrusive intervention.

- Non-verbal messages
- Tactical ignoring
- Description of reality
- Simple direction
- Rule reminder
- Question and feedback
- Expressing disappointment or disapproval, or using humour
- Blocking or assertive statements
- Choices and consequences
- Exit procedures

*We encourage children to take responsibility for their own behaviour and to change what they are doing.*

## **Other consequences for inappropriate behaviour.**

**This could be...**

**For incidents** such as:

*Playfighting, disobeying instructions, being rude or unkind, annoying other children, not working hard enough, or repeating a minor incident of misbehaviour*

The sanctions could be: losing some Golden Time, missing playtime, being moved to another place in class.

**The traffic light system must be used in these instances.**

**For more serious incidents** such as:

*Fighting, swearing, stealing, damaging work or property, behaving in a dangerous way, hurting others.*

The sanctions could be: time out in another class, missing more than one playtime, seeing the Headteacher or one of the phase leaders and a letter home to parents or carers. A third letter home will result in a more formal meeting with the Headteacher.

**The child will go instantly on red for such incidences but will always start on Green in the next session.**

**For very serious incidents** such as:

*Being very aggressive and causing serious injury to another child or adult, stealing or repeating a serious incident of misbehaviour eg trying to continually leave the school building*

The Headteacher will be involved and the sanctions will include a formal meeting with parents or carers, or even a period of internal time out or exclusion from school for fixed time period. After school detentions may also be used alongside lunchtime detentions were applicable. These will be carried out by SLT and parent / carer must be given enough notice to arrange picking their child up. Missed work or 'what went wrong' sheets (appendix 1) can be completed in detentions

The Headteacher must be informed of such a decision and behaviour log (appendix 2) completed and handed to them

Action plans are put into place for children with continual poor behaviour. (In the event of a child in crisis who is running around the building – inform office staff to ensure the front door is manned/shut) and check all external gates to ensure that they are locked.

### **Incidents of bullying including Racist, disability, homophobic or transgender**

We regard bullying behaviour, including racist or anti-LGBT, as well as against children with disabilities, extremely serious and take firm action against it. We promote the celebration of diversity and equal opportunities throughout school life and support children to stand up against bullying or racist behaviour, for themselves and to help others.

We encourage children and parents to always let teachers know of any incidents so we can take action against it. Any racist incidents or LGBT are logged by the Headteacher (appendix 3 and 4). Appropriate paperwork is completed and incidents shared with Governors on a half termly basis.

Any complaints for bullying are firstly investigated by school staff and were appropriate a member of the SLT. An investigating incident form (appendix 4) will be completed if deemed to be a bullying incident. Outcomes of the incident will be relayed to the parent / carers by the class teacher or if of a more serious nature the Headteacher. Any child involved with an incident of bullying will have either an internal seclusion or external exclusion carried out and parents will be informed. All documentation will be kept and information shared with the Governing body half termly.

School will provide training to staff, and education to students, around bullying, racist behaviour, lesbian, gay, bisexual and transgender (LGBT) discrimination, in order to celebrate difference and tackle homophobic, biphobic and transphobic (HBT) bullying where necessary.

## **Behaviour Log**

All incidents of bad behaviour must be brought to the Headteacher either as a log in the blue book, copy of letters home or completion of school behaviour log. This includes lunchtime and playtime behaviour.

## **Letters home**

For incidents of inappropriate behaviour we have a series of letters to parents / carers.

1. A letter from the class teacher informing of the behaviour (*appendix 5*)
2. A letter from the class teacher that is countersigned by the Headteacher (*appendix 6*)
3. A letter sent from the Headteacher inviting the parent's or carers in to discuss their child's behaviour. (*appendix 7*)

Each time a letter is sent home the class teacher must contact the parent to explain to them the reasons behind the letter, discuss consequences and next steps to support the child in the future.

Some children will receive a report card, particularly in upper key stage 2, this will be used to show the child on a day to day basis the positive behaviours that have been achieved. It will also be a way of recording trigger points in the day, repeated examples of poor behaviour and hopefully will enable the staff to support this child with a greater understanding of why those behaviours occur.

At the end of each half term children will start again and letter 1 will again start the letter home cycle.

## **Break time / Lunch Time**

Children have to follow the playground rules during these times and in addition the Lunchtime Rules at lunchtime.

All staff on duty should have green, amber and red cards that can be shown instead of the traffic light system outside. The process used with the traffic light system should be followed exactly the same as in class.

Children with good behaviour at lunchtime will be given stickers, special green slips and children who receive these will be given the opportunity to sit on the VIP table (REC / KS1) and / or go to craft club (KS2). Class of the week may be given – they are rewarded by being first into the dining room and being awarded a certificate during assembly.

When a child receives a red card they will be escorted in by another adult or a child sent to bring the class teacher out to bring their child in (or phase leader) . A lunchtime detention will then be carried out and the incident recorded, These incidents will be dealt with exactly as demonstrated above under the heading ' Other consequences...'

A child may be given time out but no child should be expected to have this time out for longer than 5 minutes. If that is the case then the child must be brought to his / her class teacher for that time.

The overall behaviour of a class is the responsibility of the class teacher. Obviously if the class teacher is unable to attend to their child, another member of staff or SLT may step in.

Staff will go out and collect their child at the end of lunchtime to support the SMSAs with lining the children up.

If a child receives a red slip, it will be kept in log books and if necessary parents will be informed. A number of red slips will trigger closer scrutiny of lunchtime behaviour of a particular child and support put in place if appropriate.

Behaviour at lunchtimes is monitored by a meeting involving the Headteacher and SMSAs each half term.

### **Foundation Stage**

Children in the Foundation Stage follow the same School Rules and the rationale and aims are similar to the rest of the school but some of the details are more age appropriate.

Staff encourage appropriate behaviour by:

- \* Ensuring children demonstrating good behaviour are praised explicitly, clearly stating what they are doing
- \* Smiling, giving stickers, showing thumbs up and giving comments that show approval
- \* Modelling appropriate behaviour between staff members
- \* Celebrating good behaviour with parents – this is done through ‘sunshine’ stickers, special award cards home and conversations with parents at the end of the day
- \* Awarding star of the week status (in Reception) or Treasure of the Week (in Nursery) which entitles the chosen children to wear a crown or a tiara and have special privileges, such as being at the front of the line. Those children receive a special certificate and a prize and feature on the newsletter
- \* Referring to the ‘Bee Rules’, which have been devised with the children and are displayed in the classroom. These rules are shared with the parents during their induction.
- \* Referring to the behaviour visual (in Reception) – children start the day on the rainbow and can be moved to the sunshine for exemplary behaviour.
- \* Using cue cards – green happy face, amber face and red, sad face to demonstrate how a behaviour is making an adult/ child feel
- \* Using cue cards as prompts for desirable behaviours – good sitting, good listening etc.

Staff discourage inappropriate behaviour by:

- \* Positive praise for a child nearby for demonstrating appropriate behaviour
- \* Reminding the child about the appropriate behaviour
- \* Talking to the child about why the behaviour is unacceptable

- \* Reminding the child of the Bee Rules
- \* Encouraging the child to say sorry and helping them think about how they can resolve a conflict
- \* Discussing behaviour with parents/caters during key person times and asking them to follow up the discussion at home
- \* Using the behaviour visual for inappropriate behaviour (in Reception)– the children are asked to move themselves onto the rain cloud. They then need to demonstrate the opposite behaviour to 'redeem themselves'. i.e. they may be moved to the rain cloud for not listening, then redeem themselves by doing good listening. If a child demonstrates further inappropriate behaviours, they are moved to the thunderstorm. If the child's behaviour continues, they are given 'thinking time' in Nursery for 5 minutes. N.B. Letters home may also be sent with children, please see 'Letters Home' section of the policy
- \* Thinking time, in an agreed spot (in Nursery)
- \* Introducing behaviour sticker charts when necessary
- \* Talking to the SENCo, which may result in an Individual Behaviour Plan and outside agency involvement where necessary

## **Additional strategies to support inclusion**

### **SEN Code of Practice**

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents, refer to CAMHS (Child and Adolescent Mental Health Service) through our school nurse.

### **Intervention from the L.A / BBS.**

This may include:

- Observing pupils and advising on new teaching strategies
- Supporting I.B.P writing.
- SEN / Early Help referral- eg for Dyslexia, Dyscalculia and Dyspraxia.
- Pastoral Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers including the identification of Dyslexia, Dyscalculia and Dyspraxia.
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management

### **Behaviour Support Plan**

A small number of children may need some additional support with their behaviour and this could be in the form of a Behaviour Support Plan – a more detailed IBP. Such plans are written in conjunction with a team of staff and the SENCO (sometimes this may include a Positive Handling Plan).

### **Pastoral Support Plan**

If a child has had a series of fixed term exclusions and is at risk of a permanent exclusion we will hold a multi-agency meeting to formulate a plan of support.

### **Monitor and review**

We monitor the effectiveness and the policy in practice regularly and review it termly. We do this by way of staff meetings, discussions, phase meetings, senior leadership meetings and school council meetings.

## **EXCLUSION POLICY**

### **Rationale**

The Behaviour, Discipline and Exclusion Policy is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

### **Introduction**

The decision to exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour Policy
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Executive Headteacher / Headteacher (or, in the absence of the Headteacher, the Assistant Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff, to students and others
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Executive Headteacher / Headteacher makes the judgment that exclusion is an appropriate sanction.

## **Exclusion procedure**

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The DfE's regulations allow the Executive Head teacher/ Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.
- A return to School meeting will be held and re-integration form completed, following the expiry of the fixed term exclusion and this will involve the Headteacher, Assistant Head or Senco.
- During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

## **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another pupil or a member of staff.
  - Sexual abuse or assault.

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

### **General factors the School considers before making a decision to exclude**

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Executive Headteacher or Headteacher will:
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the relevant policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Executive Headteacher or Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

### **Exercise of discretion**

In reaching a decision, the Executive Headteacher or Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Executive Headteacher or Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

### **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a fixed term exclusion and parents will have the same right to gain information and to appeal.

**What went wrong?**

Name:	Class:	Date: Time:
What went wrong?		
Which of our school rules did I break?		
What should I have done instead?		
How can I fix things now?		
What have I learnt?		

### Cherry Tree Primary School Behaviour log

Name of child:	Class:
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Date of incident :
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Time of incident:
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Dealt with by:
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Description of incident:
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Action taken:		
• Reported to class teacher?	yes	no
• Discussed with parents?	yes	no
• Discussed with Headteacher?	yes	no
• Was Team Teach used?	yes	no
• sanctions given:		
• other information:		

Appendix 3

Racial Incident log:	
Date of incident:	Time of incident:
Staff member informed:	Place of incident:
Perpetrator(s):	Victim:
Details:	
Witness to incident:	
Member of SLT informed:	
Action taken:	

Appendix 4

Homophobic/Transgender Incident log:	
Date of incident:	Time of incident:
Staff member informed:	Place of incident:
Perpetrator(s):	Victim:
Details:	
Witness to incident:	
Member of SLT informed:	
Action taken:	

Checklist for investigating a bullying incident

Date:	Time:
Who was involved:	
Victim (s):	Bully(ies):
In what way did the victim(s) suffer?	
How did the incident? Was it spontaneous or pre meditated?	
What is alleged to have happened, from the perspective of all those involved?	
When did the incident take place?	
Where did the incident take place?	

Who witnessed the incident (pupils, parents, staff and others):

Who reported it to whom and when?

Is there any background to this incident?

Why does the reporter or investigator of the incident perceive this to have been a bullying incident?

What was the response of the victim(s)?

What does / do the victim(s) wish to see resulting from the investigation?

Action taken and by whom:

A 'first offence' of eg name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

Person(s) completing report:

Name:



THE ORCHARDS FEDERATION  
**Cherry Tree CP School**  
**Highfield Road, Farnworth, Bolton BL4 0NS**  
**Tel: 01204 335883**  
**Fax: 01204 333751**  
**Executive Headteacher: Mr A Feeley**  
**Headteacher: Mrs M Fraser**

**Child's name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

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

**Incident Number 1**

Dear Parent / Carer,

I am very sorry to have to inform you that \_\_\_\_\_ has misbehaved in school today. The details are as follows:

As you are aware, this is \_\_\_\_\_ first letter this half term  
 In school he / she has been spoken to in school by:

Please will you support us by speaking to your child about this incident and giving them an appropriate sanction at home. Return the slip below please to show you have received and acted upon this letter.

With thanks for your help with this matter.

Signed:

\_\_\_\_\_

Class teacher

\_\_\_\_\_

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that I have acted by:

.....

Signed: \_\_\_\_\_ (Parent / Carer)



THE ORCHARDS FEDERATION  
**Cherry Tree CP School**  
 Highfield Road, Farnworth, Bolton BL4 0NS  
 Tel: 01204 335883  
 Fax: 01204 333751  
 Executive Headteacher: Mr A Feeley  
 Headteacher: Mrs M Fraser

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Incident Number 2**

Dear Parent / Carer,

I am very sorry to have to inform you that \_\_\_\_\_ has misbehaved in school today. The details are as follows:

As you are aware, this is \_\_\_\_\_ second letter this half term  
 In school he / she has been spoken to in school by:

Please will you support us by speaking to your child about this incident and giving them an appropriate sanction at home. Return the slip below please to show you have received and acted upon this letter.

With thanks for your help with this matter.

Signed:

\_\_\_\_\_  
 Class teacher

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that I have acted by:  
 .....

Signed: \_\_\_\_\_ (Parent / Carer)

Appendix 8



THE ORCHARDS FEDERATION  
Cherry Tree CP School  
Highfield Road, Farnworth, Bolton BL4 0NS  
Tel: 01204 335883  
Fax: 01204 333751  
Executive Headteacher: Mr A Feeley  
Headteacher: Mrs M Fraser

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Incident Number 3**

Dear Parent / Carer,

I am very sorry to have to inform you there has been another incident in school today. The details are as follows:

As this is \_\_\_\_\_ third letter this half term please can you make an appointment to see Mr Feeley / Mrs Fraser / Mrs Robinson as soon as possible to discuss his / her behaviour.

With thanks for your help with this matter.

Signed:

\_\_\_\_\_

Class teacher

\_\_\_\_\_  
Mr Feeley / Mrs Fraser / Mrs Robinson

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that I have acted by:

.....

Signed: \_\_\_\_\_ (Parent / Carer)

## Behaviour Incident Form

<b>Name:</b>						
<b>Class:</b>						
<b>This child has been given an amber warning and had some time out (behaviour practices appropriate put in place) moved to another class (red) and are now with SLT or Children and Families Team.</b>						Tick: C&FT SLT
Information about incident leading to current situation:						
<b>Location</b>	Yard		Hall		classroom	Other (specify)
<b>Time:</b>	Playtime		lunchtime		Lesson time and lesson	:
<b>Nature of incident</b>				<b>Strategies used to de-escalate before requesting SLT / C&amp;FT.</b> <b>Please tick strategies used by class team</b>		
	Verbal aggression or rudeness towards peers			Verbal advice and support Calm talking and stance Humour Distraction Change of face Time out Reassurance Planned ignoring Positive attention given for making the right choice Given options (eg 5 calculations and then choice etc) Reminder of a positive choice (remember when.....) Use a buddy – to support on task (child or adult of appropriate) Withdrawal option – small room / nurture / other Reminders and consequences Time to talk (if appropriate)		
	Verbal aggression or rudeness towards staff					
	Physical aggression towards peers					
	Physical aggression towards staff					
	Non-compliance					
	Damage to property or throwing equipment					
	Leaving the classroom or school grounds					
	Swearing or inappropriate comments					
	Bullying					
	Racism / homophobic language etc					
	Other					
<b>Incident details:</b>						
<b>Consequence:</b>						
<b>Name of staff members involved:</b>						
<b>Date:</b>						