

Viking Academy Trust



Behaviour Policy Chilton Primary School

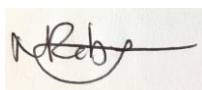
The VIKING ACADEMY TRUST Behaviour Policy for Chilton Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 3 2017/18

Reviewed annually: Term 1

Last review date: Term 1 2018/19

Signed



Chair of Trust

Behaviour Policy

The Viking Academy Trust

Chilton Primary School

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Free School
Upton Junior School

This Behaviour Policy is specific to Chilton Primary School

Introduction

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Key principles for positive behaviour

- * Good behaviour is linked to good teaching
- * Be relentlessly positive with all children
- * Use rewards in a specific and tangible way
- * Provide concrete consequences; don't get angry

- * Answer the rudeness, not the point being made
- * Strive for compliance, NOT agreement
- * Non-negotiable: Health - Safety - Education - Politeness
- * Don't arbitrate (sanction them both equally for the dispute)
- * Use sanctions

Responsibilities

Staff should:

- * create a positive climate with realistic expectations;
- * emphasise the importance of being valued as an individual within the group;
- * promote, through example, honesty and courtesy;
- * provide a caring and effective learning environment;
- * encourage relationships based on kindness, respect and understanding of the needs of others;
- * ensure fair treatment for all regardless of age, gender, race, ability and disability;
- * show appreciation of the efforts and contribution of all;
- * identify reasons and patterns of behaviour;
- * form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

Children should:

- * keep the "Chilton Way" rules
- * work to the best of their abilities, and allow others to do the same;
- * keep teachers informed of incidents;
- * follow both the school safety code and playground code.

Parents should:

- * make children aware of appropriate behaviour in all situations;

- * encourage independence and self discipline;
- * make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time;
- * get their children to bed at a reasonable time so that they are fresh for school the next day;
- * show an interest in all that their child does at school;
- * foster good relationships with the school;
- * support the school in the implementation of this policy;
- * encourage your child to tell their teacher if they feel hurt in any way by someone else's behaviour.

Governors should:

- * support the partnership between home and school;
- * monitor and evaluate the implementation of the schools behaviour policy.

At Chilton Primary School, the behaviour policy is adjusted for the youngest children in the school with approaches being gradually introduced at age appropriate stages

Rewards

In Reception

- Terms 1, 2 and 3: Children receive stickers, house points and other praise rewards for good behaviour, learning and conduct. Children showing good behaviour all day receive a "smiley card" to go home each day. After a pre-defined number of cards have been collected, children receive an additional prize.
- The language of 'The Chilton Way' is introduced to the children from the start of the year so as to teach the children the expectations of the behaviour policy
- From term 5, the children are introduced to the whole school behaviour policy with visuals of 'points' to aid their understanding.

Sanctions in Reception

Daily and weekly

- If a child is demonstrating poor behaviour either through conduct or learning behaviour, a verbal warning will be given.
- If the behaviour continues, the child will be given a one minute "time out" on a yellow mat
- If the behaviour continues again, the child will be given a three minute "time out" on a red mat
- If behaviour should continue after a three minute time out, a child may be asked to spend time with a leader of learning, in a parallel class or with the learning mentor

Rewards in Years 1 to 5

- Children receive a range of rewards (stickers, certificates, golden tickets, house points) and verbal praise for excellent conduct and learning behaviours.
- They begin each day with 5 points for good behaviour.
- If all points are kept within a week this means a total of 25 points.
- A text is sent to the families each Friday for those children keeping 25 points praising excellent behaviour.
- If every member of a class has kept all 25 points, a gold star is added to their behaviour display. Each time that three gold stars have been collected, a "Chilton cheque" for £3 is awarded. These can be saved up and spent on a class reward.
- If a class ends a week with a higher total points score than the parallel class, a silver star is added to the behaviour display. When ten of these have been collected, a class reward is earned (e.g. extra playtime, DVD etc.)
- **Every three weeks**
- Children who have kept all 75 points have a letter sent to their parents congratulating them on their good behaviour. They also receive a Chilton badge to wear.
- After the children receive 3 behaviour badges they will get a lanyard to wear. After six behaviour badges they will be given a Silver Behaviour Award and after 12 behaviour badges they will earn a Gold Behaviour Badge.

Additional reward for individuals:

- Each seasonal term, treats are given for children keeping 100% of points and 95% of points (this is usually by way of time on the bouncy castle).
- If by the end of the academic year, a child has kept every single point, they will receive an additional "treat" before the year ends (e.g. cinema trip etc.)
- Those children with 95% of their points will receive an additional school based treat (inflatable fun day).

Sanctions for years 1 - 6

- If a child demonstrates low level disruption or "off task" behaviour, a verbal warning will be given.

- If a child is talking, messing around, refusing to work, is rude, disrupting the lesson etc. then a yellow warning card gets placed on the desk in front of them. This will act as a reminder to the child that they must change and improve their behaviour.
- If a child improves their behaviour they can then earn the yellow card back. The yellow card can then be removed from the table.
- If a child continues to misbehave the yellow card is exchanged for a red card.
- If a child has a yellow card on their desk at the end of the session, they lose 1 point from their behaviour points. If they have a red card they lose 2 points.
- If a child's behaviour is aggressive, violent or involves extremely poor language choices then the SLT/learning mentors should be informed and come and support the child in the class or remove them if necessary.
- If a child receives a red card this is logged on the school system and they are monitored closely.
- If a child receives a red card at playtime or lunchtime then a letter is sent home to inform their parents. If 3 staged letters are sent home within one term the child has to participate in supervised social skills club at lunchtime for 6 weeks.
- Children may also be asked to remain inside at breaktimes and complete class work that has been missed or discuss their behaviour. This may be with a class teacher or member of SLT
- If a child ends the week on 22 points or less they will be spoken to by Mrs Law on a Friday afternoon. Their parents will also be informed by either the class teacher, relevant Leader of Learning or Mrs Law
- If a child has ended the week on 22 points or less for four weeks, a behaviour report card will be completed the following week. This will usually be within one term.

Behaviour and School Trips / class events

We have a '3 Strikes Policy' in place using our Behaviour Points as a means to measure 'unacceptable behaviour'. Once a letter has been sent out informing you about an upcoming trip or event any child receiving less than 22 points in one week will be given a 'verbal warning' as strike 1 and parents will be informed. Should the negative behaviour continue, with a child ending a week for the second time with less than 22 points, then the 2nd strike will be issued and parents will receive a letter notifying them of this. If the child continues to exhibit unacceptable behaviour and ends a week with less than 22 points for the third time, then the final strike will be issued. This will result in their place on the school trip or event being withdrawn.

Chilton Learning Powers:

Aspiration – We strive to be the best that we can be

Challenge – We enjoy learning and always keep trying even when things are difficult.

Collaboration – We can play and learn with others so that we all do well

Diversity – We understand, accept and celebrate differences.

Engagement – We are involved in our learning and want to take part.

Enquiry – We want to find out new things.

Autonomy – We make our own learning choices.

The “Chilton Way” rules

- Do show good learning behaviour
- Do be polite
- Do be kind
- Do respect people and equipment
- Do your best

Safety Code

- Remember to walk in and around school buildings
- Stay out of the car park
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

Playground Code

- Stop at the whistle
- Stay on the right part of the playground
- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground
- Remember snacks and toilets

Children are not encouraged to go to the toilet during lesson times.

STRATEGIES AND SANCTIONS

All staff must be aware that we are trying to teach good behaviour in the same way that we are trying to teach literacy, numeracy and so on. We would not automatically immediately correct a child who had spelt a word wrong if their intentions were generally good. We must not automatically resort to sanctions when a child misbehaves; we need to use strategies.

Poor behaviour stops teachers teaching so poor behaviour must be stopped. But using sanctions too frequently, inappropriately or too early may actually cause the behaviour to escalate to a greater level.

At stage 1 of the scale the use of positive behaviour management strategies are absolutely key and underpin the approach to be used throughout the entire scale.

Positive behaviour management strategies

Praise and rewards	Making Rewards Work Guidelines for effective use of rewards When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage (the clearer and more easily observed the better). Whenever a child is rewarded explain what they have done to earn it. Again and again and again- particularly to begin with reward the target behaviour every time it occurs. Keep the delay between behaviour and reward to a minimum. Start on a winning streak. When starting a reward system pick situations where the target behaviour is more likely to occur and the problem behaviour is less likely. Start with low standards - lots of rewards for a small change. Keep delays between behaviour and reward to a minimum to begin with. The pay-off for "being good" should be greater than for "being bad".
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	<p>If the target is a specific action of brief duration reward every occurrence (e.g. complying promptly to a request). If the target is a continuous performance (e.g. being 'on task') reward at frequent intervals. Gradually increase the interval or reward, perhaps 2 in 3 instances of the target.</p> <p>Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done.</p> <p>Emphasise what the child has done has had some good effects (e.g. made another child pleased).</p> <p>Emphasise how the child feels good/proud/pleased to have done something so well (i.e. "you really feel pleased with that, don't you, Jackie", not "I'm pleased with what you've done, Jackie").</p>
<p>Ignoring Unwanted Behaviour</p>	<p>Definition: ignoring is a deliberate decision to withhold reactions (especially attention) as a consequence of child's behaviour.</p> <p>How common is it? Very. It is often used for low level undesirable behaviour almost without staff being aware.</p> <p>Principles which should govern the use of ignoring</p> <p>Usually most productive when a child may be deliberately "winding up" staff in order to gain adult attention.</p> <p>Consistency - staff need to be confident they can ignore longer than the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e. behaviour which is only occasionally rewarded lasts longest).</p> <p>Consensus - all staff (and other adults) need to follow the same policy. New staff need to learn at what level existing staff have set their "filters". Begin when it is</p>

	<p>likely to succeed, e.g. when there are other interesting activities (distracters) going on.</p> <p>Usually, give the child a verbal explanation in terms they will understand at an early stage.</p>
Restitution	<p>Initially use restitution with a child when you are reasonably confident you can obtain success with the child:</p> <ul style="list-style-type: none"> ➔ relatively minor incident ➔ child not very excited already ➔ element of surprise to child ➔ other staff ready to support verbally (in some circumstances modelling alongside the child) <p>Give the child a brief explanation: child is old enough to know better, can "make good" (usually in the tone of righteous indignation).</p> <p>Expect only 1 or 2 minutes of restitution.</p> <p>Avoid praise on completion.</p>
SAT	<p>Stop And Think</p> <p>Continually use this with children prior to giving blue cards/behaviour sheets etc. We want them to take ownership and responsibility. If they can genuinely change their behaviour without you resorting to a blue card that's great.</p>
Plan for misbehaviour	<p>Look at your classroom seating. Should it be changed? Arrange desks so that you can walk around the room - have easy access to all children.</p>
Take control	<p>Try to ensure mobility around the room, give bits of your lesson from where they sit, also from the back - not obviously (over-control) - move around a bit. Or from time to time just move around the classroom and just stand near any child/children causing concern.</p>

Catch them doing it right	Discipline from the positive not the negative. Take away their need to act out in class. Acknowledge something they're doing well e.g. "I see you've got that maths problem right - Great!". Be smart - give them no cause to disrupt your lesson, rather to come back on task because they feel okay about you.
Least intrusion into the lesson	Don't make a big deal out of it. Remember they're not doing it to get at you - they're just doing it because they feel like it. (Although if you go over the top in your response - they'll continue as it's fun to get such heavy reactions to something minimal).
Use non-verbal messages	Maintain firm eye contact at times, raised eyebrow, gestures- so they know that you know what they're up to. Send a non-verbal message of disapproval but also one of no fuss.
Don't get hooked-in	... unconsciously they're either seeking attention, checking out if they can take control here, - would love a power struggle, or maybe they want to impress their peers - all <u>unconscious</u> goals of misbehaviour, - gives them a sense of belonging. - I'm the cheeky one, the naughty one and any such response to these will reinforce the goals of misbehaviour. Just refuse to play their game. You're the teacher. All kids push the limits. Acknowledge this and refuse to get hooked-in. You have no intention of getting hooked-in to such behaviour but keep your response low key.
Managing attitude	<p>If some concern on your part, take one aside, preferably the leader and send a clear "I" message e.g. "When people mess around in class, I am concerned. No attention = low marks. I don't want that to happen to you. OK!"</p> <p>NOTE: As you've been heavily reacting to their behaviour - and you're going to change your response - you may find</p>

	<p>they'll push you - just to check if you're for real. Stay cool. You are the teacher here. Keep focusing on catching them when they do "it" (anything), right. They just need a gentle reminder and divert by catching them doing it right. No fuss and they'll settle down.</p>
Defusing	<p>Defusing is a way of working in a non-confrontational manner. It involves taking away triggers which can cause challenging behaviour. The member of staff concentrates their skills and energies on minimising or removing the causes of challenging behaviour. Intervention is focused on reducing the anger and upset and therefore interrupting the patterns that are likely to lead to challenging behaviour.</p> <p>Some of the following suggestions may be helpful:-</p> <ol style="list-style-type: none"> 1. Calm the situation by giving help and reassurance. Ensure that the situation does not escalate by not confronting the pupil. 2. Address the causes of the behaviour by removing or at least reducing them. 3. Help the pupil to learn to deal with the triggers themselves, for example by giving them the time and a place to calm down and enabling them to remove themselves from the situation. 4. Distract the pupil by offering them the choice of available activities. These need to be reasonable and accessible alternatives. The pupil needs to have control in making a real choice. They should not be merely directed to do another convenient activity.

	5. The adult needs to behave reasonably. If a pupil's request is reasonable in the situation then the adult should respond.
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To be assertive is to be:

- calm
- unemotional
- use a lot of eye contact
- give praise and do these methodically

Not to be assertive is to:

- react
- beg
- plead
- show emotion
- show inconsistency

The 7 Cs

From 'Mercury's Child' by Warwick Dyer

1. Catch

Concentrate so you catch your child being (even a little) rude or delaying or refusing. In a pleasant way correct your child for everything that is not completely acceptable.

2. Calm and clear

State (re-state) what you want in a friendly and calm way, even if you KNOW your child will respond by refusing rudely. You do not need anger for emphasis to make it clear you are being categorical, your Caution (next) will do that for you.

3. Caution

Make sure your friendly words don't give a choice or suggest that you have not really made up your mind, i.e., don't say, "I think you ought to come in now."

4. Cut-off point

If your child does not comply, then caution (warn) your child that you don't want to have to use "X" where "X" is the precise—and small and repeatable—consequence you have decided upon.

5. Choice

State the precise point at which it will be too late for your child to comply: "Come on John, if you haven't gotten your trousers on by the time I come back downstairs, you will lose...."

6. Consequence

Your child chooses to do what you have asked, or chooses to ignore the cut-off-point. If your child has chosen to do what you have asked, go immediately back to being relaxed and OK. Say NOTHING. Don't gloat about your victory—say NOTHING about the fact that they have not done what you asked immediately (or any other sting in the tale remark). It is YOUR system and they have succeeded within it—so be completely satisfied or, if your child has chosen to ignore the cut-off point, then without anger tell your child that the sanction has now been applied. Again say NOTHING more, or else you will give the impression that you have a problem with their choice or— more important— that you do not think your own sanction is sufficient. Your job is to provide consequences and you have done your job—let the sanction do the work. Your child DOES NOT have to comply here and now for the sanction to work. If you are NOT silent (and talk outside the seven C's method), this is the point where you will slip back to your old "battle of wills" approach, and your child will not even notice that you have sanctioned him or her, and will find it easier to defy you.

7. Cut all (non-seven C's) talk on behaviour

"Yes but my child will argue!"

Don't be fazed—this is almost guaranteed to happen at first. If your child argues about being sanctioned, don't be drawn in, or you will give the impression that the sanction is open to discussion. Rather, treat the argument as a NEW behaviour. In other words, if your child is rude or loud, quietly go back to ONE (Catch it) above, and move again through the seven C's. You must make sure that the child's objection to being sanctioned does not prevent it from happening, and make sure that the child's objecting just brings on another sanction. Gradually, in time, (if you follow all the seven C's), he will stop objecting. Say NOTHING at any time about your child's behaviour except the minimum required while carrying out the seven C's method.

Rudeness

From 'Mercury's Child' by Warwick Dyer

Answer the rudeness, not the point being made.

(Correct the rudeness; don't reply to the point.)

Keeping to this rule is crucial but, at first, very difficult. Arguments loudly and rudely made by our children are very, very seductive. Even when we have accepted that prolonged discussions with our children are fruitless, rudeness will quickly seduce us into a response. Our children are brilliant at drawing us into discussion.

If we stop concentrating on what our children say and focus on the way they say it, their rudeness quickly becomes ineffective and disappears and with it their main means of undermining us. The self-control needed by parents to achieve this is massive. This third rule tells us we must never address the issue being raised if the child is rude. For instance, if the child shouts rudely, "Where's my shirt?" we reply politely, "Holly, that sounds rude, darling. I can't answer you if you shout at me."

Alternatively, give them the words and the tone that they should have used; children often have no idea what that tone sounds like...so respond by modelling the words for them.... "Mum, can you tell me where my shirt is, please?"

The child will know that the parent wants him or her to repeat the question with their words. At first he or she is likely to repeat it sarcastically. Being sarcastic is rude—so, again, we gently point out that this is still rude and that the child needs to be polite if he or she wants our help. If the child cannot ask appropriately even with prompting (and they won't at first) then we cannot even listen to what they want—we need to stick to this rule and not waver from it from the very beginning of our new regime, and we need to use sanctions (explained in Chapters 6 and 9) to support the rule. We don't make allowances because this is the first time we have insisted on this; children need to know right from the start that even a little rudeness will no longer work. From the moment the new regime starts we will need to turn this tap off completely.

Parents often get angry and respond to what has been said— when they should do neither. If our child refuses to stop the rudeness, a warning should be given and then a small sanction politely imposed.

This rule is so important that it applies even when it is the parent that wants something, even when we want to explain something crucial to our child. If the child is rude we still stop and politely indicate that they are being rude and what the consequence will be if they interrupt or make ruder comments. Parents need to stay calm. If worst comes to worst, stop; we can warn the child that there will be an extra sanction if he or she does not allow us to finish. The point we are trying to make will, in any case, be completely undermined if we continue while they are being rude.

Scale of Sanctions

Our scale of sanctions relates to incidents within a time-limited period. Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions eg IEP targets, a PSP, increased length of exclusion. Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly. All behaviours below are indicative: we cannot provide a complete list.

Stage	Hierarchical	Fast Track	Sanctions
0 Verbal warning	-Not settling quickly/lining up quickly -Not walking in line quietly/in correct order -Fiddling/fidgeting		No sanctions at this stage. Use behaviour management strategies.

	<ul style="list-style-type: none"> -Not looking at teacher -Not responding to whole class hands up signal -Initial off task behaviour -Uniform/dress issues 		
-1 One point deducted Yellow card	Several repetitions of stage 0 behaviour even after teacher interaction	<ul style="list-style-type: none"> -Pushing into line -Dallying/dawdling -Silly noises -Talking with other pupils -Interrupting teacher when talking to whole class -Wandering about -Calling out -Interrupting other pupils -Bringing inappropriate items to school <i>e.g. sweets</i> 	One point deducted Explain that <i>if</i> the behaviour improves the yellow card will be taken away
-2 Two points deducted Red card	Repetition of stage 0 or -1 behaviour	<ul style="list-style-type: none"> -Deliberately creating a disturbance -Accidental damage through carelessness -Cheek -Off-hand comments -Minor challenge to authority -Annoying other children 	One additional point deducted Two points deducted Possible missed break time
-2 Two points deducted Straight red card	Repetition of stage 0, -1 or -2 behaviour	<ul style="list-style-type: none"> -General refusal to do anything -Swearing -Verbal abuse -Fighting 	Two points deducted Possible missed break time

SLT to be involved		Behaviour which poses a risk to others: -Deliberately throwing small objects with intention of breaking them -Damaging school / pupil's property -Leaving class without permission -Repeated refusal to do set tasks -Continued or more serious cheek / challenge to authority -Threatening behaviour -Repeatedly leaving classroom without permission -Intentional physical harm to another -Throwing large/dangerous objects -Serious challenge to authority -Vandalism/theft etc. -Extreme danger or violence -Running out of school	Requires immediate involvement of senior staff- use the class red card Contact with parents Possible internal exclusion Or fixed term exclusion
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Playtime sanctions - for use at playtimes and lunchtimes

Stage	Indicative behaviours	Strategies and sanctions
1: Initial	Bringing inappropriate items to the playground <i>e.g. sweets</i> Not moving between school building and playground or waiting sensibly	Facial gestures etc. Verbal reminders Confiscation
2: Cause for concern	In the school Deliberately creating a disturbance <i>e.g. shouting in the dinner hall</i> Running in building Unauthorised access to school In the playground	Learning Behaviour Mentors will support the child. Yellow or Red Card warning can be given - referred to Mrs Law for investigation and points deduction

	<ul style="list-style-type: none"> • Not sharing • Not being friendly • Not abiding by the rotas for play equipment • Not playing by rules • Play fighting • Not responding to whistle/other signals (if a child does not respond to the bell at the end of play they will be warned and, if they continue not to comply, sanctioned at stage '-1' of the main sanctions document) <p>In/out of school</p> <ul style="list-style-type: none"> • Accidental damage through carelessness • Cheek • Minor challenge to authority • Annoying other children • Playing in the toilets 	
3: Recorded and brought to the attention of senior staff	<ul style="list-style-type: none"> • Verbal abuse • Swearing • Fighting • Repeated unauthorised access to school • Deliberately throwing objects • Damaging school/pupil's property • Repeated refusal to do set tasks • Continued or more serious cheek/challenge to authority • Threatening behaviourIntentional physical harm to another • Throwing large/dangerous objects • Serious challenge to authority 	<p>Learning Behaviour Mentor or SLT to support the child.</p> <p>Points deduction as appropriate</p> <p>Following break time missed with SLT</p> <p>Stage One letter sent to parents for red card incident.</p> <p>Three letters results in social skills club for 6 weeks away from the playground</p> <p>This is an online form that records the child's behaviour. Forms are monitored by senior staff and follow up action is taken.</p>

5: Potential exclusion	<ul style="list-style-type: none"> • Vandalism/theft etc • Extreme danger or violence • Running out of school • Sexual statements or actions 	Requires involvement of senior staff Child is brought directly to Mrs Law or another member of SLT if Mrs Law is not available. Mrs Law will log the incident and speak with parents A stage one letter will also be sent home as per stage 4.
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Pupil incident log

Whenever a child receives a red card then an incident log is completed and is sent to Mrs Lewis and Mrs Law. The completed details are also sent to the class teachers so they are aware of the incident. The log is saved on sharepoint

Behaviour Cards:

- A behaviour card will be issued if a child has 4 weeks with 22 points or less within a term.
- Behaviour cards can also be deemed necessary for other incidence of consistent poor behaviour.
- Both class and / or playground behaviour cards may be issued.
- A grade of 1-4 is awarded for behaviour for each session throughout the day (class) or each break time session throughout the day. 1 is awarded for outstanding behaviour with 4 being the lowest grade possible.
- The card must be signed by a member of SLT at the end of each day. Failure to do this results in an automatic 4 for the next day.
- If a child receives a 4, parents are informed by the class teacher
- Any 4's on the card result in the behaviour card continuing for another week
- Three 4's in a day or four 4's in a week result in an internal exclusion
- Each new term is a "fresh start"
- Parents will be informed should their child be "at risk" of being placed on a behaviour card.

Lunch time- Staged letters

If a child receives a red card at playtime or lunch time then a Staged Letter is sent home to inform the parents about their child's behaviour. There are three stages of letter.

Stage 1 Lunchtime Behaviour Red Card Letter To Parents

Date

Dear Mr and Mrs Name

STAGE 1: Lunchtime Behaviour Red Card

Your child has unfortunately received a 'Red Card' this week due to unacceptable behaviour out on the playground.

This is the first 'Red Card' NAME has been given on the playground; which becomes an 'amber alert'.

All pupils are reminded of the behaviour that is expected across the school day; in and out of the classroom and given warnings before a yellow or red card is issued.

If Name is given a second 'red card' within a six week period they will move to 'Stage 2 'red alert'. A third red card will result in your child having to participate in a lunchtime supervised social skills behaviour group for six weeks.

I sincerely hope this will be an isolated incident and NAME will work hard to follow our Chilton Way Rules, enjoying playtimes with his / her friends

Please do not hesitate to contact me if you wish to discuss this further.

Yours sincerely

Mrs K Law

Head of School

Stage 2 Lunchtime Behaviour Red Card Letter To Parents

Date

Dear Mr and Mrs Name

Re: (Pupil name) **STAGE 2: Lunchtime Behaviour Red Card**

Name has unfortunately received a 'Red Card' this week due to unacceptable behaviour out on the playground.

This is the second 'Red Card' NAME has been given for on the playground; which becomes a 'red alert'.

All pupils are reminded of the behaviour that is expected across the school day; in and out of the classroom and given warnings before a yellow or red card is issued.

If Name is given a third 'red card' within a six week period, they will have to participate in a 'Positive Behaviour Intervention Group'. This is a lunchtime social skills behaviour group that Name will have to attend for six weeks.

I sincerely hope Name is able to learn from his/her inappropriate behaviour this week and will start the new week with a positive, determined attitude to follow our Chilton Way Rules, enjoying playtimes with his / her friends.

Please do not hesitate to contact me if you wish to discuss this further.

Yours sincerely

Mrs K Law

Head of School

Stage 3 Lunchtime Behaviour Red Card Letter To Parents

Date

Dear Mr and Mrs Name

Re: (Pupil name) **STAGE 3: Lunchtime Behaviour Red Card**

Name has unfortunately received a 'Red Card' this week due to unacceptable behaviour out on the playground.

This is the third 'Red Card' NAME has been given on the playground in a six week period, which, as I'm sure you agree, is unacceptable.

All pupils are reminded of the behaviour that is expected across the school day; in and out of the classroom and given warnings before a yellow or red card is issued.

Name will now attend our 'Positive Behaviour Intervention Group'. This is a lunchtime social skills behaviour group that Name will have to attend for six weeks.

This is a closely supervised club that will focus on positive behaviour; highlighting the expected behaviour we should see from all of our pupils at Chilton. The children in this club enjoy their playtimes outside but will participate in social skills and closely monitored activities.

At the end of a six week period NAME will be able to resume usual playtime arrangements in the hope that the intervention group has had a positive impact on Name's behaviour on the playground.

In the unlikely event that Name receives another 'red card' for inappropriate playground behaviour we will have no choice but to ask to you to come in to school for a meeting. This could result in your child being excluded from Chilton across the lunchtime period.

I sincerely hope Name is able to learn from his/her inappropriate behaviour and benefit from attending the 'Positive Behaviour Intervention Group'.

Please do not hesitate to contact me if you wish to discuss this further.

Yours sincerely

Mrs K Law

Head of School

Lunchtime social skills club

If a child receives all three staged letters in one term then they attend a lunchtime social skills behaviour group. This is a closely supervised club run by Learning Behaviour Mentors which focuses on positive behaviour, highlighting the expected behaviour that we should see from all of the pupils at Chilton.

Dear

Re: Behaviour in school

As you know, ensuring high standards of behaviour is a key aim of our school.

From September 2016 we have been monitoring children's behaviour even more closely than in the past. One of the reasons for doing this is to make sure we reward the children whose behaviour is consistently good.

Every week children start off with 25 points. Points are deducted when behaviour is unsatisfactory.

Every three weeks we review how the children are doing. We have just completed one of these reviews.

I am writing to inform you that **behaviour over the last few weeks has been brilliant:** **has kept all 75 points!**

This is really good and shows that your child is a credit to the class and to Chilton Primary School.

I hope you are very proud of we certainly are!

With best wishes

Mrs K Law
Head of School

