



# Positive Behaviour Policy

At The Parkland Federation, we strive for excellence in all that we do while promoting optimum health, happiness and wellbeing within our school community. Learning is exciting, inclusive, dynamic and challenging. The highest standards of behaviour are promoted at all times. Here, the children are supported to succeed through taking risks and learning from mistakes. Pupils are prepared to become responsible, informed, respectful and creative global citizens who will contribute with insight, understanding, and compassion to the diverse and rapidly changing world they live in". (*School Vision Statement updated September 2021*).

Approval Date	Policy Reviewer	Title	Chair of Governors
July 2022	Sally Simpson	Head of Schools	Jane McCarthy-Penman

# THE PARKLAND FEDERATION

## POSITIVE BEHAVIOUR POLICY

At the Parkland Federation, we have high expectations and standards for pupil behaviour. We focus on a positive approach to behaviour management underpinned by explicit teaching of agreed core values, British Values and emotional intelligence skills.

### Aims

The Parkland Federation seeks to create a caring and quality learning environment in the school by:

- ensuring every member of the school community feels valued and respected;
- promotion of values and emotional intelligence through our day-to-day actions and explicit teaching;
- encouraging and acknowledging good behaviour and discipline;
- promoting self-esteem by encouraging pupils to value and respect themselves and others;
- provision of a safe environment free from disruption, violence, bullying and any form of harassment;
- identification of early intervention;
- adopting a therapeutic approach to understanding barriers children may have and empower them to take responsibility and find solutions with support.
- fair treatment of all children;
- consistency of response to both positive and negative behaviour;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure;
- enabling each child to understand that they are responsible for their own behaviour, that their behaviour has consequences for themselves and for others and that this knowledge should influence their actions.

### Roles and Responsibilities

The **Governing Body** will establish in consultation with the Executive Headteacher, Head of Schools, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

The **Head of School** will be responsible for the implementation and day-to-day management of the policy and procedures.

**Staff (including teachers, support staff and student teachers)** will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which children develop self-discipline and personal responsibility.

Good behaviour and high expectations are the shared responsibility of **all** staff. We understand that if we expect the children to behave well, the adults in the school must model this themselves at all times. By

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taking a positive restorative approach to behaviour, we strive to avoid blanket punishment (this is unjust towards the innocent) and using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

**Parents and Carers** will take responsibility for the behaviour of their child both inside and outside of the school. They will be encouraged to work in partnership with The Parkland Federation in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. We expect our parents and carers to model high standards of behaviour at all times when on school grounds as well as on the way to and from school.

**Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

### Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the Positive Behaviour and Discipline Policy likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment.

**The Governing Body, Executive Headteacher, Head of Schools and all Staff** will ensure there is no differential application of the policy on any grounds particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

### Training

Senior Leaders will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### Monitoring, Evaluation and Review

The Parkland Federation will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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## Interrelationship With Other School Policies

In order for the behaviour policy to be effective, a clear relationship with other policies, particularly equal opportunities and inclusion, has been established. This policy should be read in conjunction with The Anti-Bullying Policy and Child Protection Policy.

The Parkland Federation works positively with external agencies (e.g. educational psychology, health services, East Sussex Behaviour and Attendance Service). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

## Special Educational Needs and Disability (SEND) and Vulnerable Individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team.

We understand that a child may require increased support and care when they experience trauma and loss in their lives. Regular meetings with the pupil, parent/carers, class teacher and Pastoral Lead are important in order for us to identify the specific needs of the child.

In order to support all children the school uses a number of different strategies and also considers how the involvement of external agencies can support a child with additional needs.

Examples of support offered include :-

- In class support with an adjusted curriculum provision, including additional literacy or mathematics support.
- Positive behaviour reward systems to enable celebration of good behaviour.
- Early morning and/or lunchtime nurture group sessions.
- Pastoral Support Plans and/or regular pastoral meetings with parents and carers
- Adapted timetables
- Thrive intervention led by qualified practitioners
- A variety of in-house therapies,
- Specialised In house support led by the Special Educational Needs Coordinator (SENDCo)

Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care may also be made and strategies recommended by professionals are consistently implemented.

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## Risk Assessments and Risk Reduction Plans:

- ★ The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- ★ These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- ★ The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion.
- ★ A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- ★ If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- ★ This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- ★ This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

## Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

## Procedures

Senior Leaders, in consultation with staff, will develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally.

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## Approach to Behaviour

We want school to be enjoyable for every child. All children should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

There may be rare times when parents do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decisions.

## Mental Health and Wellbeing

Optimum emotional health and wellbeing for every member of our school community is a priority for us at Parkland. We are committed to promoting mental health and wellbeing daily as part of school life and recognise that some behaviours may be linked to mental health issues. Ensuring mental health problems are identified early and appropriate support provided is key. We offer bespoke provision and interventions that are tailored to each individual's needs and support is extended to families of pupils as well as our staff. There is a wellbeing Team in school that consists of staff, parents and children and the children sit on the School Council to maximise the pupil voice.

## Shared Behaviour Systems - Our Behaviour Checklist

In order to ensure consistency of approach to behaviour systems, ALL school staff are responsible for:

- ✓ demonstrating they value each child (e.g. through adult/pupil interactions and responses);
- ✓ Being calm at all times;
- ✓ using lots of positive praise (behaviour you want to see more of);
- ✓ using parallel praise (praise children doing the right thing rather than criticise those who are doing the wrong thing);
- ✓ prominently displaying the school's 'Rainbow Rules' and making reference to them
- ✓ using 'attention grabbers' (e.g. clapping rhythm; counting down from 5, placing a hand in the air);
- ✓ frequently awarding dojo points
- ✓ greeting pupils from the playground after playtimes (at class/year group entrances) and insisting on good behaviour when entering the school;
- ✓ walking pupils to the appropriate school exit at play / home time and insisting on good behaviour when walking through the school;

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- ✓ tackling all undesirable behaviour, including low level disruptions, by reminding the child about the Rainbow Rule broken and the need to 'make the right choice of behaviour.'
- ✓ being visible around the school and on the playground;
- ✓ consistently applying school policy sanctions;
- ✓ displaying a visual timetable and ensure it is updated daily / interactively used;
- ✓ using success criteria / steps to success in lessons;
- ✓ ensuring all resources are stimulating and prepared in advance;
- ✓ ensuring clear differentiation in all lessons e.g.

differentiation by scaffolding;

differentiation by tasks matched to pupil ability;

differentiation by learning style;

differentiation by use of ancillary help;

differentiation by amount of structure / guidance / time given; differentiation through use of extension and support materials; differentiation by level of questioning (Bloom's Taxonomy);

differentiation of better motivated pupils by supporting self-study or extension through homework activities.

- ✓ having clear routines for transitions and stopping the class;
- ✓ giving feedback to parents about their child's behaviour – letting them know about the good days as well as the bad ones.

having regular check ins with the children using a whole school zones of regulation approach

### Policy Principles

We focus on a positive approach to behaviour management underpinned by explicit teaching of i) emotional intelligence / literacy ii) agreed core school values and iii) British Values.

### Emotional Intelligence

Emotional Intelligence is defined as “the ability to monitor one’s own and other people’s emotions; to discriminate between different emotions and label them appropriately; and to use emotional information to guide thinking and behaviour.” In order to achieve this, the school uses the ‘Zones of Regulation’ approach to emotional intelligence.

Our aims for the children we work with are:

- To help them achieve their best, not only academically but emotionally as well.
- To help them learn how to effectively manage their emotions.
- To help them develop effective strategies for handling uncomfortable feelings such as anger, frustration or sadness.
- To help them learn how to develop positive relationships, how to be considerate towards one another and take each other’s feelings into account.

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- To help them learn how to cope with and resolve conflict in their lives.

## BRITISH VALUES

British Values are explicitly taught through our collective acts of worship and followed up in the classroom through explicit teaching in PSHE/ SMSC lessons. Opportunities to reinforce these values are also identified in planning and taught throughout the curriculum.

### The British Values are:

Democracy  
Rule of Law  
Tolerance  
Mutual Respect  
Individual Liberty

## AGREED SCHOOL VALUES

The school community has five school values. These are explicitly taught and contribute to the development of our positive school ethos and culture for teaching.

### The five values are: honesty, aspirations, resilience, positivity, co-operation.

Assemblies are led around the relevant school value and/ or British Value and this is then followed up in the classroom by teachers. Staff, pupils, parents and governors engage with these values by:

- ❖ discussing the focus value at 'circle time' and School Council
- ❖ presenting a weekly certificate to individuals during our weekly celebration, as a recognition of how students have demonstrated one of our core values (e.g: creativity)
- ❖ using them as guides for the way we behave, perform and interact with each other.

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## Behaviour Policy Procedures

Our behaviour policy is based on positive rewards given for following our RAINBOW RULES: The Rainbow Rules are displayed in every classroom and in communal areas. The Rainbow Rules are referred to in all assemblies, lessons and at lunchtimes.



## Positive Rewards for Following the Rainbow Rules

**Dojo Points:** Dojo points can be given at any time by any adult to a child when they make a special effort. Children who earn the most points receive a special certificate in our weekly celebration assembly.

### **Whole-Class Reward System:**

All classes have their own additional reward system in which effort and achievement can be recognised by the award of a marble in the jar: The children work towards an agreed target and a class reward is granted as soon as that target is achieved (e.g. 50 marbles).

### **Rainbow Rule Rewards:**

All pupils start each session (morning, after morning playtime and beginning of afternoon session) on the sun in their classroom for following the Rainbow Rules. At the end of every day, a child who demonstrates exceptional behaviour, will be placed on the Rainbow and verbally praised for the Rainbow Rule that was evidenced. The teacher will provide them with a small reward at the end of the day.

At the weekly celebration assembly, one child is nominated by each teacher for a special Star of the Week Award. These awards are displayed in the foyer of the schools and are linked to our school values.

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## Citizen of the Fortnight

This award is nominated for by School Counsellors and can be given to pupils who show a commitment to supporting the school or wider community.

## Behaviour Outside of Classroom Lessons

Rainbow Stickers may be given to pupils for following the Rainbow Rules in and around the school, outside of classroom lessons.

At playtimes and lunchtimes, adults on duty may distribute these Rainbow Stickers. When the pupil returns to class they will earn two dojo points for receiving one of these Rainbow stickers.

## End of Term Awards

At the end of every term, teachers nominate students who have made exceptional progress or effort in a variety of curriculum areas, eg mathematics, handwriting and spelling. We also award:

## Sports Personality of the Term

At the termly celebration assembly, a child may be awarded a Sports Personality Award for effort, determination or achievement in sport. This award primarily celebrates success in Physical Education lessons or school-based sports.

## Scientist of the Term

This award is nominated for by teachers who decide which pupil from each school has shown an aptitude, interest, flair or made exceptional progress in the area of science.

## Classroom Sanctions and Intervention

### Classroom Sanctions

Each class has a four-tier behaviour system: Rainbow, Sun, partial cloud and thundercloud.

All pupils start each session (morning/ after morning play, afternoon) with their named peg on the Sun / Rainbow.

If a child chooses not to follow a Rainbow Rule, a verbal warning is given. They are i) reminded about the Rainbow Rule they have chosen not to follow and ii) given the opportunity to make the correct choice. If this verbal warning is not heeded and the child continues to make the incorrect choice of behaviour, their

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named peg is moved to the 'cloud'. The purpose of this is to ensure the pupil has the choice and opportunity to turn their behaviour around. The peg therefore should be moved back on witnessing an improvement within five or so minutes.

If a child's named peg is on the cloud and they continue to make the wrong choice of behaviour, their peg is moved to the thundercloud. Again it is made explicit i) which Rainbow Rule they have chosen not to follow and ii) the opportunity to make the correct choice.

If the final sanction of being on the thunder cloud proves to be unsuccessful and the child continues to make the incorrect choice of behaviour (and no positive behaviours are displayed to move them back to the cloud) then a 'Behaviour incident' is recorded on our system.

### Behaviour Log - CPOMs

Cpoms is an online system that is accessible by teachers, DSL's and all members of the SLT for monitoring purposes..

On the system, the teacher details the event, referencing the Rainbow Rule that has been broken. If the matter has not been resolved by the class teacher, the child is then seen by a member of the SLT for reflection time. The incident is fully investigated by the Assistant Head/Head of School, including whether the Positive Behaviour Policy was consistently and fairly applied. The child will be encouraged to reflect on the incident and their behaviour and discuss strategies on how they could have dealt with the situation differently. This is in line with the Thrive 'shine a light' approach that the school adopts and also involves restorative practice techniques such as supporting the child to understand how their behaviour affects others.

The following procedure will take place:

First warranted incident (within a term) is recorded as a **Yellow Slip**. The child will be given a verbal warning and be reminded of the Rainbow Rules.

Second warranted incident (within a term) is recorded as a **'Green Letter'**. A **'Green Letter'** will be issued to parents explaining the circumstances (antecedent and behaviour). The letter will explain that the child has already been given a verbal warning for previous unacceptable behaviour and has also previously been reminded of the Rainbow Rules. The class teacher will personally deliver this letter to the parent / carer of the child at the end of the school day and verbally explain the contents of the letter. If a parent / carer is not available at the end of the school day, the letter will be followed up with a telephone call from the teacher that afternoon / evening.

Third warranted incident (within a term) is recorded as an **'Amber Letter'**. An **'Amber Letter'** will be issued to parents explaining the circumstances (antecedent and behaviour) and to request a meeting between the class teacher, Assistant Head/Head of School and parent / carer. The 'Classroom Intervention' Stage will

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be triggered (as above). The teacher will need to consult with the Assistant Head/Head of School if necessary, to develop a class-based intervention to support the needs of the child. The purpose of the meeting with the parent will be to i) share the child's positive behaviours related to the Rainbow Rules ii) voice behaviour concerns related to the Rainbow Rules iii) share the proposed class based intervention. This will take the form of a daily reward chart with a stated target and each daily record will be sent home to parents iv) to gain support by the parent for reinforcing the outcomes of the intervention at home. The success of the Classroom Intervention will be carefully monitored by the class teacher and relevant Assistant Head/Head of School and adapted as required.

Fourth warranted incident (within a term) is recorded as an **'Red Letter'** In the event that the Assistant Head or Head of School warrants a fourth behaviour incident, a 'Red Letter' will be issued to parents explaining the circumstances (antecedent and behaviour) and consequence. The Assistant Head or Head of School will speak to the parent at the end of the school day or follow up the letter with a telephone call. The Assistant Head or Head of School will investigate the success of the classroom-based intervention(s) including observing the child in class or on the playground, depending on where main issues occur (see classroom intervention beyond as above) and completing a pupil voice. This will determine if the class-based intervention should continue or an alternative consequence is required, based on the personalised needs of the individual child. The alternative consequence will usually take the form of missed free time and a period of reflection.

Serious undesirable behaviour is rare at Parkland. However, the following unacceptable and intentional behaviours will result in automatically being sent to the Head of School who will determine whether a sanction is appropriate or if a fixed term exclusion applies. If fixed term or permanent exclusion is warranted, the Head of School will liaise with the Executive Headteacher and make a final decision. The Head of School will then ensure all necessary paperwork is put in place. The following behaviours are considered as automatic red behaviours:

- Serious acts of violence towards other children or adults
- Discriminatory behaviour including: Disability, Religion (religions, Islamophobia), Gender, Nationality, Ethnicity or Race (Black & Minority Ethnic; Gypsy Traveller Romany; Nationalism), Sexual Orientation (transphobic, homophobic, biphobic)
- Fighting
- Bullying
- Swearing
- Stealing
- Being verbally abusive to a member of staff/the school community.

This automatic sanction will be applied to all children, including those considered 'pupils beyond' who commit any of the above behaviours.

### Bullying

We have a zero tolerance approach to bullying. Senior Leaders fully investigate any alleged bullying. A bullying log is kept that records the investigation and its outcomes (please see separate Anti-Bullying

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Policy). We make positive relationships, online safety and anti-bullying part of our regular PSHE teaching and take part in National Anti-Bullying Week annually.

### Beyond Classroom Intervention ('Children Beyond')

Although rare, a pupil may not respond to implemented classroom interventions. When they have been through the entire process of sanctions without noticeable improvement then they are considered 'Pupils Beyond'. In these circumstances the cloud system will not apply. In turn, we have two systems we choose from, based on the needs of the child.

#### System 1

'Children Beyond' will have a chart with a total of five two minute time slots that can be taken away from their 'free time' if the verbal warning is not heeded. This will result in a child attending the SLT Office at playtime, lunchtime or at the end of the school day (3:00pm). Teachers will inform the relevant senior staff member who will then be responsible for ensuring the child has the relevant sanction. The staff member responsible for ensuring this takes place is the Assistant Head of School. For 'Children Beyond' there is no opportunity for pupils to earn their time back and sanction is immediate.

#### System 2

If it is felt the 'turnaround time' system is not appropriate for the needs of a pupil we will use a chart system to guide a pupil through their day. This chart is set up with the days and lesson slots. A grading system is used for effort with work (1,2,3) and a grading system is used for behaviour (A,B,C). A child must get a 1A for every session for four out of five school days. A rewards scheme is then attached to this. In the first instance, the reward is pre-agreed. Once the system is embedded, pupils can design a menu of rewards worth certain points. Each 1A they accrue means they accrue points which can then be exchanged for rewards from the menu. These rewards are then reviewed weekly. The child and behaviour management strategies deployed by the class teacher / other adults will be observed by the AHoS, Thrive Practitioner, SENCO and/or Head of School depending on the concern. The next stage, including involvement from external agencies, will be informed by these observations and in some cases a Pastoral Support Plan will be developed. It is expected that the parent / carer of the child is fully engaged with the content of the Pastoral Support Plan.

### Formal Exclusion

The school strives for an exclusion rate of 0%. However, formal exclusion is available as a consequence of negative behaviour but would only ever be used as a last resort.

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## Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required (please see separate Positive Handling Policy).

Every effort is made to ensure that all staff at The Parkland Federation clearly i) understand the Positive Handling Policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and ii) are provided with appropriate training to deal with these difficult situations should they occur.

Staff seek alternative strategies wherever possible in order to prevent the need for positive handling.

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

## Preventative Measures

As part of good inclusive practice and meeting the needs of our most vulnerable pupils, many preventative measures are taken to support children's successes to avoid behaviour incidents. 'Pupils Causing Concern' is a standing agenda item at phase meetings and senior leadership team meetings. Pupils who may benefit from additional support are highlighted and Nurture / intervention sessions based on the personalised needs of the child are provided by members of our highly skilled pastoral team.

## Thrive

Thrive addresses the needs of children with emotional gaps in their development. We have members of staff who have undergone intensive training to become Thrive Practitioners. In addition to this, whole-school training has taken place led by our Thrive Specialist. Children are assessed and those that we feel would benefit most from this approach are identified. The Thrive practitioners then meet with them at a designated time as a formal 1:1 or small group intervention; as well as when the need arises. To ensure all staff are kept aware, the Pastoral Lead provides regular updates at weekly staff professional development meetings and support staff meetings.

## Lunchtime Club

Some pupils find unstructured times, such as playtimes and lunchtimes difficult. These children may be referred to attend specialist provision which provides for EYFS, KS1 and KS2 pupils in separate locations.

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It is by invitation only and supports any pupil, who for a variety of reasons, might be feeling vulnerable and would benefit from supervised indoor play.

### **Additional adults**

Where a need is identified, named children are supervised by additional adults over break and lunchtimes

### **Playleaders/MDSAs**

Playleaders/MDSAs are made aware of concerns regarding specific children through weekly meetings. In some circumstances a playleader/MDSA will be assigned to be the 'go to' person for a child and will keep a special eye on them.

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## Appendix 1 – Red, Amber and Green Letters to Parent

### Letter Code: Green

Date

Dear Parent/Carer,

I am writing to let you know that your child, was sent to see me because he made the wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

#### Antecedent:

#### Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team. I have investigated the event and have spoken to all pupils involved in the matter.

This is the FIRST time this term we have had to speak ----- about behaviour although a verbal warning has been given for a prior unacceptable behaviour. We will therefore be monitoring his/her actions carefully and will contact you again if any other matters arise.

To help you, please find our Rainbow Rules below. We would appreciate it if you could discuss the importance of these with your child:

- ★ We are honest.
- ★ We listen.
- ★ We have good manners and walk sensibly around the school.
- ★ We look after property.
- ★ We are gentle and calm at all times.
- ★ We are kind and helpful.
- ★ We work hard

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Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe and happy environment for all its pupils.

Yours sincerely,

Head of Schools

Date:

Dear Parent/Carer,

### Letter Code: Amber

I am writing to let you know that your child was sent to see me again today because he made another wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

#### Antecedent:

#### Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team. I have investigated the event and have spoken to all pupils involved in the matter, until I am happy that I have the full and true version of events.

Following a green coded letter sent to you earlier this term your child's behaviour is now becoming a greater concern. It would be helpful if we could meet and talk about \_\_\_\_\_'s behaviour jointly with the classteacher. Please make an appointment with your child's class teacher at your earliest convenience.

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I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe and happy environment for all its pupils.

Yours sincerely,  
Head of Schools

Date:  
Dear Parent/Carer,

**Letter Code: Red**

I am writing to let you know that your child was sent to me today because of further unacceptable behaviour.

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

**Antecedent:**

**Your Child's Behaviour:**

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. This event has been investigated. Sadly, \_\_\_\_\_ has made the wrong choice of behaviour and for this he/she will have some reflection time at lunch and break time(s) on the following day(s):

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe and happy environment for all its pupils.

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Yours sincerely,

Head of Schools

Date:

Dear Parent/Carer,

### **Letter Code AUTOMATIC RED**

I am writing to let you know that your child was sent to me today because of serious unacceptable behaviour.

As stated in our policy if any of the following unacceptable and intentional behaviours occur this will result in automatically being sent to the Head of School who will determine whether an internal seclusion or temporary fixed term exclusion applies:

Serious acts of violence towards other children or adults

Fighting

Bullying

Swearing

Stealing

Being verbally abusive or rude to a member of staff.

Today your child \_\_\_\_\_ which will result in an internal seclusion / fixed term exclusion for the period of \_\_\_ days (\*delete as necessary)

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which the school does not accept.

#### **Antecedent:**

#### **Your Child's Behaviour:**

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. This event has been fully investigated.

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As stated in the school's Behaviour Policy, we expect parents will take responsibility for the behaviour of their child both inside and outside the school, working in partnership with the school to maintain high standards of behaviour and safety/welfare of all pupils..

Your child's internal **seclusion** / fixed term exclusion (\*delete as necessary) will take place on the following days:

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Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe and happy environment for all its pupils.

Yours sincerely,

Head of Schools

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**Appendix 2 – Class Based Intervention Reward Chart**

(to be agreed at meeting with parents at Amber Letter Stage)

**Name:**

**Date:**

8:50 – 9:40	9:40–10:10	10:10-11:00	11:00-11:15	11:15-12:15	12:15–1:15	1:15-2:15	2:15-3:15
Session 1	Assembly	Session 2	Break	Session 3	Lunch	Session 4	Session 5

**Pupil / Parent / School Agreement: Example Only**

**6 stickers or more equals**

At Home:

At School:

**6 stickers or less equals:**

At Home:

At School:

**THE PARKLAND FEDERATION  
POSITIVE BEHAVIOUR POLICY**

**Appendix 3 – Children Beyond ‘Turn Around’ Charts**

**Turn Around Charts**

Name				
2	4	6	8	10

# THE PARKLAND FEDERATION POSITIVE BEHAVIOUR POLICY

## Appendix 4 – Reflecting on Behaviour Sheet

Reflective Practice  
Think Sheet

1) What happened? (Circle all the correct pictures)

 wasn't following instructions	 talking	 wasn't on task	 was disrespectful/silly	 had a negative attitude	 distracted others	 wasn't ready/late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other

Want to tell us more?

2. Why did it happen?  
How were you feeling? (Circle the correct feelings)

 bored / impatient	 silly / giddy	 angry	 frustrated	 sad	 confused	 troubled / a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

What did you need/want? (Circle the correct needs)

 fun / humour entertainment/ friendship	 more to do/ a challenge	 freedom / choice	 to be listened to and understood	 respect	 justice/ fairness/ equality	 help/ support	 consistency/ stability
 self-expression	 physical wellbeing food/water/ safety	 cooperation/ consideration	 rest/ sleep/ a break / space	 peace / quiet / focus	 ease / harmony / comfort	 order / control	 other