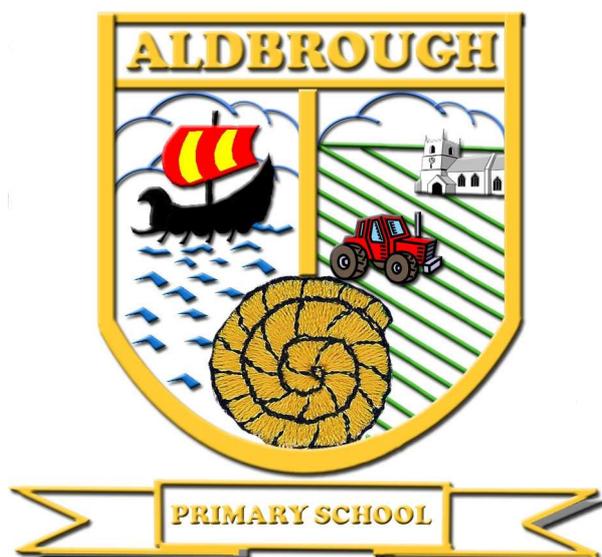


# ALDBROUGH PRIMARY SCHOOL



## GOOD BEHAVIOUR POLICY

DOC-APS-POL-063

Revision	Amendments	Date	Gov Ratified	
✓	✓	24/4/2012	✓	
✓	✓	10/4/2013	✓	
✓	✓	23/1/2015		

# **GOOD BEHAVIOUR / ANTI BULLYING POLICY**

## **WE BELIEVE:**

- Pupils have a right to learn, to feel safe and be happy.
- All adults, including staff, have a right to feel safe and be happy in carrying out their respective duties.
- Children behave best when they are happy.
- Children are happiest when they are well motivated and learning to do things such as reading, writing, discovering, creating and working together.
- It is essential therefore that there is a partnership between every member of the school community (Teaching and non-teaching staff, including Supply staff and trainees or volunteers, governors, parents / carers and pupils).
- Messages to pupils about their behaviour must be the same and pupils need to know that teachers and parents / carers support each other and that we all care about them.
- There must be a whole school approach.
- The school should never 'give up' on any child and always find time for individuals whether they are a victim of bad behaviour or the cause of it.
- Exclusion would always be a last resort.
- Discipline is about caring for the individual child and a positive approach is essential to achieving ultimate success.

## **AIMS OF THIS POLICY:**

- To involve all members of the school community.
- To provide children with strategies to modify their own behaviour when necessary.
- To provide children with clear guidance on how they should deal with any incidence of bullying they suffer or witness.
- To define good and bad behaviour.
- To achieve a consistency of approach from all staff, teaching and non teaching.
- To raise the esteem of children.
- To reward positive behaviour.
- To apply a system of sanctions fairly and consistently when bad behaviour occurs.
- To be clear and unambiguous as to what is expected, and when and how the rewards and sanctions apply.
- To ensure that special arrangements will be made for children with behavioural difficulties and that their needs are met. (See also S.E.N.D Policy).

- To provide strategies which enable staff and pupils to reduce tension and avoid conflict.
- To reduce the opportunity for bad behaviour to occur.
- To never accept bullying or the notion of the "Natural Victim".
- To reduce the incidence of bullying to as low a level as possible.
- To build relationships.
- To base any criticism on the behaviour not the child.
- To provide all staff with the skills required to be adaptable and proactive.
- To provide support mechanisms for staff, parents and pupils where needed.

## **STAFF RESPONSIBILITIES**

Ultimate responsibility for the day to day management of school discipline rests with the Head Teacher, which may be delegated at times to the Assistant Head Teacher. Every member of staff, when in contact with children, has a responsibility for conducting themselves in a manner which is consistent with this policy. All staff should be entitled to support from the school management when they are having difficulties in dealing with bad behaviour. If necessary, staff training will be provided.

## **STAFF TRAINING**

Discipline should be an annual agenda item on the meetings of teaching staff, governors and lunch time staff. This is to ensure evaluation, review, improvement and reinforcement of the policy and the procedures.

Termly meetings will be held for lunch time supervisors. The extra time will be paid for out of the school budget. Advice and support regarding discipline and policy issues will be offered. A lunchtime policy brings together relevant aspects of this policy (along with others) to ensure an informed approach to lunch time procedures which are totally consistent with the school's policies and ethos.

## **GENERAL OVERVIEW**

### **EXPECTATIONS**

Expectations should always be high. Staff should engage in conversation with children regularly to build relationships so that when a child does fall foul of the system he/she knows that the member of staff is a fair person who is genuinely interested in their well being. Staff should remain positive and in control at all times.

### **DEFINITIONS**

#### ***What is Good Behaviour?***

Good behaviour is everyone treating others as they would wish to be treated themselves. In school it also means completing work to the best of one's ability.

#### ***What is Bad Behaviour?***

Bad behaviour is treating others badly, making life uncomfortable or dangerous for them. It is also not getting on with work or preventing others from getting on with theirs.

## How the school encourages Good Behaviour:

Good behaviour is encouraged by example and is rewarded by:

- ☺ Consistently praising **all** children for behaving well.
- ☺ Rewarding individual examples of good behaviour using, for example:
  - *Praise*
  - *Good behaviour prizes*
  - *Smiley faces publically displayed in classrooms*
  - *Extra privileges*
- ☺ Motivating individuals by:
  - *Effective and realistic target setting*
  - *Recognising and rewarding achievement*
  - *The use of reward systems used by individual teachers/classes*
- ☺ Rewarding group good behaviour through:
  - *Public praise*
  - *Class reward certificates*
  - *Extra privileges*
- ☺ Stating quite clearly the type of behaviour we wish to see:
  - *Key Rules*
- ☺ Teaching the children to develop self discipline through:
  - *Leading by example*
  - *Class discussion*
  - *PSHE programmes*
  - *PSHE assemblies*

## How the school discourages Bad Behaviour:

Encouragement of good behaviour is our main aim but occasionally this will not be enough and we will have to take further action to prevent bad behaviour. We therefore need to show the children we care enough to help them by:

- gaining support of parents and carers;
- reminding children of our rules;
- accompanying effective reprimands by pointing out the benefits of good behaviour;

We may occasionally need to:

- involve a senior member of staff;
- remove privileges or responsibilities;
- use the traffic light warning system;
- enter names in the behaviour book.

In cases of repeated or more serious failure to conform we may:

- involve a senior member of staff;
- always inform contact the parents / carers to inform and seek support;
- create special programmes for the child;
- involve outside agencies (always with the parents / carers agreement).

In very rare cases, where behaviour has become violent or completely unacceptable despite all our efforts, a fixed term exclusion from school will be considered. Assurances as to future conduct will be sought.

In the rare cases where:

- further exclusions were required;
- every initiative which we tried then subsequently failed;
- assurances as to the future conduct of the child were not attainable,

then a permanent exclusion would be applied for. Governors, parents / carers and the Local Authority would all have rights of appeal.

## **RULES**

The school rules will be posted in relevant positions to remind children of them. A child who breaks a key rule will be dealt with using restorative practices.

### Restorative Practices

Good behaviour in the school is built on positive relationships. Restorative practices build on relationships allowing children opportunities to be heard and resolve conflicts.

### Checking-in

Checking-in at the start of morning and afternoon sessions help to build relationships between staff and pupils. These sessions are in the form of quick circle times, during which each child is given the opportunity to speak. This is also an opportunity to discuss behaviour issues that have arisen and which need the children to make decisions about sanctions.

Teaching staff will use these sessions if and when the need arises.

## **Rewards and Sanctions**

- 😊 Rewards will be awarded to children who remain on the green face. (See Appendix 'The right face')
- 😐 Sanctions will begin if a child is already on the amber face and is given a second or third warning. These warnings will result in time off playtime.
- 😡 A fourth warning places the child on the red face and an entry into the behaviour book resulting in the loss of a playtime (See Appendix "The Wrong Face".)

## **EYFS**

Whilst we always actively encourage a whole-school approach to behaviour management, it should be noted that teachers have the flexibility to adapt the strategies according to pupils' individual needs. For the youngest children in school, it is often necessary to implement behaviour strategies which are more suited to their stage of development than those which apply to the rest of the school.

## **REWARDS**

All children will receive a small prize if they maintain a record of positive behaviour during the whole term. Individual staff will give other small rewards, to reinforce good behaviour, as appropriate.

## EXCEPTIONS

As a school, we acknowledge, respect and accept that some children require differentiated strategies in order to support their individual needs and inclusion.

### Behaviour book

Children will be placed in the behaviour book if they have behaved in such a way that an immediate sanction is required. Parents will be informed if a child is placed in the behaviour book. Three entries result in the child being placed on report.

### 'REPORT'

If a child is placed on 'Report' it means that the privileges of playtime are totally removed in order to safeguard themselves and other children in school. All breaks and lunchtimes will be supervised inside in line with "behaviour book" sanctions. A report will be required after each lesson to ascertain the child's attitude.

When a child has behaved appropriately in every session for 2 days concurrently, morning break will be restored. The report will continue with a view to restoring a second break, until eventually, the lunch break will also be restored. This process should take approximately one week, depending on the needs of the individual.

If a child breaks a Key Rule whilst on report, the report system will return to the beginning again. When a child has achieved the restoration of all break times, the 'Report' is over. If, however, they subsequently break another Key Rule **within the same half term**, they will immediately be placed on report again.

If a visit or other extra-curricular activity is due to take place whilst a child is on report and/or it is considered by the school that the child in question cannot be relied upon to conform to rules, the child will miss the visit. He/she will be supervised in school as appropriate. This also applies to planned residential visits.

### Yellow Card Warnings

These are to be used in the classroom, hall and playground, if required. Children issued with a yellow card should take it to their teacher, who will then place them on the appropriate face.

### Recording Incidents

A yellow incident sheet is kept in each classroom. Children placed on a warning have the incident recorded. The incidents are then input into children's individual files at regular intervals.

At the end of each half term these files will be reviewed and decisions made as to whether further interventions are required

### Dealing with incidents

Some incidents are clear-cut and the action required is evident immediately. At other times, Restorative Intervention will be required to deal with incidents. This follows a set pattern which is laid down in the Appendices.

## DEALING WITH CONFLICT.

### THE USE OF PHYSICAL FORCE TO CONTROL PUPILS

It is not anticipated that there will be a need to use physical force to control pupils except in extreme and very rare circumstances. We recognise however that there may be a need to restrain pupils on occasions.

#### WHEN FORCE CAN BE USED

The 1996 Education Act allows teachers, and other persons who may be authorised by the Head Teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances below to prevent a pupil from doing, or continuing to do, any of the following:

- *committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility);*
- *injuring themselves or others;*
- *causing damage to property (including the pupil's own property);*
- *engaging in any behaviour prejudicial to maintaining good order and discipline at the school or amongst any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.*

#### WHO CAN USE FORCE

The Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, provided they have been authorised by the Head Teacher to have control or charge of pupils, but at Aldbrough Primary School it is not expected that the Head Teacher would devolve that responsibility to anyone other than a teacher.

#### SITUATIONS WHEN FORCE MIGHT BE APPROPRIATE:

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. where action is necessary in self-defence,
2. where there is an imminent risk of injury or there is a developing risk of injury,
3. where there is significant damage to property.

In some circumstances, it may be more appropriate to remove others rather than confront the perpetrator.

There are two relevant considerations:

1. The use of force can be regarded as reasonable **only** if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired results.

## **DECIDING NOT TO INTERVENE**

Sometimes a teacher should not intervene in an incident without help (*unless it is an emergency*). For example, when dealing with an older pupil, or a physically large pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances, the teacher should remove other pupils who might be at risk of injury and summon assistance from a colleague or colleagues, or (where necessary) telephone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives, the teacher should continue to attempt to de-fuse the situation orally, and try to prevent the incident from escalating.

## **RECORDING INCIDENTS**

An up-to-date record of all such incidents, are recorded immediately in an incident book. The member of staff concerned will tell the Head or a senior member of staff and provide a written report as soon as possible afterwards. The report should include:

- the name(s) of pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (*e.g. to prevent injury to the pupil, another pupil or member of staff*);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to de-fuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The Head Teacher, or member of staff to whom the incident is reported, will consider whether that will be done straight away or at the end of the school day. The Head Teacher will decide when parent/carers will be informed.

## **ALL INCIDENTS SHOULD BE RECORDED AS SOON AS IS PRACTICABLY POSSIBLE.**

## **PHYSICAL CONTACT WITH PUPILS IN OTHER CIRCUMSTANCES**

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT, or if a member of staff needs to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help.

Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgment when they feel a pupil needs this kind of support.

## **ANTI BULLYING STRATEGY**

### **DEFINITION**

"Bullying is the abuse of power by a person who is somehow stronger, resulting in some distress, harm, or neglect of necessary attention for another." (Eve Brock, 1992). This definition has been agreed by staff of Aldbrough Primary School when it takes place over a period of time and is not merely a single incident.

### **THE POLICY**

The policy is based upon a series of effective strategies and procedures which are outlined below and will be reinforced regularly.

### **WHAT VICTIMS SHOULD DO:**

- Say, "Please stop, I don't like it." (*This is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour;*)
- Not retaliate;
- Walk towards a supervisor / teacher;
- Seek help;
- Recognise that, 'It is strong to tell'.

### **WHAT PUPIL WITNESSES SHOULD DO:**

- Tell their class teacher or the Head Teacher;
- Be truthful and only report fact not opinions;
- Recognise that telling is trying to help someone else;

### **WHAT PARENTS / CARERS SHOULD DO:**

- Keep calm;
- See the class teacher or Head Teacher;
- Discuss the facts with the member of staff;
- Have an open mind;
- Give the member of staff time to investigate;
- Discuss with the member of staff the findings of any subsequent investigation;
- Agree a strategy for preventing a re-occurrence;
- Reinforce with their child that they must tell the appointed member of staff as soon as it re-occurs;
- If needed, return to school as it could be that the school is unaware that there has been a re-occurrence because the victim has not divulged the information again.

### **WHAT THE SCHOOL WILL DO:**

- Create the right ethos.

The ethos and caring nature of the school as reflected in the curriculum statement, should be explicit in every aspect of school life. It will be particularly emphasised through assemblies, a P.S.H.E. programme, Religious Education and by example. Staff will always model appropriate behaviour towards one another and to the children. This behaviour will respect the individual regardless of age, sex, ethnic origin or position in the school. Human rights are equal and everyone in the school is of equal value. The issue of bullying will be covered in assemblies as required, should there be a need.

- Take bullying seriously.

Children will be reminded that they must report any incidence of bullying. They will be reminded of their right to be happy and safe at school. The links to the school rules will be referred to, but that if the rules do not stop bullying then they should speak to their teacher. If they are still worried they should keep telling and can speak to the Head Teacher at any time.

### **THE GUARANTEE:**

The school guarantees that:

- everything possible will be done to ensure that all incidents which meet our definition of bullying will be recorded in the Bullying Incident File;
- they will be taken seriously;
- they will be protected from the bully;
- they will be helped to deal with, and given skills to prevent, the situation re-occurring;
- they will be told of the result of any investigation and what appropriate action has been taken;
- they should return to their 'Contact Teacher' immediately if there is a sign of a re-occurrence of the bullying behaviour.

### **Encouraging people to come forward.**

Witnesses will be reminded to come forward in confidence. They will be reassured that:

- they should not fear confidentially speaking to their teacher, or the head teacher, if they know someone is being bullied.
- they will be helping not only the bullied, but also the bully.
- bullies are not happy people.

### **Tackling a report of bullying.**

When a report of bullying is received, the following procedure will be followed:

- A report will be filled in on a 'Behaviour Report Form'.
- The class teacher will be *informed (if the report did not go to the teacher)* so that the child is safe from any potential bullying. This may include special provision at breaks until the full picture is known.
- Reports will be gathered from as many other sources as possible.
- When a full picture is known, the victim will be counselled and advised depending on the outcome.

Sometimes there is no bullying but an isolated incident blown out of proportion. Occasionally there has been bullying. The child will be given advice on how to deal with such incidents and told how the perpetrators are to be / have been dealt with.

The child will be advised on how to react to the perpetrators in the future, and possibly a friendship group will be brought in to keep an eye on the victim. Parents/carers will be informed if there is evidence of bullying so that they can keep an eye on the situation and support the advice of the school, and indeed keep the school informed.

Whoever correctly informed the school, of an incidence of bullying will be praised and thanked.

## **Dealing with the perpetrators**

- They will be asked about the reports and their point of view considered.
- Efforts will be made to find out why they were doing it.
- The effects of their actions will be discussed.
- Questions will be asked, such as:
  - Did they realise the effect of what they were doing?
  - Did they realise they were bullying?
  - What must they do now?
- Clarification will be made of what is acceptable and unacceptable behaviour.
- The child who bullied will be informed of the checks that are to be made on his/her future conduct.
- The child who bullied will consider how he/she can make amends and staff will try to catch the child "doing the right thing!"
- If there is evidence of a conflict situation which is not purely bullying consideration of Restorative Practices outlined in the Appendix will be made.

## **Reoccurrence**

If there is a reoccurrence of bullying, the issue will be discussed with the parents/carers of the child who was bullying. There could be need for a specific strategy (See *S.E.N.D Policy*)

## **Review**

Checks will be made to ensure that the bullying has stopped. An entry will be put in the school diary to actually talk to the victim to demonstrate that the concern is still there, and to check that the child is not suffering in silence again.

## **P.S.H.E. PROGRAMME**

Caring and co-operative relationships are essential to the effective and happy school. To achieve this issues will be tackled in assembly but in addition there will be contracted time to develop these needs through a P.S.H.C.E. programme. The programme will link various themes together including Health and Safety and Sex Education but will also have fundamental links to the Discipline and Anti Bullying Strategies.

## **SPECIAL EDUCATIONAL NEEDS**

Quite clearly, if a child is appearing in the Behaviour Book regularly and has reached the point where parents/carers have had to be invited into school, the child has exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil. In some cases, advice and help from the Educational Psychology and Behaviour Support Team Service will be sought. At this stage a Pastoral support Plan may be beneficial.

The Individual Behaviour Programme will reflect the child's personal needs and be individually tailored. Possible strategies may include:

- TARGET SHEETS
- STARS AND STICKERS
- PUPIL CONTRACTS

These are described in detail in the S.E.N.D Strategies Appendix.

## **S.E.N. COORDINATOR**

The S.E.N. Coordinator (Mrs. A. Gledden) will liaise with lunchtime staff whenever there is a special programme in operation for one child.

## **EQUAL OPPORTUNITIES**

Every child has a right to receive help with their behaviour difficulties, as indeed every child has a right to receive help with their learning difficulties. Every child has an equal right to be safe and happy and should be protected from those who hurt and bully. Those who hurt and bully have a right to be taught not to. Girls and boys should not be treated differently, nor should those of different social or ethnic backgrounds. The aim is to stop and prevent unacceptable behaviour, not to change the humanity of the individual.

## **PARENTAL INVOLVEMENT**

As developments have been tried, parents and carers have been kept informed of the philosophy behind them. Our anti-bullying policy will be presented to all parents/carers as part of the induction package. The contents of this will be discussed with every parent/carers at the evening induction meeting for parents/carers of children starting school. The success of the policy rests on the success the school has in explaining and gaining the support of the parents and carers. Parents and carers need sensitive support when their children are exhibiting bad behaviour. As we focus on the behaviour, not the child, similarly parents/carers must be made to feel comfortable with the staff and not that they are being pilloried because of the actions of their child.

## **PUPIL INVOLVEMENT**

All pupils have been fully involved in the development of Restorative Practices.

## **ANNUAL EVALUATION**

The Head Teacher should evaluate the effectiveness of all areas of this policy document by considering:

- the incidence of bad behaviour, bullying and forms completed;
- the numbers and patterns presented in the Red Book and
- the distribution of Award Certificates.

In addition, opinions will be requested at the annual discussion of Discipline by Teaching Staff, Lunchtime Supervisors and Governors.

## **Out of School Activities / School Visits**

In the event that a child's behaviour might place him/herself, or others, in danger, the Head Teacher, after consultation with parents, may decide not to allow the child to participate in out of school activities and school visits. A risk assessment will be carried out and recorded.

<b>PUBLISHED</b>	July 1995
<b>REVIEWED AND REPUBLISHED</b>	November 2004
<b>REVIEWED AND REPUBLISHED</b>	January 2006
<b>REVIEWED AND REPUBLISHED</b>	September 2006
<b>REVIEWED AND REPUBLISHED</b>	September 2008
<b>REVIEWED AND REPUBLISHED</b>	2010
<b>REVIEWED AND REPUBLISHED</b>	2012
<b>REVIEWED AND REPUBLISHED</b>	2014
<b>REVIEWED AND REPUBLISHED</b>	January 2015

# APPENDICES

## 1. RULES

- The school rules will be posted in relevant positions to remind children of them.
- They will be divided into two groups, Key Rules and Other Rules.
- A child who breaks a Key Rule will automatically be recorded in the 'Red (behaviour) Book' and miss their next playtime.
- The use of the above is designed to reduce confrontation at the time.
- A child who breaks any other rules will have a relevant sanction applied as indicated at the end of each list.

### Key Rules

- **We respect each other keeping our bodies to ourselves. We do not fight or pretend to.**
- **We do exactly what we are told by teachers and supervisors immediately, being polite at all times.**
- **We respect each other's feelings, and property and we never touch, or do anything else, to anyone else's food.**

## DINING HALL EXPECTATIONS

- Queue up quietly and sensibly.
- Talk quietly to the people on your own table
- Put your hand up if you need help and wait quietly for someone to come.
- Don't interfere with other people's food.
- Clear up your own space after you've finished.
- Show good manners at all times and use the words "please" and "thank you."

## 2. S.E.N. STRATEGIES

### SPECIAL EDUCATIONAL NEEDS

Quite clearly if a child is appearing in the Red Book regularly and has reached the point where parents/carers have had to be invited into school, the child has exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil. The Individual Behaviour Programme will reflect the child's personal needs and be individually tailored. Possible strategies include:

- TARGET SHEETS
- STICKERS
- PUPIL CONTRACTS

### TARGET SHEETS

An archery target exhibits a continuum of behaviour which has been highlighted, the child is aiming for the first three levels. After each lesson, break etc. a tick is placed to indicate where the child performed. At the end of the day the sheet goes home. If all the ticks are in the middle three rings the child is praised and rewarded. If some ticks fall in the outer rings there is no praise. If there is a tick in the outer ring, which exemplifies the worst case, a sanction occurs at home.

## STARS AND STICKERS

The child has a grid sheet specially designed for him or her. This is done in the context of helping the child. A particular issue is selected and after each break/lesson either a sticker is given (if the child has achieved the desired behaviour) or a cross (if not).

## PUPIL CONTRACTS

These would be very detailed contracts worked out with the oldest children. These would clearly be based upon expectations not only of the child but what the child could expect of the staff. The contract would include special strategies to enable the child to cope with their aggression, bullying or other bad behaviour. They would provide routes for the pupil to take to avoid situations or prevent them getting worse. They would also guide staff on how it has been agreed that this individual child will be supported and the expectations made of all parties. Children in this category would be seen as those for whom the Key rules are not initially achievable without a lot of support. These children will need a planned programme to build them up to the point whereby they can achieve them without special considerations being made.

### 3. BEHAVIOUR REPORT FORM

ALDBROUGH PRIMARY SCHOOL

Date:	Class(es)
Name of child(ren)	
Location of incident:	Time of incident:
Initial Report given by: _____	
Details:	
Names of other people giving report on the incident:	
Reports over-leaf &/or attached	
Resolution:	
Signed:	Date

Account by:
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Account by:
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Account by:
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Account by:
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#### 4. PARENT/CARER CONCERN REPORT FORM

Date:
Name of parent/carer:
Name of child (if relevant): _____ class(es)
Initial Report given by: _____
Detail
Names of other people giving reports connected to the issue:
Reports over &/or attached
Resolution:
Signed: _____ Date: _____
Account by: _____

Account by: \_\_\_\_\_

Account by: \_\_\_\_\_

Account by: \_\_\_\_\_

Account by: \_\_\_\_\_



# Appendix

## RESTORATIVE MEETING

- Arrange participants in a circle with wrongdoer next to the facilitator
- Start with the wrongdoer – using all but last question
- Then turn to those harmed – using all but last question
- Ask the wrongdoer to respond to what has been said
- Ask those harmed the last question
- Finally, ask the wrongdoer the last question

### Wrongdoer

- What happened?
- Who has been affected by what you have done?
- How do you think they have been affected?
- What do you think needs to happen next?

### Harmed Person

- What did you think when you realised what had happened?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you need to happen?

At this point children should be encouraged to negotiate and come to an agreed solution.

However, if the incident is serious, the adult may need to decide on the sanction.



## The Wrong Faces



If you choose to misbehave, this is what will happen:

- 1 😐 Your name will go on the **Amber** face
- 2 😐 ✓ 5 minutes off your playtime
- 3 😐 ✓✓ 10 minutes off your playtime
- 4 😞 ✓✓✓ Name on the **Red** face and miss playtime. Mrs Ulph or Mrs Jessop will speak to you and you will be placed in 'The Behaviour Book'. Mrs Ulph will write to your parent/carers.

## Remember!

If you go onto the **amber** face, you can easily go back to the **green** by demonstrating positive behaviours.



## The Right Face



Being on the **Green** Face at the end of the day will:

- Count towards an end of year good behaviour prize.
- Help earn your class a class reward.
- Earn extra playtime