



Parklands

Community Primary

School

School Behaviour Policy

Date of Approval: Autumn 2023

Review Date: Autumn 2024

Reviewed by: Curriculum Committee

Policy written in consultation with staff, governors, pupils and parents

This Policy complies with Section 89 of the Education and Inspections Act 2006

AIMS

- To ensure a safe and happy environment, where everybody in the school community feels valued and respected
- To promote behaviour that allows all pupils to achieve their potential through high quality teaching and learning
- To promote the personal, social, moral and emotional development of each pupil

OBJECTIVES

- To develop pupils' self-discipline and self-control
- To enhance pupils' self-esteem
- To encourage accountability for behaviour across the school community
- To encourage individuals to recognise and respect the rights of others
- To promote positive learning behaviours and independence in learning
- To promote values such as consideration, courtesy, honesty, fairness and respect for others
- To enable and support pupils to resolve conflict

ENTITLEMENTS AND RESPONSIBILITIES

We recognise that everyone has the right to feel safe, valued and respected whilst at School and in return that everyone has a responsibility to respect and value others.

Pupils have a right to:

- feel safe at school
- learn in a friendly, encouraging, secure and supportive school environment
- be heard and be able to express opinions

Pupils have a responsibility to:

- show respect to people and the property of others
- be co-operative and considerate
- act in a safe and responsible manner for themselves and others

Staff have a right to:

- work in a pleasant and safe environment and to be able to teach without disruption.
- be treated with courtesy and respect
- support from colleagues and parents

Staff have a responsibility to:

- ensure that they are encouraging, positive, consistent behaviour and that they discipline fairly
- recognise and respond positively to good behaviour
- consult with and support colleagues and parents
- work within the framework of whole school policies
- report anything they are worried or concerned about, recording this on our safeguarding platform: CURA. This will collate all incidents so staff can look for patterns or triggers. Staff can also make others aware when specific pupils need support or guidance.

Parents/Carers have a right to:

- expect consistent approaches to be used by teachers throughout the whole school
- receive and offer information about their pupil’s education and behaviour

Parents/Carers have a responsibility to:

- inform the school of any concerns relating to their pupil
- support the school in promoting good behaviour
- listen and work with the school in developing solutions to problems
- agree and adhere to the Home/School Agreement on entry to Parklands
- conduct themselves in a polite and respectful manner when communicating with the school and when on school grounds

SCHOOL RULES AND SHARED VALUES

Our positive school ethos comes from our shared set of values which form the basis of the curriculum. We want our children to be ‘the best they can be’ demonstrating the values within ‘Parklands Friend’.

	Focused <i>At Parklands, we will be ready and prepared to learn. We will be active listeners that concentrate on our learning, whilst we develop our ability to work on our own and as part of a team.</i>
	Respect <i>At Parklands, we will be respectful to ourselves, each other and the community we live in. We will be responsible for our actions and include everyone.</i>
	Integrity <i>At Parklands, we will be honest. We will tell the truth and be proud to do the right thing.</i>
	Excellence <i>At Parklands, we will aspire to be the best that we can be. We will try our best, work hard in school and be motivated to learn.</i>
	Nurturing <i>At Parklands, we will be kind, caring and compassionate friends. We will be empathetic and supportive of everyone.</i>
	Determined <i>At Parklands, we will be determined to do our best. We will be resilient and persevere when faced with a challenge. We will be solution focused learners.</i>

Positive relationships are essential. We expect high standards of behaviour. We believe that all pupils, whatever their specific needs, will be treated equally. Our School Behaviour Policy applies to all pupils in our care.

At the beginning of the academic year our school rules are shared with the children and continuously revisited on a daily basis. These are displayed in every classroom and are referred to as appropriate.

- Be ready to learn
- Be kind and respectful
- Be Safe

All adults in school will model:

- Good manners e.g. Please, thank you, please may I borrow...
- Knocking a door before entering or waiting politely to speak
- Using people's correct names
- Moving appropriately around the school
- Holding doors for other people
- Wait to speak when others are talking

PLAYGROUND EXPECTATIONS

These have been drawn up after discussion with all pupils.

- Always use polite language
- Make sure everyone knows the rules of a game before it starts – let other pupils join in
- Look after our school equipment and only use it during school hours
- Play safely and make sure our words and actions do not hurt other people e.g. no play fighting with contact
- Ask pupils on their own if they would like to play
- Make sure you always put rubbish in the bins
- Line up quietly when the bell rings or whistle is blown

Wet Play Guidelines

- We must be in our own classrooms sitting down playing quietly
- We can use computers if we ask permission from an adult
- Share equipment with others
- Make sure everything is tidied away and we are ready to learn at the start of the lesson
- We will only use the agreed equipment and games

CLASSROOM MANAGEMENT

Classroom management and in particular the quality of teaching and learning is the key to managing pupils' behaviour effectively. Classroom management skills include detailed planning and preparation to ensure that pupils are engaged in relevant and appropriate learning; involving pupils in stimulating activities; grouping pupils in ways that minimise disruption; monitoring the classroom environment proactively.

ZONES OF REGULATION

Parklands uses 'The Zones of Regulation' to support all pupils in recognising and managing their emotions and feelings. This can have a positive impact on managing their behaviour in school. There are four 'Zones' which help pupils to identify how they are feeling: 'green, blue, yellow and red', and different strategies to help pupils when they are in each Zone. Some pupils also take part in targeted 'Zones of Regulation' interventions with the learning mentor to support them with their emotions and behaviour in class.

REWARDS

Positive learning behaviours are celebrated in many ways, such as:

- Verbal praise
- stickers
- Point or Marble System e.g. class DoJo or marble jar
- Class rewards (Extra Playtime etc...)
- End of term treats
- 'Star Awards'
- showing work to another class or teacher
- showing work to the Headteacher or members of SLT
- weekly Headteacher's Tea Party

DEALING WITH UNACCEPTABLE BEHAVIOUR

With the support of all staff, pupils will be encouraged to take full responsibility for their own behaviour. They will learn how to make appropriate choices and how to accept consequences. We recognise the importance of de-escalation as a technique. Examples of this may include:

- Verbal advice
- Reassurance
- Distraction
- Humour
- Success reminders
- Planned ignoring
- Nurture focus i.e. snack, comfort, tending to basic needs
- Choices offered

As a staff we have agreed a staged procedure for dealing with unacceptable behaviour see Behaviour Steps Chart below: -

Step 1 General reminders	Praise positive behaviours Repeat expected behaviour Reminder of class/ Golden rules
Step 2 Initial de-escalation	These strategies could be used for the whole class or individuals and may need to be used discreetly: <ul style="list-style-type: none"> • Verbal advice • Reassurance • Distraction • Movement break • Change of face • Change of location • Body language and tone of voice • Humour • Success reminders • Planned ignoring • Nurture focus i.e. snack, comfort, tending to basic needs • Choices offered • Asking curious questions, "I wonder if..." • Catching positive behaviours • Allow thinking time • Repeat expectations • Use of visuals and non-verbal cues • Reduced adult language
Step 3 Final reminder/consequence	Use of choice Give discreet advice and reminders of the consequence, always explaining reasons for decisions. Allow thinking time An agreed in-class consequence is given if necessary
Step 4 Restorative Conversation –‘Fixing it Rule’	Encourage pupil/s to take responsibility. Use restorative approaches i.e. reflection and repair. Talk through the incident/ disagreement, allowing time to talk through what’s happened and the impact on others and how we could approach this differently next time. As a result of the restorative conversation, pupil/s may be asked to: <ul style="list-style-type: none"> • Have time away from the lesson/activity/break time to allow thinking time. • complete their task outside of the lesson • take their playtime at a different time if their behaviour has been unsafe • ‘put it right’ if they have upset someone or caused damage.
Step 5 Individual Behaviour plans (IBMP)/Risk Assessment	For behaviour that is consistently breaking class/Golden Rules, there may be the need for an individual behaviour plan (IBMP). This will be drawn up in collaboration with the pupil, class teacher and a member of SLT. Behaviour plans will be shared with parents/carers and referred to and reviewed regularly. If behaviours are unsafe, a member of SLT will work with the teacher and parent to write a Risk Assessment which will be signed by parents/carers and shared with all staff. Pupils may have an IBMP or Risk Assessment or both.
Step 6 Serious Incident	If behaviour is: <ul style="list-style-type: none"> • a physical assault on pupils or staff • verbal abuse towards staff and pupils • consistently affecting other pupils’ ability to learn • threatening the safety / welfare of pupils or staff • persistently defiant or uncooperative

	<ul style="list-style-type: none"> causing deliberate damage to property or equipment this is seen as a serious incident. <p>Initially the pupil may need ‘cool off’ time to try and regain control, preferably in a set place. In the rare circumstance that a pupil is not able to move to a safe place by themselves and is causing significant disruption or harm to themselves, others or school property, positive handling techniques may be used.</p> <p>No attempt should be made to question, counsel or discuss the behaviour with the pupil initially. Staff (other than the core team dealing with the incident) should not intervene unless they are asked to provide additional support.</p> <p>The Headteacher/ SLT will decide on the most immediate and efficient course of action to maintain safety and order. This will usually be removing the pupil/s from the situation so they are isolated from other pupil/s, this is termed an ‘internal suspension’ and will be recorded on CURA. Parents/carers will receive a letter informing them of their child’s behaviour.</p> <p>Once the pupil has gained control, the discussion should focus on the ‘Four W’s’:</p> <ul style="list-style-type: none"> What did I do? Why did I do it? What rule did I break? What can I do to fix it? <p>They will be supervised at all times. If the pupil is emotional they should always be given a cool off period in a safe place. They should not be questioned straight away unless absolutely necessary for their own or others safety. This will also allow time for the incident to be investigated fully. Parents/carers will be contacted to discuss ways of supporting the pupil/s</p> <p>Outside agencies may be referred to if appropriate.</p> <p>Following a serious incident, the decision may be taken to implement an individual behaviour plan (IBMP) and/or Risk Assessment.</p>
<p>Step 7 Fixed Term Suspension</p>	<p>In rare circumstances, a serious incident may result in a pupil/s being removed from school for a temporary period. This is known as a fixed-term suspension. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Parents/carers are informed immediately with reasons for the suspension.</p> <p>The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher will remain in contact with the parents/carers to devise a way forward.</p> <p>School will set and mark work for the child for the first 5 days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak Academy. The school’s legal duties to pupils with disabilities or special educational needs remain in force, for example to make reasonable adjustments in how they support disabled pupils during this period</p>
<p>Step 8 Re-integration after suspension</p>	<p>Pupils and parents/carers will be offered a re-integration meeting after a period of fixed term suspension. During this meeting, it may be appropriate to discuss with the pupil the reasons that led up to the sanction being used and setting targets they can report back on with relevant staff. As far as possible, the school should work with the pupil, so they can understand the impact of their behaviour on their own learning and that of others, and how to improve their behaviour in the future. The school should</p>

	communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.
Step 9 Permanent exclusions	It is possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. Permanent exclusion is the most serious sanction a school can give if a pupil does something that is against the school's behaviour policy. It means that the pupil is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion will only be considered if there is a serious incident or there are persistent breaches of the school behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others.

POSITIVE HANDLING

We are committed to ensuring that all staff and adults with responsibility for children’s safety and welfare will deal professionally with any incident involving aggressive or unsafe behaviour. Positive handling would be used as a last resort in line with DfE advice. Staff involved would have undertaken Team Teach training.

Some situations where positive handling may be used might include:

- A pupil attacking a member of staff or another pupil;
- Pupils fighting and not stopping when requested; -
- A pupil on the verge of committing deliberate damage;
- A pupil causing injury, or, at risk of causing injury or damage;
- A pupil behaving in such a way that a lesson is seriously disrupted.

Incidences of positive handling are formally recorded on a record form by school and shared and signed by SLT and parents/carers.

For detailed information please refer to the Positive Handling Policy.

SUSPENSIONS/EXCLUSIONS

Only a Headteacher or Deputy Headteacher in their absence has the power to exclude a pupil from school for disciplinary reasons ‘[Exclusion from maintained schools, academies and pupil referral units in England](#)’ sets out the government guidance that Headteacher’s must follow.

A pupil may be excluded permanently, or for a fixed period or periods of up to 45 days in any school year. Fixed period suspensions should normally be of short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the LA.

A decision to exclude a pupil is taken only:

- in response to serious breaches of the school’s behaviour policy
- if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school.

In most cases a range of alternative strategies should be tried before excluding a pupil. This is not meant to prevent immediate action to protect pupils and staff. A permanent exclusion can be given for a first offence, for example involving violence, but only when the Headteacher has had further opportunity to consider the incident in question.

Headteachers are not legally bound to consult the parent before excluding a pupil, but the parent/carer and pupil should be warned in advance if exclusion becomes a likely prospect. Once a pupil is excluded, the Headteacher must notify the parent/carer immediately, ideally by telephone. This should be followed up at once by a letter, setting out:

- the exclusion period, and the date and time when the pupil should return (for fixed period exclusions)
- for permanent exclusions, the date from when the exclusion is effective
- the reasons for the exclusion and the circumstances, including steps taken to avoid it
- for permanent exclusions, any relevant previous warnings or disciplinary measures
- arrangements for setting and marking work
- the parent/carer right to make representations to the discipline committee, with details of how to make such representations
- the parent/carer right of access to the pupil's school record

Headteachers must also inform the governing body and the LA immediately of:

- all permanent exclusions
- suspensions that will mean a pupil misses more than five school days in a term, or misses the chance to take any public examination

The Headteacher may be required to give evidence to the discipline committee, which reviews exclusions, and in the case of permanent exclusions, to an independent appeal panel.

For more detailed information please refer to our Suspension and Permanent Exclusion Policy.

ANTI-BULLYING

Parklands Community Primary School aims to create a stable, happy and caring environment within which everyone can develop self-confidence, self-esteem, tolerance and respect for others. We pride ourselves on being a place where we all have the right to be included without being hindered by the behaviour of any other person or group. Bullying is not tolerated at Parklands Community Primary School and will always be acted upon. It affects everyone in the establishment, not just the bullies and the victims.

Bullying is a subjective experience that can take many forms. From accounts of pupils and young people, and from research, the Anti-Bullying Alliance has defined bullying as "The intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power". Bullying is also repeated over time. Bullying can be done face to face, through third parties, or through sending messages or images by e-mail, text or over the Internet. It can be physical or emotional. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying generally falls into one or a combination of the following categories:

- **Physical Bullying** – Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- **Psychological** – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- **Social- Ostracism** - rejection by peer group.
- **Verbal** – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- **Cyber bullying** – Using mobile phones or the internet to deliberately upset someone. This includes peer-on-peer abuse (see below). Being subjected to harmful online interaction with other users especially during remote learning in relation to COVID 19.
- **Homophobic/transphobic/biphobic** – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.

- **Child on Child abuse** - any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).

Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem-solving approach
- The staff have access to the policy.
- Explore issues through the curriculum by PSHE, computing, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Each class has a worry box which pupils are aware of
- Provide information through notice boards, posters and Child line.
- Provide support through playground ambassadors, friendship group, learning mentoring and peer support.
- The anti-bullying policy works alongside the behaviour policy. This is discussed with the children in class so they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encourage parents/carers to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory. (see Remote Learning Online Safety policy)

- Staff report anything they are worried or concerned about, recording this on our safeguarding platform: CURA. This will collate all incidents so staff can look for patterns or triggers. Staff can also make others aware when specific pupils need support or guidance.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

- **Cyberbullying**
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

- **LGBT**
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

- **SEND**
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

- **Racism and Hate**
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Relationship to other policies

Included in this policy are statements about Anti-Bullying and Exclusion.

Please also see separate policies for:

- SEN
- Positive Handling
- Equalities and Health & Safety
- Suspension and Permanent Exclusion

This pro forma has been adapted from the DfE Pro Forma on the DfE website

School:

Pupil:

Class Teacher:

L.S.A:

Assessment of Risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Proactive Interventions to Manage Risk:

Signs	Interventions
	<p>Things to avoid:</p>

Appendix 2 Individual Behaviour Management Plan (IBMP)



PARKLANDS COMMUNITY PRIMARY SCHOOL

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP)

NAME: Freddie Whitemore	Start Date: 4 th Jan 2023 Review Date: 18 th Feb 2023
	TIMESCALE / REVIEW CYCLE: Review half termly
BEHAVIOUR TARGETS	<ul style="list-style-type: none"> • I will not swear • I will use kind hands and feet
BEFORE SCHOOL PLANS	Normal arrangements apply.
ASSEMBLY	If Freddie is unsettled, he can sit to the side alongside an adult
POSITIVE HANDLING PLAN	<ul style="list-style-type: none"> • Freddie is on a report card that is to be completed at the end of each lesson • If Freddie is not following instructions use a verbal count down from 5. • Use a nurturing but firm approach ensuring language is concise and clear. • Distraction technique to be used before discussing behaviour. • Provide reassurance and positive touch to encourage him to re – engage with his work or calm down. • Avoid raising voice unless necessary. • Give clear expectations of what you are expecting in each session with clear rewards and consequences. • Ensure all work is differentiated to meet his needs. • Teacher/LSA are equally responsible for giving Hayden regular visual feedback to encourage and build self-esteem <p>Freddie has his own work station at the back of the classroom with his own resources.</p>
KEY ADULT	Mrs Jones. Tell Freddie that she may not be available all the time but pass on any significant concerns and she will touch base.
DESIGNATED SAFE SPACE	Back of the primary library on the green cushion. To be left alone and monitored from a distance when using his safe space. He will re-engage when ready.
BREAK & LUNCHTIME PLANS	Normal arrangements apply at lunchtime. Close monitoring by staff on duty at break time. Not to play football currently as he is unable to self-regulate in this activity.
END OF SCHOOL PLANS	Normal arrangements apply.
HOME SCHOOL LINKS	Class teacher to touch base with parents via email each week on a Friday. Meeting in school with parents at the end of each half-termly review.



Parklands CP School - Positive Handling Record

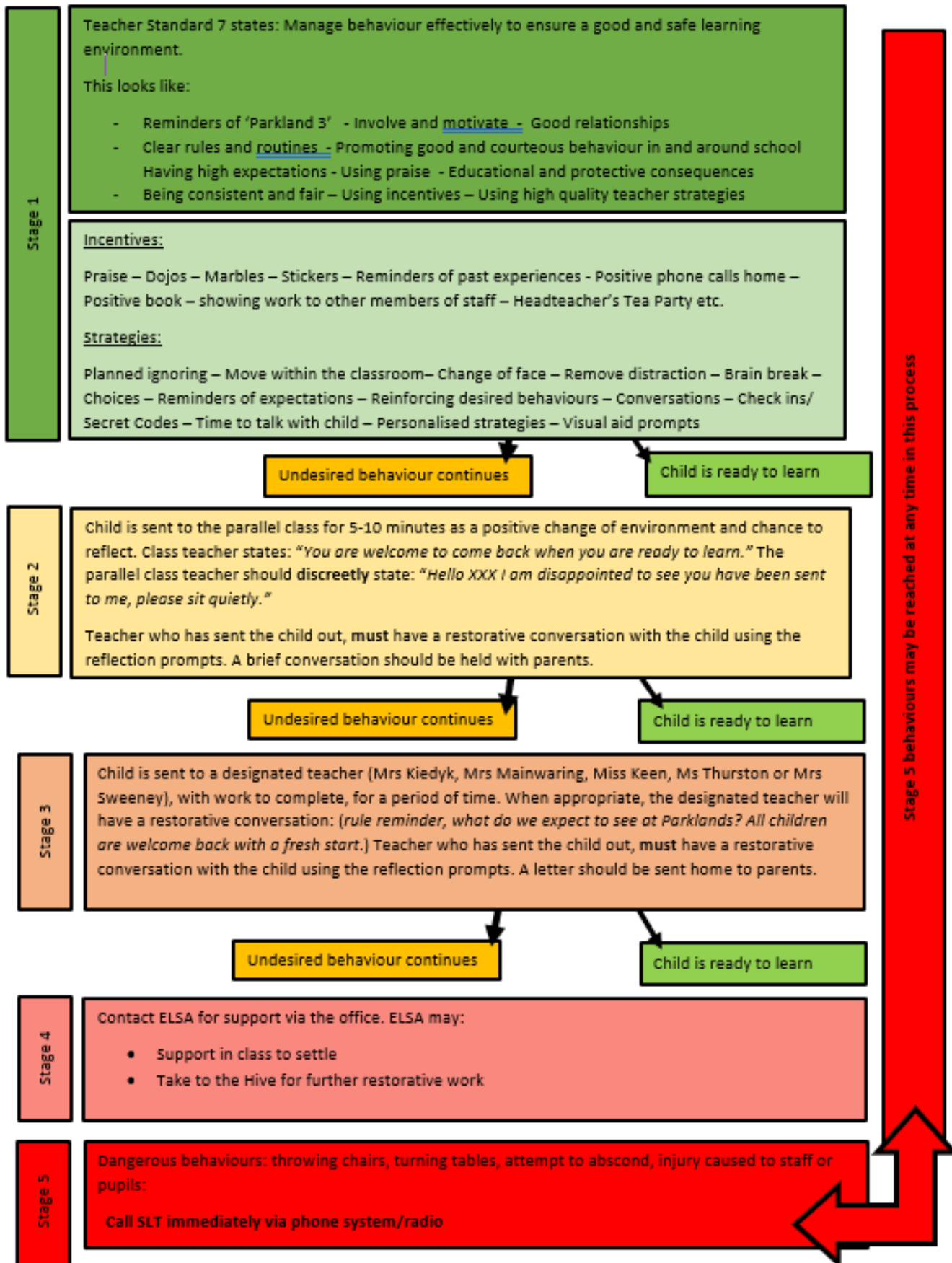


Serious Incident Form (where sustained physical control or restraint has been used)

Name of child:		Class:	
Date:	Time:	Time span:	
Location:			
Activity:		Your name:	
Name of others involved:			
Reason for intervention:	Immediate danger of personal injury to pupil		
	Immediate danger of personal injury to member of staff		
	Disruption to other pupils		
	To avoid damage to property		
	Other-		
What Happened Before?			
What happened?			
Behaviour:			
Severe disruption to session	Spitting	Biting	
Kicking	Hitting	Throwing objects	
Property damage	Head butting	Self harm	
Running	Other(detail)		
De-escalation techniques used:			
Verbal advice	Reassurance	Distraction	
Options offered	Negotiation	Humour	
Time out offered	Planned ignoring	Success reminded	
Staff change over	Choices/consequences	Well done/reward	
Team Teach Techniques used:			
Single elbow	Double elbow, one person	Cuddle	
Take to beanbag	Take to chairs	Cradle on ground	
Other (detail)			
Has there been post incident support / advice?			









Appendix 4 Behaviour Intervention Flow Chart






Behaviour Intervention Flow Chart













Appendix 5 Restorative Discussion Points

     
Can you tell me what happened?

       
Who do you think has been affected by your actions?

    
What do you need to do now?

    
How can you make it right?

     
Explain how you are going to demonstrate the Parkland 3.

Appendix 6 Serious Incident Reporting Form

Serious Incident Reporting Form			
Pupil Name			
Date		Time of incident	
Staff involved	Name	Initials	Position
Location/s			
What happened? <i>Please describe events clearly, use clear facts, states times, locations, and who was present. Clearly state what staff and pupils have said in speech marks. Clearly describe any use of physical contact</i>			
Positive handling form?		N / Y Date _____	
Report completed by		Full Name & position	Signed
Report seen by			

Appendix 7 Behaviour letter

Date: _____

Dear Parent/Carers,

We are writing to inform you that unfortunately _____ has not been following one of our Parkland rules.

- Be ready to learn.
- Be kind and respectful
- Be safe.

Instead they,

As a result of this

We are sure this is a one off but should this behaviour not improve we will be inviting you to a formal meeting to discuss next steps.

We look forward to a fresh start tomorrow.

Kind regards,

Appendix 8 Behaviour Incident Form

Behaviour incident	
Name of child:	Adult reporting:
Time of incident:	Location:
Any context, antecedent or triggers:	
They have:	
<input type="checkbox"/> Be ready to learn. <input type="checkbox"/> Be kind and respectful <input type="checkbox"/> Be safe.	
Further details:	
As a result of this (consequence):	
Letter sent home date:	