



# Whitley Abbey Primary School

## Positive Behaviour Policy

Approved by  
Governors

Date: September 2023

Last reviewed on: September 2022

Next review due by: September 2024

# Whitley Vision and Values

## Aims and Values

We aim...

- For everyone to be valued, safe and happy.
- To promote high standards of teaching and learning and expect the highest levels of attainment for everyone.
- To strive to open children's minds to life's possibilities and promote citizenship amongst our children.
- To place a great emphasis on developing a love of reading and vocabulary to enable children to become lifelong learners.
- To nurture the mental and physical wellbeing of everyone through our character values of; kindness, honesty, friendship, courage, resilience, and gratitude.
- To foster positive relationships, to engender an ethos of tolerance, respect and an understanding that we live in a diverse community.



## *Hand in Hand we Learn*

## Core Learning Values

A core learning value is a central belief clearly understood and shared by every member of the school community. We believe in commitment, opportunity, respect and excellence.

By **commitment** we mean that everyone

- shows loyalty to friends, colleagues and the school
- is willing to support and show care for those who need help
- is willing to work to the highest level
- keeps the school rules

By **opportunity** we mean that everyone

- develops confidence through participation
- volunteers in a variety of school situations
- considers their own strengths
- pursues individual interests in a manner which broadens horizons

By **respect** we mean that everyone

- values all members of the school community
- displays good manners at all times
- displays tolerance of others with different points of view and beliefs
- shows respect for the school buildings, facilities and surrounding environment

By **excellence** we mean that everyone

- is proud of personal achievement
- produces work of the highest quality
- sets high standards and personal goals for improvement
- makes best use of talents, time and resources

## Contents

1. Aims	3
2. Legislation and statutory requirements	4
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	6
6. Pupil code of conduct	6
7. Rewards and consequences	7
8. Behaviour management	11
9. Pupil transition	15
10. Training	15
11. Monitoring arrangements	15
12. Links with other policies	15
13. Appendix 1: written statement of behaviour principles	16
14. Appendix 2: Staff Training Log	17
15. Appendix 3: Logging Incidents of behaviour	18
16. Appendix 4: Structured conversation	20

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Maintained schools add:

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Academies, including free schools, and independent schools insert:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Academies, including free schools, add:

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Academies, including free schools, check and add:

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, or peer on peer abuse meaning unwanted conduct of a sexual nature, such as:
  1. Sexual comments
  2. Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  1. Knives or weapons
  2. Alcohol
  3. Illegal drugs
  4. Stolen items
  5. Tobacco and cigarette papers
  6. Fireworks
  7. Pornographic images
  8. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy

## 5. Roles and Responsibilities

### The Governing Board

The school Governors are responsible for reviewing and approving the written statement of behaviour principles (*See Appendix 1*). They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the school Governors giving due consideration to the school's statement of behaviour principles (*See Appendix 1*). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMs (*See Appendix 3*)
- The senior leadership team will support staff in responding to behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil Code of Conduct**

Pupils are expected to:

1. Behave in an orderly and self-controlled way
2. Show respect to members of staff and each other
3. In class, make it possible for all pupils to learn
4. Move quietly around the school
5. Treat the school buildings and school property with respect
6. Wear the correct uniform at all times
7. Accept consequences when given
8. Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and Consequences**

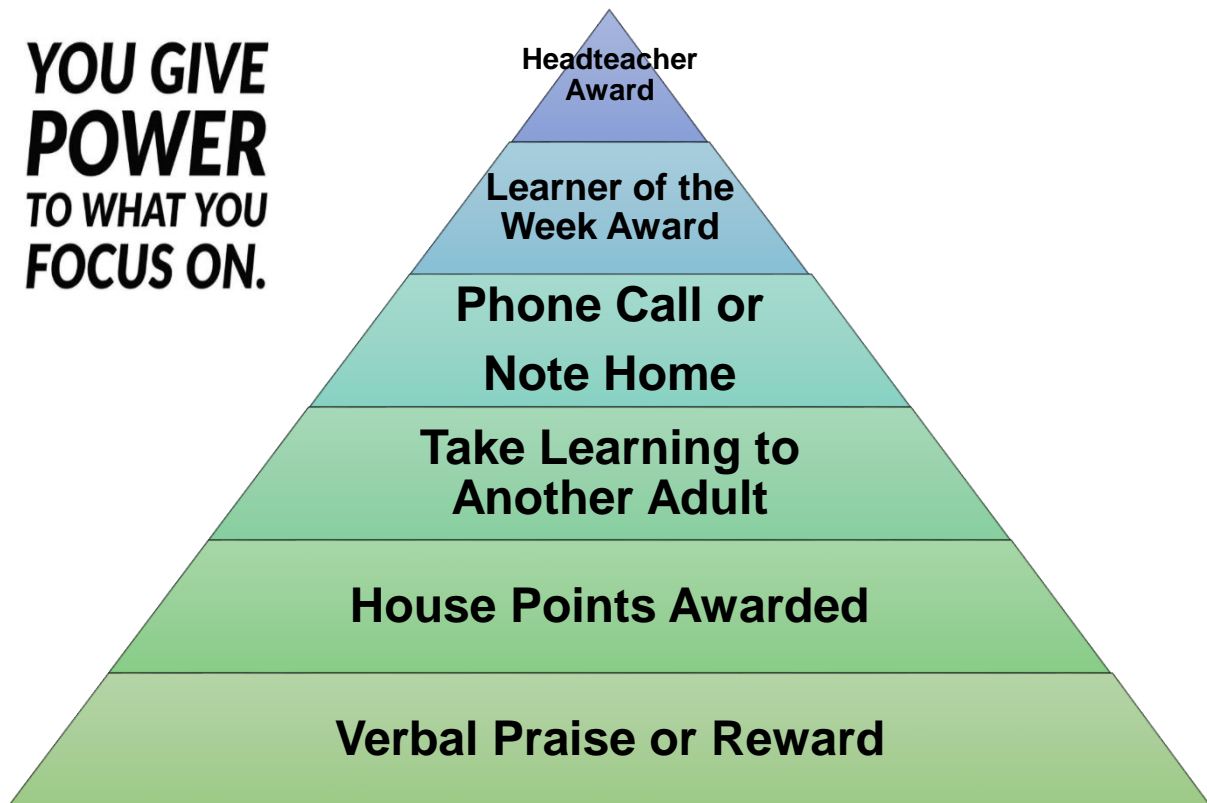
### **Rewards and Praise**

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch', 'notice' and 'give attention' to positive behaviour and behaviour choices.

At Whitley Abbey Primary School children are rewarded by all members of staff for making good choices with House Points. A House point token is given to children in Y1-6 for displaying our CORE learning and Character Values. The children place their House Point tokens in the collector in the Blue Hall and these are collected and counted every week and the house with the most, receives the House Point Cup. This encourages teamworking. In addition to this House Points are collected by individuals and can be exchanged for different individual or group prizes. Class teachers keep a tally of how many each child receives so children can choose their prizes.

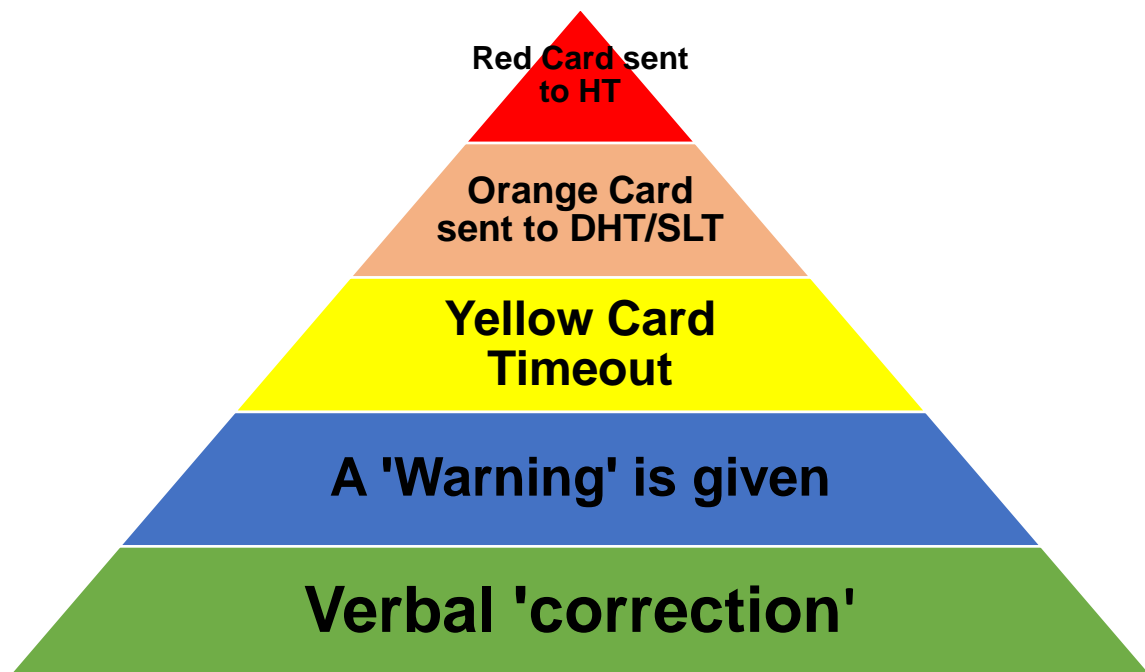
Other examples of the rewards given at Whitley Abbey Primary School for positive behaviour include:

**YOU GIVE  
POWER  
TO WHAT YOU  
FOCUS ON.**



### **Consequences**

The school will use the following sequential consequences in response to unacceptable behaviour.



Unacceptable behaviour will lead to the following sequence of consequences. In certain cases, some or all of the steps in the sequence may be bypassed, depending on the severity of the behaviour and/or the location of the behaviour in question.

All staff and children are aware of the sequence of consequences. Children must be clear that their actions will have consequences for themselves and others and understand why a consequence is being applied.

When any consequence is issued, it should be accompanied by a brief, specific comment explaining why.

### **Nursery and Reception**

All children will start each day on the 'star'.

1. Verbal warning
2. Second verbal warning
3. Photo will be taken off star with a clear explanation of the expected behaviour until the end of the session when it will be put back on the Star.
4. 3 minutes (Nursery)/5 minutes (Reception) 'time-out' on the Thinking Mat
5. Sent to either the Deputy Headteacher or a senior leader with an explanation of the nature of the inappropriate behaviour and something to do. The child will stay with this member of staff for 15 minutes.
6. Sent to the Headteacher with something to do.

When children in EYFS display behaviours on several occasions which require the use of the consequences outlined above, parents will be spoken to by the class teacher normally at the end of the day.

### **Years 1 – 6**

Every lesson begins with the expectation that all children will do the right things in order to learn. If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented.

1. **A verbal 'correction' of behavior** followed by a statement of why it is not acceptable, starting with the child's name so they are clear it relates to them, e.g. 'Bob, please stop shouting across the classroom, it is disturbing our learning.' This should be done in a calm voice.
2. **A clear 'warning'** is given using the word 'warning' for constant or significant interruption to learning. The reason for this should be briefly and clearly explained, again starting with the child's name. It *should not* interrupt the flow of teaching.
3. **Yellow Warning Card** with a brief and clear explanation starting with the child's name. The child should be moved away as a 'time out' from other children at this stage as a strategy to prevent the situation from escalating. This should last until the end of the lesson only. If a child receives three Yellow Warning Cards in a half term a structured conversation will be set up between the class teacher and the parent/carer in order to improve behavior.
4. **Orange Consequence Card** will be given by the Class Teacher if a child continually makes the wrong choices and disrupts learning after being given a yellow card and a time out. The child will be sent to the DHT/SLT for 15 minutes with some learning to complete. Parents/carers will be contacted, and a structured conversation will take place in order to



improve behaviour. This will be recorded on CPOMS by the DHT/ SLT member to alert the Nurture Team.

5. **Red Consequences Card** should be used for *very extreme* behaviour only. The child should be sent to the Headteacher with learning to complete. They will remain with the HT for 30 minutes. The Red Consequences Card should be recorded on CPOMS. Parents will be informed, and a structured conversation will take place to improve behaviour.

Leaving the room without permission or deliberately hurting another child in a serious way is an immediate red card. CPOMS will be monitored by the Headteacher and parents/carers informed of any child causing significant concern.

In the case of extreme behavior or persistent refusal to do the right thing a child will be sent to fetch a member of the SLT with a 'Red Hand'. The child may be removed from the class and in serious cases, all other steps can be omitted and this one used immediately.

In Steps 4 and 5, if a child refuses to move or leave the room, they should be asked calmly and politely three times with 2 – 3 minutes in between each and no other attention given – shouting should be avoided at all times!

If they still refuse, another child should be sent to the Headteacher/Deputy Headteacher or SLT member. No explanation should be given to the child and a member of staff will then come and support the management of the child.

### **Specific Unacceptable Behaviour**

The following unacceptable behaviours will result in direct referral to the Headteacher/Deputy:

- Racist or homophobic comments/actions
- Threatening/aggressive behaviour which poses a danger to the safety of the child/other children/adults
- Significant physical harm to themselves or to other children
- Physical violence/aggression towards adults
- Swearing directly at adults
- Bringing anything that could be used as a weapon into school e.g. knives, guns and sticks or swords

In these instances, the parent/carer of the child will be informed of the incident. It will be at the discretion of the Headteacher/Deputy Headteacher as to what further action will be taken. The personal needs and circumstances of the individual child will be taken into consideration when deciding on an appropriate consequence.

See *Appendix 4* for structured conversations that will be had with parents about their child's behaviour. This is used to support staff when there are repeated Yellow Cards.

We may use internal exclusion spaces like the corridors or the HT/DHT room in response to serious or persistent breaches of this policy. Pupils may be asked to learn in these spaces during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. In addition to this, children may be asked to complete their learning at playtimes or lunchtimes by SLT as a consequence. This will be decided on by the SLT member dealing with Orange or Red Card.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include: contacting parents, internal exclusion, suspension or permanent exclusion from school

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information;  
<https://whitleyabbeyprimary.co.uk/wp-content/uploads/2022/02/Child-Protection-and-Safeguarding-WAP-Policy-SEPTEMBER-2021-2022-January22-update.pdf>

### **Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Behaviour Management**

### **Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

1. Create and maintain a stimulating environment that encourages pupils to be engaged
2. Display the pupil code of conduct or their own classroom rules
3. Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Use *Emotion Coaching*, *Restorative Practices* to de-escalate situations

**Universal approaches for the promotion of positive learning behaviours at Whitley Abbey include:**

### **1. Structure, Routines and Boundaries**

For all pupils these are explicitly shared and adaptations to these are made to meet the individual needs.

- Planned support for transitions and changes
- Teachers display visual timetables
- Predictability of people and situations, and adequate preparation when things are planned to change
- Clear classroom rules and expectations that are mirrored throughout the school
- Effective supervision for all children at the beginning and end of the school day

### **2. Emotion Coaching**

[https://www.coventry.gov.uk/downloads/download/5469/emotion\\_coaching](https://www.coventry.gov.uk/downloads/download/5469/emotion_coaching)

*Key Principles of Emotion Coaching*

- 'Connection before Correction'
- 'All feelings are OK'
- 'Not all behaviour is OK'

Emotion coaching emphasizes emotional regulation rather than behaviour modification. It views all behaviour as a form of communication, making an important distinction between children's behaviour and the feelings that underlie their actions. It is about helping children to understand their varying emotions as they experience them, why they occur, and how to handle them. The system is comprised of two key elements – **empathy and guidance**.

Step 1	<b>Recognize</b> the child's feelings and <b>empathize</b> with them
Step 2	<b>Validate</b> the feelings and <b>label</b> them
Step 3	Set <b>limits</b> on behaviour (if needed)
Step 4	<b>Problem-solve</b> with the child

### 3. Unconditional Positive Regard

Staff listen to children, are curious and empathetic and have a desire to do what they can to help a child having a tough time.

- Always use names when addressing individuals
- Provide opportunities for children's feelings and wishes to be heard
- Offer time out (a break away)
- Offer change of face
- Offer a change of setting

Key Phrases include:

I can see that you are feeling unhappy can you help me to understand what is happening?  
 Is there anything I can do to help?  
 Would you be more successful if you moved to...?  
 Thank you...I can see you are...  
 I Have noticed that your hands are clenched....  
 If you would prefer you could...

### 4. Autism/Attachment Friendly Practise

- Teachers listen to the parent as the expert of the child
- Teachers view language as a means of communication and strive to understand the message that is being communicated
- No shouting from adults
- Adults show respect for pupil's personal space when communicating
- 'No Shame' approach to behaviour management

### 5. Involvement of External Specialists

(for example psychologists, occupational therapists, music/drama/art therapists)

The school Nurture Team works in collaboration with;

- Complex Communication Team

- CAMHS
- Educational Psychology
- School nursing team
- Coventry Family Health and lifestyle service
- Children's Services

Who provide guidance, support and enhanced provision for pupil. The school will work with external specialists and parents and to put in place PIPs for children needing additional support

## 6. Outdoor Learning Sessions

- Staff provide alternative curriculum opportunities to encourage confidence, self-esteem and self-worth in an outdoor environment. This is facilitated through a Forest School practitioner. Children learn safe and appropriate risk management strategies, as well as how to utilise the open space for interactive play, health, recreation, and development.
- Opportunities to develop characteristics of effective learning are fostered and scaffolded by members of the school Nurture Team

## 7. Enhanced Sensory Provision

Pupils who have additional sensory needs, would have the opportunity to access:

- Low arousal spaces
- Reduced language
- Grounding
- Opportunities to expend superfluous energy
- Develop mindfulness practises
- Opportunities maybe provided through our partnership with Tiverton

## Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must: **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## Confiscation

*Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.*

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **9. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in *Appendix 2*.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and school Governors annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (*Appendix 1*) will be reviewed and approved by the school Governors annually.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

Exclusions Policy

Child Protection and Safeguarding Policy  
Anti-Bulling Policy

#### **Appendix 1: Written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, parents and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The school Governors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



## Appendix 2: Staff Training Log



Training Received	Date Completed	Trainer / Training Organisation	Trainer's Signature	Staff Member's Signature	Suggested Review Date
Autism Awareness Training	17 March	Marissa Moynihan SENCo	Marissa	Robbie	Summer 2022
TEAM Teach Training	27 May	Coventry LA	Emma WB	Emma	Summer 2024

## Appendix 3: Logging Incidents of behaviour

### Whitley Abbey Primary School Hand in hand we learn



. Please read the following guidance and ensure that it is followed for all future behaviour logs.

STEP	Action								
Step 1	Enter CPOMS for the individual and add new incident								
Step 2	<p>Add a headline.</p> <p>The headline should give a brief summary of what has happened. A good headline will give the reader a very quick summary of the recorded behaviour. A weak headline will be ambiguous or not give any detail of the behaviour indicating only the location or time of an incident.</p> <table border="1"> <thead> <tr> <th>WAGOLL</th><th>WABOLL</th></tr> </thead> <tbody> <tr> <td><b>Headline:</b> Breaking school property</td><td><b>Headline:</b> Lunchtime Incident</td></tr> <tr> <td><b>Headline:</b> Refusing to complete work</td><td><b>Headline:</b> Disruptive behaviour</td></tr> <tr> <td><b>Headline:</b> Kicked and pushed other children</td><td><b>Headline:</b> Yellow Time Out Card</td></tr> </tbody> </table>	WAGOLL	WABOLL	<b>Headline:</b> Breaking school property	<b>Headline:</b> Lunchtime Incident	<b>Headline:</b> Refusing to complete work	<b>Headline:</b> Disruptive behaviour	<b>Headline:</b> Kicked and pushed other children	<b>Headline:</b> Yellow Time Out Card
WAGOLL	WABOLL								
<b>Headline:</b> Breaking school property	<b>Headline:</b> Lunchtime Incident								
<b>Headline:</b> Refusing to complete work	<b>Headline:</b> Disruptive behaviour								
<b>Headline:</b> Kicked and pushed other children	<b>Headline:</b> Yellow Time Out Card								
Step 3	<p>Describe Factually what happened.</p> <p><b>Incident</b></p> <div></div>								
Step 4	<p>Select the category.</p> <p>You will need to tick two boxes here – First tick the behaviour box to open up the second menu then select the level of behaviour.</p> <p>You DO NOT need to tick SEN/ Safeguarding etc. if you are recording a behaviour incident.</p> <p><b>Categories</b></p> <p> <input type="checkbox"/> Attendance         <input checked="" type="checkbox"/> Behaviour         <input type="checkbox"/> Information         <input type="checkbox"/> Medical         <input type="checkbox"/> Parent Conduct/ Complaints         <input type="checkbox"/> Pastoral Interventions         <input type="checkbox"/> Safeguarding         <input type="checkbox"/> SEN         <input type="checkbox"/> Thrive       </p> <p><b>Behaviour Subcategories</b></p> <p> <input type="checkbox"/> Behaviour Intervention Plan         <input type="checkbox"/> Behaviour Risk Assessment         <input type="checkbox"/> Exclusion         <input type="checkbox"/> Internal Exclusion         <input type="checkbox"/> Level 2 Orange Referral to DHT         <input type="checkbox"/> Level 3 Behaviour Red Referral to HT         <input type="checkbox"/> Low level Behaviour         <input type="checkbox"/> PIP         <input type="checkbox"/> Referral to Outside Agencies         <input type="checkbox"/> Reintegration Plan         <input type="checkbox"/> Structured Conversation         <input type="checkbox"/> Team Teach       </p>								
Step 5	<p><b>All behaviour incidents must have an outcome</b> - Complete the outcome section</p> <p><b>Outcome</b></p> <div></div>								

	Here you will record any sanction given. You will also record any calls to parents or if you have spoken to other staff e.g. SENDCO/ DSL. You might also record any interventions or actions to support the child in improving their behaviour e.g. – changed positions in classroom/ friendship work/ sticker or reward charts etc.
--	--

## Appendix 4: Structured conversation



### Whitley Abbey Primary School Hand in hand we learn

Thank you for taking the time to come in to meet with us/me today we/I really appreciate it.  
I wanted to take the time to talk to you today about \_\_\_\_\_  
I am pleased to tell you that your child is

\_\_\_\_\_  
\_\_\_\_\_

I/we did however, want to take the time to tell you that I/we are concerned about  
\_\_\_\_\_ 's behaviour.

Over the last half term there have been \_\_\_\_\_ incidents that have resulted in  
\_\_\_\_\_ being issued with a time out.  
(share details as needed)

On \_\_\_\_\_ a timeout was issued  
for \_\_\_\_\_

On \_\_\_\_\_ a timeout was issued  
for \_\_\_\_\_

On \_\_\_\_\_ a timeout was issued  
for \_\_\_\_\_

As you will be aware that parents/carers play a key role in how successful pupils are both in  
and outside of school.

At present, we are concerned that your child's behaviour is having a negative impact on their  
learning and on the learning of others. I am sure that you can recognise that this has many  
implications including their success at school but also their confidence and future  
opportunities.

It is our joint responsibility to ensure that we do everything we can to ensure that  
\_\_\_\_\_ is supported to correct their behaviour. Do you  
agree?

Therefore, I want to ask that you help support your child at home by

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

At school we can offer

\_\_\_\_\_

---

---

---

I am confident that with you working hard at home and us working hard at school we can make a real difference.

I know you will agree that it is important that we act in a timely fashion and therefore I propose we meet again in 6 weeks' time to review the progress that has been made. This will be an opportunity to share any improvements that you have seen at home and we will share improvements we have seen in school

Set date\_\_\_\_\_

Sign Parent/ Carer\_\_\_\_\_

Sign Teacher/LSA\_\_\_\_\_