



**Behaviour Policy**  
**September 2024**

**Date of ratification:**

**Review:** Annually

**Date of next review:** September 2026

<b>Leader</b>		<b>Lead Governor</b>	
Lee McCormack			
<b>Headteacher</b>	Lee McCormack	<b>Date</b>	
<b>Chair of Governing Body</b>		<b>Date</b>	

## **Aims of the Policy:**

- Identify how we expect children at Parkwood to behave.
- Identify the roles and responsibilities of different people in the school community with regards to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline our system of recognition and sanction.
- Provide a consistent approach to behaviour management, which is understood by all members of our school community.

## **Introduction:**

At Parkwood Primary School, we are committed to creating an environment where positive behaviour is at the heart of effective learning. We are an inclusive school where all practical measures will be put in place to support children with additional needs in order that all children have fair access to a productive learning environment. The policy also clearly indicates where the school will take action related to off-site, online activity that negatively impacts other children in our school.

## **School Rules:**

- Safe
- Respectful
- Ready

Parkwood children will be familiar with these rules and will be able to demonstrate full endorsement to these rules in a variety of contexts across the school day in various contexts. These rules are taught explicitly and are revisited frequently so they remain at the forefront of the children's minds. Each rule has a visual representation (see appendix 1) that will be used in displays around the school to serve as visual reminders and reference points for adults.

## **Whole Staff Responsibility:**

- It is expected that all members of staff will model safe, respectful and ready behaviour in all parts of the school through the school day in any given context.
- All staff have a duty to support teachers in creating a calm and settled environment to provide the optimum conditions for all children in our school to ensure learning time is maximised.
- Expectations will be made clear using Widget, a visual form of communication for all learners. All adults are expected to be consistent in their expectations. With instances of poor behaviour, all adults are expected to manage this using a positive approach to behaviour management.
- Classroom routines and those across the wider school will be well-established and managed effectively by staff in order to prevent and minimise poor behaviour.
- Building relationships with children is fundamental for managing their behaviour successfully. All staff should actively find way to build relationships with children. For example: greeting pupils positively and concluding the day in a way that means they leave feeling happy; use snippets of time to get to know the child's interests and strengths and publicly praise the child for something specific.
- Record instances of poor behaviour on CPOMS (see appendix 2), including reports of online behaviour concerns.

## **Teaching Staff Responsibility:**

According to the 'Teacher Standards', teachers are expected to do the following:

'Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

- Expectations and routines in relation to the school rules will be made clear, modelled, rehearsed and revisited as necessary through the year with the children.
- Teachers will dedicate classroom display space for visual reminders of our school rules and how those rules look in the classroom environment. The visuals should be used to support non-verbal reminders.
- Learning will be delivered and differentiated in a way that allows all children the best opportunity of managing their behaviour and learning successfully.
- Curriculum design and lesson delivery can positively impact on the behaviour of children. If the curriculum and the delivery of lessons is engaging, the behaviour of the children will be better. It is expected that all staff consider the choices they make so as to maximise positive participation in lessons. Attention should also be paid to the level of challenge a lesson presents. If the pitch is too high or too low, this can also result in poor behaviour choices as a result of a knock in confidence or boredom. Staff are encouraged to use day-to-day formative assessment to support them with the pitch of their lessons.
- Be proactive in seeking support from the SENCO/Pastoral Lead or DSL if you are concerned that child's behaviour may be related to a greater need or safeguarding concern.

## **Parents and Carers Responsibility:**

- As outlined in the Government Guidance on 'Parental Rights and Responsibilities' (<https://www.gov.uk/parental-rights-responsibilities>), it is a parental responsibility to discipline their children.
- Parents and carers are expected to support the 'Home School Agreement' (see appendix 3). This can be found on the school website for reference at any point.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support the school in terms of their own child's contribution to the behaviour policy. If their child has, having had all their own needs supported, shown that they are not ready to learn, are not being respectful or are not being safe, then parents have a key role in our partnership approach.

- Be a responsible adult, ready to engage safely and respectfully with staff when working in partnership to support the child.
- Work with the school to actively encourage safe and respectful behaviour online.

### **Headteacher Responsibility:**

- Deliver CPD to provide all staff with a toolkit of strategies for managing behaviour.
- Actively support staff in enforcing school rules across the school.
- Be present in and around the school to ensure expectations are being upheld consistently using a positive approach.
- Support teachers with children who are presenting challenging behaviour.
- Write, implement and review a school based support plan for behaviour where necessary (see appendix 4).
- With the governing body, the headteacher will review the behaviour policy and ensure it is being implemented, particularly in terms of rewards and sanctions being applied consistently and fairly.
- The headteacher will hold staff, including the behaviour lead, to account and set suitable targets for behaviour in the school, via the School Improvement and Development Plan.
- The headteacher will take responsibility for all action relating to suspension or exclusion, being conducted with full reference to external advice and legal requirements.
- Work with parents and external agencies to tackle disrespectful and unsafe behaviour online.

### **Governing Body Responsibility:**

- Reviewing, in conjunction with the headteacher, and ratifying behaviour policy.
- Hold the headteacher to account for the implementation of this policy.

### **Recognising Positive Behaviour:**

There are several ways of showing recognition for children who consistently show safe, respectful and ready behaviour.

- Through public and private verbal praise. This has traditionally been, and will continue to be, the most meaningful form of recognition.
- Awarding credits which can be saved to purchase small items or more meaningful age-appropriate privileges. Parents will be informed of privileges earned as a form of recognition (see appendix 5).
- Credits are converted to house points which are collectively earned by each house team as a form of competition across the school.
- Contacting home in various forms.
- Class teachers can choose to operate personalised reward systems within individual classes based on the needs and the age of the cohort so long as the system is applied consistently and fairly for all children.
- Headteacher badges are earned for sustained excellence in different areas of learning and behaviour Children earn up to three bronze badges before they trade them in for a silver. Once they've earned three silver badges they can trade them in for a gold badge. These achievements are recorded and monitored. Silver and gold badges are given in assembly.

The overwhelming majority of recognition is given out to the children who consistently behave well and achieve. They are also given to children who show sustained improvements, improved attitudes to learning or success relative to the challenges they face as a result of a particular need or their own personal circumstances.

Recognition should not be given to prevent behaviour e.g. if you do this, you can have this. Nor should positive recognition be used to appease or negotiate ahead of progress.

At Parkwood Primary there will PUBLIC RECOGNITION and PRIVATE SANCTION.

### **Unsafe Behaviour**

At Parkwood, we follow national guidelines on inclusion and exclusion. As a school, we put in all reasonable measures to allow for inclusivity. However, where children's behaviour (including online) has a significant impact on the learning and safety of others, then it requires fair and even-handed sanctions. These will be relative to the evidenced circumstances and context.

Sanctions for **low level behaviour (MINOR)** might include:

- Verbal reprimand
- In-class time out
- Change of seat
- Loss of a short amount of time from playtime or lunchtime.
- Loss of a short amount of time from playtime or lunchtime to complete learning.
- Repeat offences will be discussed by teachers with parents

Sanctions for **medium level behaviour (MINOR/MAJOR)** might include:

- Restorative work e.g. writing a letter of apology or tidying an area that has been damaged.
- Loss of significant amount of playtime or lunchtime
- A meeting with the teacher and parent
- Time with a senior leader away from class.
- Behaviour plan implemented

Sanctions for **higher level behaviour (MAJOR)** might include:

- Loss of playtime and/or lunchtime for a period of time
- Modified school day
- Internal suspension (separated and excluded from the other children in the school)
- Lunchtime suspension (lunchtime spent off school site)
- External suspension (fixed term for a given number of days off school site)
- Pastoral support programmes
- Permanent exclusion

**Fixed term suspensions** of any kind are extremely serious and result from deliberate and antisocial behaviour which impacts on the learning and safety of the child themselves and those around them. The behaviour is often chosen and frequently unprovoked. **Permanent exclusions** are the most serious form of sanction in a school and are extremely rare at primary level. Reasons for exclusion can include serious examples of physical assault, verbal abuse or threatening behaviour, bullying or racist abuse, sexual misconduct, drug or alcohol misuse, damage, theft or persistent disruption.

The school makes decisions on appropriate sanctions based on 'reasonable balance of probability', including information and statement from those who witnessed events. Wherever possible, we try to ensure that any sanctions are fair, balanced and even-handed. We also prefer parents to be part of improving the situation by working with the school. If parents, however, feel that issues haven't been dealt with in a fair and even-handed way, taking all evidence available then they have the opportunity to follow the complaints procedure in order to follow up concerns with the school or governors.

At Parkwood, all sanctions will be dealt with privately. The children are not defined by their behaviour. We feel that children are good children who, on occasion, display challenging or poor behaviour.

All adults in the school have the right to be treated with respect by all children, and feel safe in a learning environment on the understanding that the adult has already followed the policy.

### **Physical Intervention and Unsafe Behaviour:**

Fully trained staff will only deploy TEAM TEACH strategies as a last resort to prevent children harming themselves or others. This will be done with respect for the struggling individual and everything will be done to preserve the dignity of the child.

### **Preventing Bullying**

Bullying includes a range of abusive behaviour that is repeated, intended to hurt someone either physically or emotionally.

We believe that children and young people should never experience abuse of any kind as it can have a detrimental impact on an individual. Collectively, everybody, has a responsibility to promote the welfare of all children and young people; to keep them safe and practise in a way that protects them both in school and online.

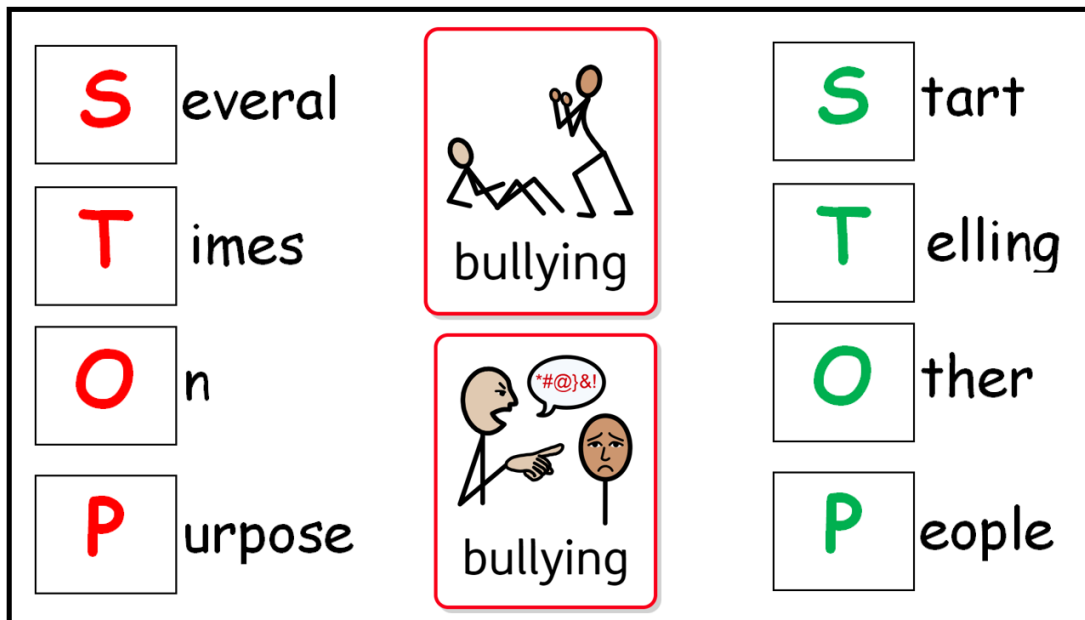
Our policy and ethos in this area is to endorse the recommendations and values of the NSPCC in their advice for schools and other organisations.

<https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying>

At all times, we seek to prevent bullying from happening between children and young people who are part of our school or take part in our activities. We make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need. We will provide staff, volunteers, children and their families with guidance about what we should all do to prevent and deal with bullying.

### **Preventing Bullying:**

- The behaviour policy sets out how everyone involved in our organisation is expected to behave in face-to-face contact and online, and within our outside activities.
- Mutual respect for all in our establishment is non-negotiable. Lack of respectful behaviour at all levels will be challenged.
- Bringing bullying to the forefront, for example during anti bullying week, to discuss ways in which it can be prevented; how individuals involved can be supported and how it can be stopped.
- The following visual can be found displayed around the school and is revisited in assemblies and where relevant when dealing with incidents between children.



- We will be proactive in seeking opportunities to learn about and celebrate differences. There will be frequent opportunities to explore sensitive subjects, such as discrimination and racism, through our diverse curriculum and age-appropriate assemblies.

We also have a duty to protect children from unfair or unsubstantiated accusations of bullying and all such issues will be fully and fairly investigated with a view to establishing a clear balance of probability.

### **Playtime and Lunchtime Behaviour Procedure**

Children who are not being responsible by being unsafe or disrespectful will need to be given warnings and be sent to the hive.



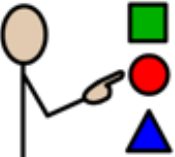



#### **Procedure:**

- See unsafe or disrespectful behaviour: show not safe/not respectful visual.
- Explain why it's not safe e.g., swinging on the basketball hoop is unsafe because you could fall on the concrete and injure yourself.
- See same child doing it again or something else that is unsafe or disrespectful: issue first warning. Show visual. Repeat, if necessary, until a 3<sup>rd</sup> warning is reached then send the child to the hive. Use visual for each warning issued.
- Do offer the hive as a place to calm down before a 3<sup>rd</sup> warning is reached.
- Add incident to CPOMs. Alert Mrs Truscott so she can add her action to your entry.
- **ANY DELIBATE PHYSICAL CONTACT USED TO CAUSE HARM RESULTS IN BEING SENT STRAIGHT TO THE HIVE.**





If children are sent in following a 3<sup>rd</sup> warning, they will need to be on the academic side of the hive. Here they will complete a reflection activity with Mrs Truscott that identifies:

<p>What happened to you?</p> 	<p>How did it make you feel?</p> 	<p>What did you do?</p> 
<p>Did it make sense to you? How did the other person feel?</p> 	<p>What have you learnt?</p> 	<p>What could you do differently next time?</p> 

Attach reflection activity to CPOMs entry. If a child is sent to the hive on a number of occasions, the decision will be made by the headteacher to remove the child from playtimes and lunchtimes. The child will then be supported pastorally to build up their time outside until all of their free time is spent outside.

**Off-site Behaviour (including online)**

Sanctions may be applied where a pupil has behaved poorly off-site when representing the school in the following ways:

- Taking part in school-related activity e.g. school trips
- Travelling to or from school in school uniform.
- If actions have repercussions for the orderly running of or the reputation of the school.

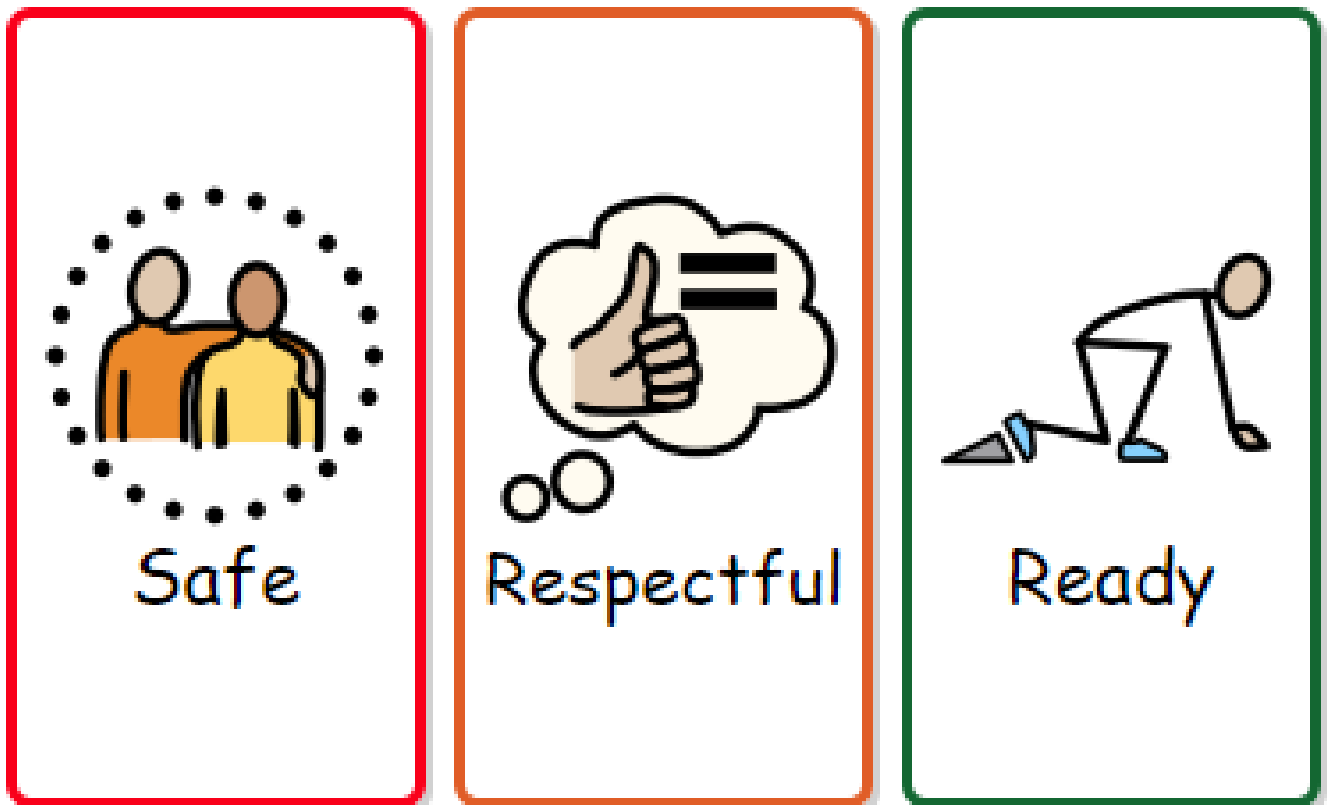
**Legislation and Statutory Requirements:**



This policy is based on advice from the Depart for Education (DfE) with regards to the following:

- Behaviour and Discipline in Schools
- Statutory Guidelines on Exclusions
- SEN Code of Practice (for 0 – 25-year olds)
- Keeping Children Safe in Education
- Unreasonable and Persistent Complaint Policy
- Staff Code of Conduct
- Teachers' Standards

### **Appendix 1:**



### **Appendix 2**

#### **Reporting Behaviour Using CPOMS**

- Minor and major incidents that result in a sanction should be recorded on CPOMS as soon as possible.
- Minor behaviour should be reported as 'behaviour (minor)'.
- Major behaviour should be reported as 'behaviour (major)'
- When reporting the 'incident', you must ensure you complete the following fields:
  - Location
  - Time
  - Record the incident using the best practice guidance supplied.
  - Name witnesses (do not link the child as we do not need the incident to appear on their record)
  - Add other perpetrators involved to 'linked students' as the incident will then appear on their record.
  - Include action taken e.g. sanction, phone call home etc

- Include any follow up actions to be completed.
- The incident should be reported on CPOMS by the member of staff who witnessed the behaviour or dealt with the behaviour initially as soon as possible.
- The appropriate members of staff should be alerted or assigned to the behaviour incident (detailed below)
- Class teachers should review their dashboard on CPOMS regularly for their own class. Email prompts will be sent when you have a new incident to view.


**Minor and Major Behaviour**

- Minor incidents, reported as 'behaviour (minor)', should be dealt with by the class teacher. The class teacher should be alerted when reporting minor incidents on CPOMS.
- Major incidents should be recorded as 'behaviour (major)'. The headteacher will automatically be alerted.
- When reporting behaviour of any kind for SEND children, alert the SENDCO
- When reporting behaviour of a LAC/PLAC child, alert the Designated Teacher for Looked After Children.

The difference between minor and major incidents can be difficult to decide upon. However, the seriousness is generally related to intensity of the incident or whether the same minor behaviour is being repeated over a period of time. The following should be used as a general guide.

All staff will have access to the following on their lanyard to act as an aid-memoir when reporting behaviour on CPOMS:

- Recount chronologically
- Describe actions
- Child's exact words in 'inverted commas'
- Make it clear if you saw it or not
- Include location
- Ensure date and time is correct
- Include initials of eyewitnesses
- Only link perpetrators, not bystanders
- Exclude your own thoughts and opinions
- Assign to a member of staff to follow up on behaviour
- Minor behaviour requiring further action: assign to class teacher
- Minor behaviour dealt with: alert class teacher
- Major behaviour requiring further action: assign to Mrs Kirk or Mrs McCormack



Behaviour

<b>Behaviour (sub-categories)</b>	<b>Minor</b>	<b>Major</b>
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Unsafe behaviour	Climbing, running in corridors, swinging on chairs, being in an area that is out of bounds.	Putting themselves and/or others at risk by being out of bounds.
Teasing/hurtful comments	Making comments without thinking or understanding the meaning.	Premeditated comments Repetitive behaviour equating to bullying
Refusal to attempt/complete work	When instructed	Repetitively on numerous occasions through a series of lessons
Possession of electronic equipment/items that shouldn't be in school	Possession of or using a mobile	3 times or more
Misuse of equipment (DM/MT)	Knocking over equipment or using equipment without permission. Deliberately breaking equipment Accessing sites, such as games, without permission.	Throwing equipment to deliberately cause harm. Accessing, or deliberately attempting to, sites that are inappropriate in content.
Lying	Lying over minor issues.	Lying over issues that may have major consequences for others.
Theft	Taking something without the owner's/school's permission Taking something, admitting it and returning it.	Stealing something significant e.g. a mobile phone, and deliberately trying to avoid being caught
Leaving class without permission	Leaving the class without permission for up to ten minutes before returning	Leaving class without permission for over ten minutes. Repetitively leaving the classroom without permission.
Inappropriate contact (PP/PA)	Play fighting, rough play, pushing, scratching and pinching	Fighting, striking, punching, hair pulling, biting  Repeated targeted physical altercations
Disruptive behaviour (DB)	Behaviour that interferes with instruction, learning, and a safe orderly environment such as refusing to remain in seat and or making rude noises	Minor behaviours that are continuous for more than 10 minutes and cause significant disruption to the classroom/school environment
Disrespect toward others/others' equipment (VP)	Inappropriate comments. Walking away when being spoken to. Using/misusing others' equipment without permission	Cursing (swearing) or making physical gestures to others. Verbal abuse. Causing deliberate damage to property and/or the equipment of others
Defiance	Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, unruliness or non-compliance	Continuous for more than 10 minutes and causes significant disruption to the classroom/school environment
Deliberate breach of protective measures	Deliberately not washing hands when asked.	Spitting in someone's face Deliberately coughing on someone

Racial abuse Abuse against sexual orientation Abuse against gender or disability		<ul style="list-style-type: none"> <li>Incident or a series of incidents intended or likely to intimidate, offend or harm an individual or group</li> </ul> <p>Such behaviour may include:</p> <ul style="list-style-type: none"> <li>Derogatory name calling.</li> <li>Verbal threats, insults and racist jokes.</li> <li>Display of racially offensive material.</li> <li>Suspension from activities</li> <li>Physical attack.</li> <li>Encouraging others to do the same</li> </ul>
Use of threat to use an offensive weapon (OW)		Deliberately threaten or use a weapon offensive weapon
Sexual misconduct (SM)		Any conduct that is sexual, unwanted and causes distress

### **Appropriate Sanctions**

Minor Behaviour	Major Behaviour <b>*Sanctions to be decided by Deputy or Headteacher (SENDCO for SEND children)/Headteacher (for internal and external suspensions)</b>
<ul style="list-style-type: none"> <li>Restorative approach (making good something that has been damaged)</li> </ul>	<ul style="list-style-type: none"> <li>Letter of apology</li> <li>Loss of breaktime</li> <li>Loss of lunchtime</li> <li>Contact parents</li> </ul>
<ul style="list-style-type: none"> <li>Loss of part of breaktime</li> <li>Loss of part of lunchtime <ul style="list-style-type: none"> <li>In-class time out</li> <li>Change of seat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Loss of a series of breaktimes</li> <li>Loss of a series of lunchtimes</li> <li>Loss of a series of breaktimes and lunchtime</li> <li>Removal from breaktimes and lunchtimes for an extended period of time to work with pastoral team to build time outside back up <ul style="list-style-type: none"> <li>Modified school day <ul style="list-style-type: none"> <li>Behaviour plan</li> </ul> </li> <li>Internal suspensions</li> <li>External suspensions</li> <li>Permanent exclusions</li> </ul> </li> </ul>

### **Best Practice for Recording Incidents on CPOMS**

- Record the incident chronologically (in the order it happened).
- Include timings for each part of the incident where possible.
- Use bullet points or numbered steps to help you to keep a clear chronology of the event. It's ok to note the event on paper and transfer it to CPOMS once you have the

opportunity to access it as it is often difficult to remember the details. The paper can then be destroyed.

- If you write the children's exact words, use inverted commas to show they are the actual words said by the child e.g. Ben Smith said, 'You're such a loser, go away!'
- Do not include your own thoughts and opinions concerning the child's behaviour e.g. Ben Smith was being incredibly rude. You should purely state what the child was doing. e.g. Ben Smith shouted, 'I don't care!'; stood up; left the classroom and closed the door with more force than needed behind him.
- Avoid using words to alter the meaning of the action e.g. he stormed off. This could be written differently: Ben Smith walked away stamping his feet with a red face.
- Alert class teachers if the incident has been dealt with.
- Assign class teachers to minor behaviour you need them to follow up on.
- Assign deputy or headteacher to major behaviour you need to them to follow up on.

### **Example:**

- 1) 11.03am: Ben Smith was playing football on the field.
  - 2) 11. 05am: Ben Smith slide tackled James Peach.
  - 3) James Peach got up and pushed Ben Smith. He shouted, 'What did you do that for?'
  - 4) Ben Smith pushed him back and shouted, 'You always do it!' and shoved him back.
  - 5) I approached the boys. James Peach shouted, 'He gets away with everything!' and went to the bottom of the field and down the bank.
  - 6) 11.10am: I kept James Peach in view for the remainder of breaktime. Ben Smith continued to play football.
  - 7) 11.15am: Once the whistle had been blown, James Peach returned to join his class.
  - 8) I informed the class teacher as she collected the class.
- It will sometime be necessary to take witness statements from children if you did not see the incident. This will need to be handwritten/typed then added to CPOMS as soon as you get the chance. Below you will find an example of how to record an incident that involves eye witness accounts:

### **Example:**

- 1) At 12.45pm, Ben Smith told me that James Peach had pushed Michael Best. I did not see this happen.
- 2) **Ben Smith said**, 'James Peach had the ball and was running down the wing. It went off the pitch so Michael Best said that it was his throw in. James Peach didn't agree. He got in Michael Best's face and told him he should have gone to Specsavers and pushed him.'
- 3) **James Peach said**, 'I had the ball. I was running down the wing. Michael Best knew I was going to score so he told everyone the ball went off the pitch. It didn't. James Peach said that he pushed him, but didn't say that Michael Best should have gone to Specsavers.'
- 4) **Michael Best said**, 'James Peach had the ball. I saw it go off the pitch. It was our throw in. They were losing. He wanted to score so he wouldn't let us have the throw in. James Peach told me I should have gone to Specsavers then he pushed me. That's when Ben Smith came to tell you.'
- 5) As there were discrepancies in what the boys had said, I spoke to Harry as he was an eye witness. He said that James Peach did say that Ben Smith should have gone to Specsavers.
- 6) Shane West also confirmed that he heard James Peach say that Michael Best should have gone to Specsavers.

## Appendix 3

### PARKWOOD PRIMARY SCHOOL HOME SCHOOL AGREEMENT



CHILD'S NAME: \_\_\_\_\_

#### **WE ARE A PARTNERSHIP AND TOGETHER WE WILL: -**

- Support the child to adhere to our school rules:



- Support the child to uphold our school values through direct teaching and adult modelling.



- Support the child in receiving the best possible education and support that we can provide so that they achieve their full potential.
- Work in partnership to resolve any problems positively and collaboratively.

#### **AT HOME WE WILL:**

- Make sure that children attend school whenever possible and arrive on time, in school uniform and following the school rules for appropriate presentation.
- Contact the school by 9.30 in the morning to explain absence.
- Attend parent consultations to discuss our child's progress.
- Support the school's behaviour policy and any recognition or sanction which results from them.
- Follow school policies, including the complaints policy, rather than using other platforms, such as social media to share concerns.
- Support our child in homework and independent reading and other opportunities provided by the school.
- Maintain a positive dialogue with the school and behave appropriately whenever we are on the school site, treating children and all staff with respect.
- Support the schools code of conduct for parents and visitors

**PARKWOOD PRIMARY SCHOOL**  
**HOME SCHOOL AGREEMENT**

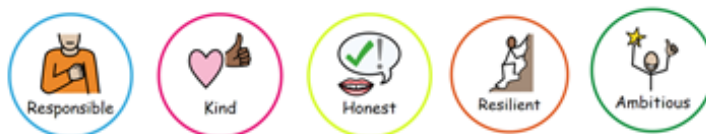


**THE CHILD WILL:**

- Follow our school rules in all that they do, including online and out in the local community:



- Uphold the school values in every aspect of school life:



**THE SCHOOL WILL DO ALL IT CAN TO:**

- Encourage all children to do their best at all times to achieve their potential
- Provide a broad and balanced curriculum, with good teaching and learning, to meet the needs of all children
- Contact parents if there is a problem with attendance or concerns about behaviour, learning, health or well-being.
- Keep parents informed about school activities through different form of communication such as parent mail, school website and Facebook.
- Care for the well-being of all pupils by providing a safe, secure and happy environment
- Inform parents of children's progress at regular meetings
- Maintain a positive, respectful and constructive dialogue with parents and carers.
- Update parent on changes to the home school agreement or codes of conduct

Parent / Carer Signature \_\_\_\_\_ Date\_\_\_\_\_

Child's Signature \_\_\_\_\_ Date\_\_\_\_\_

Headteacher's Signature \_\_\_\_\_ Date\_\_\_\_\_

## **Appendix 4**

### **Parkwood Primary School** **School Based Support Plan for Behaviour**

<b>Name:</b>		<b>Photo of child:</b>	
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Throughout the document parent refers to the carer/s or parent/s of the student.

The School Based Support Plan should be discussed and agreed with the child, their parent/s, school staff and external professionals as appropriate. It is a document, which records the additional support provided for the child presenting with challenging behaviour. It serves to record the shared understanding of the child's difficulties so that a collaborative action plan can be implemented.

It is appropriate for a School Based Support Plan to be devised if:

- If quality first teaching is in place and additional support provided by the teachers has been put in place for a period of at least 12 school weeks without sufficient progress
- There is a significant increase in the number of CPOMs entries noted for the child
- The student is at risk of suspensions or a permanent exclusion
- The student may benefit from additional support that has not been already identified



<b>Name:</b>		<b>Year Group:</b>		<b>Date of Plan:</b>	
<b>DOB:</b>		<b>Class:</b>			
<b>Health Information:</b>					
<b>Social Care Information:</b>					
<b>SEND need:</b>					
<b>Positive Handling Plan:</b>					

### Child's Profile

<b>What I find difficult</b>	
<b>What I am good at</b>	
<b>Things I like</b>	
<b>How best to support me</b>	
<b>Important things to know about me</b>	
<b>My hopes for the future</b>	

### Perspectives

	<b>Parent's View</b>	<b>School's View</b>
<b>What needs to improve</b>		

<b>What support has been offered previously?</b>	
<b>What was the impact?</b>	

**What support is currently in place?**

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**Agencies Involved**

<b>Title:</b>	<b>Name:</b>	<b>Date:</b>

**Action Plan Year \* Term \***

<b>What we need to change?</b>	<b>Targets towards this</b>	<b>What we will do, who will do it and when?</b>	<b>Outcome Review (set date)</b>

**Signed:**

<b>Child:</b>		<b>Parent:</b>		<b>School:</b>	
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**Evaluation and/or review comments based on the current interventions:**

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**Action Plan Year \* Term \***

<b>What we need to change?</b>	<b>Targets towards this</b>	<b>What we will do, who will do it and when?</b>	<b>Outcome Review (set date)</b>

**Signed:**

<b>Child:</b>		<b>Parent:</b>		<b>School:</b>	
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**Evaluation and/or review comments based on the current interventions:**


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## **Appendix 5:**

Upper KS2 Example:

# Parkwood Privileges

Upper KS2 Privilege	Credits
Spend the afternoon outside with two friends.	100
Choose what you want to learn for a lesson	90
Wear your own clothes for a day.	80
Film afternoon with a friend	80
Sit next to a friend for the day.	70
Drink what you'd like for the day.	60
Sit in the teacher's chair for the day.	50
Complete all your work on the iPad for the day.	50
Bring in a blanket or pillow from home to make yourself more comfortable in lessons for a day.	40
Choose your own Morning Work for a week.	30
Equipment (pen = 15, pencil = 10, highlighter = 10, ruler = 15 and rubber = 10)	Individually priced



# Congratulations! You have purchased a Parkwood Privilege!



Dear Parent/Carer,

It fills me with great pleasure to let you know that \_\_\_\_\_ has worked hard and behaved well which has resulted in enough hard-earned credits to purchase \_\_\_\_\_.

I am sure you are as proud as we are.

Well done \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

