

Pendragon Community Primary School



BEHAVIOUR POLICY

LEAD PERSON: Governors including Headteacher

AGREED BY STAFF: Autumn 2014

AGREED BY GOVERNORS: January 2015

REVIEW DATE: Autumn 2018

Statutory Guidance for Governors on their duties as regards the school behaviour policy

Section 88(2) of the education and Inspections act 2006(EIA 2006) requires a governing body to

- Make and from time to time review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and
- Notify the Headteacher and give them related guidance if the governing body want the school's behaviour policy to include particular measures or address particular issues.

The full governing body or a committee of it must make final decisions about the statement of principles and any notifications and guidance.

In carrying out these functions the governing body must have regard to the guidance provided by the DCFS.

The governing body is legally required to consult with the Headteacher, staff, parents and pupils on the principles of the behaviour policy. The consultation may be arranged in such a manner as appears appropriate to the FGB and include such representatives of the staff as the FGB seems appropriate.

The Behaviour policy should acknowledge the school's legal duties under the Equality Act 2010 and in respect for pupils with SEND.

The behaviour policy should be published on the school's website.

Rationale

Good behaviour demonstrates an awareness of the rights and needs of other people. Behaviour may vary according to circumstances but will always show:

- Respect for the right of children to learn;
- Respect for the right of staff to teach;
- Sensitivity to the needs and feelings of others;
- Awareness of our own and other people's safety
- Respect for the school environment and equipment

Aims of the Behaviour Policy:

1. To create a safe working environment where children feel secure.
2. To develop children's respect for themselves and others through a restorative approach.
3. To enable children to behave in an appropriate manner in all situations.
4. To value and celebrate good behaviour.
5. To support children who have difficulties in conforming to behaviour expectations.
6. To ensure that all adults operate within a consistent framework, whatever their role in school.

These aims are reflected in those of the school.

Rights and Responsibilities

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> To be supported by peers and managers 	<ul style="list-style-type: none"> To ask for support when needed To offer support to colleagues
<ul style="list-style-type: none"> To be listened to To share opinions 	<ul style="list-style-type: none"> To listen to others To give opinions in a constructive manner
<ul style="list-style-type: none"> To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> To model courteous behaviour To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> To be made fully aware of the school's systems/policies/expectations 	<ul style="list-style-type: none"> To seek information and use lines of communication
<ul style="list-style-type: none"> To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> To support others developing their skills in promoting positive behaviour To acknowledge areas of own behaviour management skills which could be developed To try new approaches

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully to others
<ul style="list-style-type: none"> To be safe To learn 	<ul style="list-style-type: none"> To behave in a way which keeps self and others safe To attend school regularly To be willing to learn To allow others to learn
<ul style="list-style-type: none"> To make mistakes 	<ul style="list-style-type: none"> To own mistakes To allow others to make mistakes
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others

Whilst we agree that every child has the right to defend themselves, an aggressive physical response is not acceptable under any circumstances.

Parents and Carers	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully towards others
<ul style="list-style-type: none"> To be kept informed about their child's progress 	<ul style="list-style-type: none"> To make sure their child attends school regularly To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their child's learning or wellbeing
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To absorb information and share concerns
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively

Teaching and Learning

Acceptable behaviour will be modelled by staff to each other and to the children and parents. In addition the school has adopted the SEAL programme(Social and emotional aspects of learning) and emotional aspects of learning are covered within our PSHE curriculum and are used in all aspects of behaviour management in school.

Our approach to Rewards

We believe that it is important to reward good behaviour which is consistently supported by all staff by using a range of strategies:

- ✓ Body language; smiling, thumbs up etc.
- ✓ Verbal praise to both the child and, where appropriate, to the parent.
- ✓ Positive written comments and symbols.
- ✓ Noting good behaviour on records of achievement and reports
- ✓ Recognition through classroom activities e.g. extra computer time, helping with jobs.
- ✓ Using our Friday celebration assembly to reward stickers for good behaviour.
- ✓ Earning a reward for the whole class e.g. extra playtime or chosen activity at any point where the teacher feels the class deserves it.
- ✓ Referral to Head or Deputy
- ✓ Award of lunchtime stickers. Golden tickets and 'Caught you being good' slips.
- ✓ Achievement of community award
- ✓ Using the 'Smiley Face' system to reward examples of good behaviour. Every 20 smiley faces achieves a certificate which earns a house point.

Smiley faces would be awarded for:

Foundation Stage

- ☺ Good work
- ☺ Improved work
- ☺ Being kind and showing consideration for others
- ☺ Being in the right place
- ☺ Listening
- ☺ Being consistent
- ☺ Having a go and trying something new
- ☺ Contributing
- ☺ Tidying and helping in class

Key Stage 1

- ☺ A good piece of work for that individual
- ☺ Good concentration
- ☺ Following class or school rules
- ☺ Positive contribution in class
- ☺ Trying hard

Key Stage 2

- ☺ Special effort
- ☺ Homework– handing in and also quality
- ☺ Achieving success criteria
- ☺ Following school and class rules
- ☺ Marking incentive
- ☺ Being a good role model
- ☺ Good social member of the class

We should avoid giving rewards:

- as bribes e.g. for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g. over use)

Inappropriate Behaviour

At Pendragon we will not tolerate behaviour which impacts on other peoples learning and /or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved. No low level disturbance should be tolerated. All staff have a responsibility to address this in a way that does not further disturb learning.

When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours and should be addressed in line with this policy. Each class will use a graduated response to behaviour incidents using the agreed school hierarchy of consequences (appendix 4). This is represented in every learning environment by a behaviour ladder.

If inappropriate behaviour occurs at playtimes (appendix 7), the staff on duty will deal with it immediately. Children will be asked to stand in the 'thinking area' for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of play time, they will then need to be escorted by a member of staff to their class teacher or member of SLT who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour.
- Seclusion in school.
- Child excluded from lunchtimes (If lunchtime related – yellow/red card).
- Involvement of the SENCO and other outside agencies alongside parents.
- Exclusion, either fixed term or permanent, could be used as a final resort when other strategies have not been successful or a more serious incident has occurred. (See LA Guidelines).

The children will be told and reminded on a regular basis of the classroom expectations and the consequences of their behaviour.

Teachers may talk to parents at any time to inform them of any behavioural incidents. Regular 'bad news' telephone calls should be avoided if possible

The school decisions should be considered, fair, reasonable and not made on impulse or reflect a child's gender, race or disability. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. However, issues should be addressed using restorative questions (appendix 3) as soon as possible whilst memories are fresh and evidence available.

If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Consequences should be appropriate both in terms of frequency and severity. Staff will need to make their own judgements about the appropriateness of consequences matched to the child's misbehaviour.

Expectations when dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour:

- At all times your behaviour will have a big impact on how the children will respond to you and others.
- Individuals should be dealt with as individuals, taking account of their needs and personality. The class is not responsible for the behaviour of a few and whole class punishments are not acceptable in these cases.
- We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry (restorative approaches – appendix 3).
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- The use of sarcasm or deliberate goading as a behaviour strategy is not acceptable.
- Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- If you feel that you are losing your temper, stop or walk away; ask someone else to deal with the situation.
- Use Physical intervention as a last resort (See Positive Handling Policy)
- Don't greet a child's anger with your own, be calm and rational.
- When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adults reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation.
- Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc.

Remember these strategies are there to prevent a situation from arising when there have been warning signs and not to be used all the time.

The following positive strategies may be used alongside the behaviour ladder to address inappropriate behaviour:

Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simple describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank you rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amy remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour

Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or if there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'

Refer to appendix 4 for guidelines for working with children with specific needs.

Reporting Incidents

It is a Class Teachers responsibility to inform parents:

- When foul language is used by pupils.
- When children have been talking about or using inappropriate language.
- When pupils have been involved in fights.
- When pupils have been involved in bullying incidents.
- When there are concerns about 'dips' in a pupil's behaviour.

All other cases where a child's behaviour requires an incident report are referred to the Headteacher who will decide whether the incident should be reported to parents. If it is reported this will be within 5 working days.

Parents will be informed by their child's class teacher if their child is in Yellow Card Club and receive a letter if their child receives a Red Card (See appendix 8).

Parents will always be offered the opportunity to discuss the matter in more detail with the Headteacher and class teacher (if appropriate).

Parents will be given access to the complaints procedure and/or the Parent Partnership Service should they require it.

Prejudice-related incidents for all 9 of the 'protected characteristics' (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.), as identified in the Equality Act 2010, are recorded on the 'PRIDE' (Prejudice-related incident data entry) website (<https://pride.learntogether.org.uk/>).

Equal Opportunities and Special Needs

This policy covers all children in the school regardless of race, gender or physical ability. Support for children with specific needs related to behaviour will be requested from outside agencies where necessary.

Bullying

The use of physical or verbal means to gain control over another person and it is unacceptable. Any repeated pattern of unacceptable behaviour towards a specific individual or group of children may be bullying. Please refer to the separate Anti-bullying Policy for further guidance.

Staff Training

Staff receive training in managing behaviour. During their induction they also receive copies of the following documents:

- Anti Bullying Policy (based on County model policy)
- Physical Intervention Policy (based on County model policy)
- Safeguarding Policy (based on County model policy)
- DfE Guidelines on keeping children safe in education.

Staff are also encouraged to speak to a member of the senior leadership team regarding any concerns they have about dealing with specific behaviour management problems.

Resources

The Headteacher, PSHE co-ordinator and SENCo can be seen for additional resources. The SEAL materials also have a variety of ways to look at behaviour and disagreements. Parents can also be referred to the IASS network (formerly Parent Partnership)

Monitoring

The SLT will monitor behavioural incidents every term. The member of staff responsible for playtimes and lunchtimes will be responsible for monitoring the success of LTS in dealing with behavioural incidents and liaising with teaching staff.

The policy will be looked at annually and renewed every 3 years.

This policy has been written with reference to the following documents:

School:

- Bullying Policy
- Physical Intervention Policy
- Racial Equality Policy

Department of Education:

- Behaviour and discipline in school (Advice for headteachers and school staff) February 2014
- Keeping children safe in education (Statutory guidance for schools and colleges) April 2014

Appendices

- 1.** Our Behaviour Code
- 2.** Teacher and Pupil Charters
- 3.** Restorative Approaches
- 4.** Dealing with Children with Severe Difficulties
- 5.** Behaviour Ladder and Sanctions
- 6.** Playground Rules and Routines
- 7.** Lunchtime and Playtime Consequences
- 8.** Yellow / Red Card Club
- 9.** Incident Report Form
- 10.** What Went Wrong Sheet
- 11.** Face Up To It - Thinking Sheet

OUR BEHAVIOUR CODE



At Pendragon Primary School:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

These very useful rules will make

Pendragon Primary School

A happy and safe place to learn!

**We, the teachers of Pendragon Community Primary School agree
to:**

Keep learning
Keep every child safe
Make everyone think really hard
Make learning fun
Value everyone's opinion
Have a smile

**We the children of Pendragon Community Primary School agree
to:**

Try our best
Never give up
Treat everyone the same
Make sure no one is lonely
Listen to everyone
Keep on learning

Appendix 3: Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all, children must tell the truth and own up to what they have done. Then the approach is different in the way it develops the child's thought processes and the expectation that they take responsibility for their actions and repair the harm caused.

Traditional

What's happened?

Who's to blame?

How should we punish them?

becomes

becomes

Restorative

What's happened?

Who's been harmed and in what way?

What needs to happen in order to put things right and ensure this never happens again?

Where a child is behaving in isolation in an unacceptable way, a framework of questions is used to amend their behaviour:

What happened?

What were you thinking at the time?

What have you thought since?

Who has been affected by what happened?

How have they been affected?

What needs to happen to put it right?

These questions become a little more searching where conflict between parties has arisen.

Where harm has been caused to someone else, a restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together, they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All staff are trained to work in this way. Two members of staff are trained to carry out formal restorative conferences involving adults and children.

Restorative approaches range from a quick 'restorative chat' in a corridor right up to a full community conference in which there could be many people involved. Circle times enable children to learn skills of listening, empathy and solution finding, which are the skills necessary to take part in a restorative meeting.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

All classrooms have a time-out zone in an appropriate place with a display of the restorative questions and feelings words for self reflection. Timed time-out can be self selected by a pupil or directed by an adult in the classroom.

Appendix 4: Dealing With Children with Severe Difficulties

If a child has particular difficulties in conforming to the behaviour policy, an Individual Education Plan may be written. Targets will be set relating to behaviour following consultation between parents, the class-teacher, the SEN co-ordinator and the child. Advice may also be sought from the visiting Learning Support Teacher.

A behaviour contract may be drawn up and signed by all involved, with stickers and rewards used to reinforce good behaviour. Other possible strategies include home/school diaries and counselling or social skills groups run by the LST. Outside agencies may provide further support: the Educational Psychologist, Family Consultation Service or the Behaviour Support Team.

Dealing with Aggressive Behaviour

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, in line with the school positive handling policy (based on the LA model policy) and always ensuring minimal risk to pupils and staff.

If a child exhibits aggressive behaviour staff will try to defuse the situation by taking the following steps:

- Isolating the child
- Removing the child or
- Removing the audience
- Modelling calmness
- Low, calm voice
- Now sudden movement
- Encouraging talking
- What happened, not why
- Listening and indicating, understanding
- Finding compromise solutions
- Ensuring the child can back down without losing face



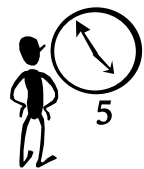
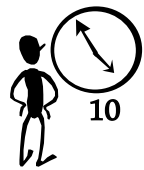


If physical intervention is unavoidable, in a situation where a child presents a danger to himself or to others, the following approaches may be taken:

- Physically interposing between children
- Blocking a child's path
- Holding the child
- Leading the child by the hand or the arm
- Shepherding the child away by placing a hand in the centre of the back
- In extreme circumstances, using more restrictive holds

After an incident involving the use of physical intervention, the following steps should be taken:

- First-aid should be administered or medical help sought if necessary
- The child should continue to be closely supervised and reassured if appropriate
- The Head teacher should be informed
- The member of staff involved should be given support and time to recover supervised by colleagues
- The physical intervention book should be completed
- Parents informed
- A senior member of staff should follow up the incident with the child.

Appendix 5: Behaviour Ladder and Sanctions

Stage of the ladder	Consequence
1 	Name recorded on the ladder - Warning 1
2 	Name moved down the ladder – Warning 2
3 	Name moved down the ladder – 5 minutes of the next break time missed
4 	Name moved down the ladder – 10 minutes of the next break time missed
5 	Name moved down the ladder – 10 minutes of the next break time missed – pupil to complete the rest of the session out of class
6 	Name moved down the ladder – 10 minutes of the next break time missed – pupil to be taken to member of SLT

- Pupils in EYFS and KS1 return to the top of the ladder after each break time and begin the process again.
- Pupils in KS2 return to the top of the ladder after each break time, however if they display the same behaviour again they move back to their previous point on the ladder (with associated consequences).
- Children exhibiting more extreme behaviours will be dealt with using individual strategies based on their individual needs(see appendix 4)

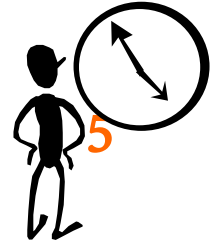
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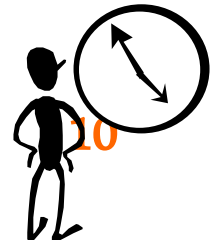
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3



4



5



6



Appendix 6: Playground Rules and Routines

Time	Rules and Routines
8.40 am	<ul style="list-style-type: none"> HT or DHT opens gate at top of main playground Children cannot cross dotted red line to back of building until member of staff on duty <i>No play equipment allowed before school</i> <i>No access to the trim trail – if wet red flag put out (no logs)</i>
8.45 am	<ul style="list-style-type: none"> Classroom doors open Green gate opens FS gate opens All teachers out to playground Children may wait beyond the dotted red line (dotted red line indicates start of walking area) FS and KS1 may go straight in Gate near Rooms 2, 3 and 4 opened Parents may go in to speak to teachers
8.50 am	<ul style="list-style-type: none"> Whistle blown – KS1 and KS2 children go into class Top playground gate closed. HT or DHT moves to lower gate
8.55 am	<ul style="list-style-type: none"> HT or DHT closes gates and ensures all doors secure
10.15am until 10.30am	KS1 playtime (10.30 am on a Wednesday and on Class Assembly Thursdays) <ul style="list-style-type: none"> Play boxes out Check if red flag needed 2 mins before end of play- staff room alerted Whistle blown and children sent in by house colours
10.50 am until 11.05am	KS2 playtime <ul style="list-style-type: none"> Play boxes out Peer mediators out Football on lower playground organised as tournament Check if red flag needed(wet on trim trail or funky grass) 2 mins before end of play- staff room alerted Whistle blown – all children stop. Second whistle blown - all children walk in.
12.10 pm	FS and KS1 lunchtime begins <ul style="list-style-type: none"> Wii room staff member in hall
12.20 pm	KS2 lunchtime begins <ul style="list-style-type: none"> Wii room opens
Lunchtime routine	
12.40pm	<ul style="list-style-type: none"> Playleaders on Astroturf in main playground
1.00pm	<ul style="list-style-type: none"> Wii room closes - all children to go out for 10 mins fresh air!
1.05pm	<ul style="list-style-type: none"> Play equipment packed away
1.10 pm	<ul style="list-style-type: none"> Bell rung - children go in
3.15 pm	<ul style="list-style-type: none"> No access to trim trail or equipment

Appendix 7: Lunchtime and Playtime Consequences

Behaviour	Consequences	
<ul style="list-style-type: none"> Being out of bounds e.g. in school, in bushes, in toilets. Misusing play equipment Shouting or calling across tables, throwing food on the floor or at each other. 	<ul style="list-style-type: none"> Reprimand and reminder of correct behaviour. Move to Thinking Space. A member of staff on duty will record which pupils are moved to the thinking space. 	
<ul style="list-style-type: none"> Teasing, name calling. Swearing without malice. Repeated low level offences. Deliberately ignoring member of staff. 	<ul style="list-style-type: none"> All incidents reported to class teacher, may also need incident report. Move to Thinking Space. A member of staff on duty will record which pupils are moved to the thinking space. 	
<ul style="list-style-type: none"> Swearing at someone. Deliberately damaging equipment. Any form of intentional physical harm to any one. Play-fighting. Shoving and pushing deliberately. Deliberately ignoring adults. Repetition of yellow card behaviour. Leaving or attempting to leave school site without permission. 	Playtime	Lunchtime
	<ul style="list-style-type: none"> EYFS/KS1 – child to stand with adult. KS2 – send to Thinking Space. Yellow card at lunchtime. If necessary send into school (Orange Triangle) for help to escort into building to see member of SLT. Incident report. Class teacher to inform parents by phone or e mail 	<ul style="list-style-type: none"> Yellow card. If necessary send into school (Orange Triangle) for help to escort into building to see member of SLT. Incident report. Class teacher to inform parents by phone or e mail
<ul style="list-style-type: none"> Continued high level of disruptive behaviour. Second Yellow Card. Significant individual incident. 	<ul style="list-style-type: none"> Red Card Parents informed by SLT member 	
<ul style="list-style-type: none"> Racist and Homophobic remarks. 	<ul style="list-style-type: none"> Child needs to be seen by SLT. Restorative conversation between victim and perpetrator. Previous incidents considered. Follow up plan initiated, parents informed and appropriate consequence put into place (Yellow Card / Red Card). 	

Any repeated pattern of unacceptable behaviour towards a specific individual or group of children may be bullying - see anti bullying policy.

Appendix 8: Yellow/Red Card

Yellow/Red Card Club Protocol

Yellow/Red Card time is held in room 9 (Jaguars) every lunchtime by a member of the SLT on duty as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Miss Shaw	Mr Bardell	Mrs Brown	Mrs Wray	Mr Medwell

Children collect their lunch and go straight to room 9 (Jaguars). EYFS and KS1 children will be escorted.

Children will stay in room 9 for the whole of lunchtime and return to class at 1:10pm.

In the event of an emergency on the playground an orange triangle will be sent to the SLT member in room 9 and an available member of staff (from the staff room) will be alerted to cover Red Card Club.

Red Card

On receipt of a second Yellow Card in any one half term or a severe individual incident a child will receive a Red Card. This will be issued in consultation with a member of the SLT. The SLT member issuing a Red Card will notify parents in writing.

Day 1 of Red Card will always start on the day following the incident.

Red Lunch Protocol

Day	Action
Day 1	<ul style="list-style-type: none">All Lunch and Play times inside.
Day 2	<ul style="list-style-type: none">Playtime as usual.Lunchtime in Yellow/Red Card room.
Day 3	<ul style="list-style-type: none">Playtime as usual.Lunch time in Yellow/Red Card room. Return to playground at 12:55.
Day 4	<ul style="list-style-type: none">Playtime as usual.Lunchtime in Yellow/Red Card room. Return to playground at 12:40.
Day 5	<ul style="list-style-type: none">Eat lunch under supervision in Yellow/Red Card room then return to playground.

If there is a further incident on the playground at any point during a Red Card week, the child returns to Day 1 and begins again.



Pendragon Primary School - Behaviour Incident Report Form

Pupils Involved: Perpetrator (p), Victim (v), Witness (w)

Date/time:		Mon	Tues	Weds	Thurs	Fri
Location:	Playground	Hall	Dragon	Field	Other:	
Nature of Incident:	Damage		Swearing		Violence	Ignoring

Incident – established facts (please attach any additional notes):

Action:	Restorative Questions used?		Yellow Card logged in book		Red Card logged in book		Class teacher informed		Referred to SLT member (name):	
	Yes	No	Yes	No	Yes	No	Yes	No		
Logged by:		Print:				Sign:				
Further action?										

Appendix 10: What Went Wrong?

What went wrong!

What was seen to happen?

What did I do?

Why did I do it?

Who did I upset or hurt?

What could I have done instead?

Signed

Date Verified by (adult)

Appendix 11: Face Up To It

Face up to it
Thinking sheet



What did I do?

Why did I do it?

Who did I upset or hurt?

What should I have done?

Can I put it right?

What should I do now?

Signed by

Date

Member of staff