Relationship & Behaviour Policy

'Our four walls with tomorrow inside.'

Approved by:	FGB	**Date:**	January 2026
Last reviewed on:	Full Governing Body – June 2023		
Next review due by:	January 2027		

Date	Section	Policy review updates:
01/12/2025	9.1	This section has been amended to adjust the provision for children receiving a 'missed playtime' consequence: To support positive behaviour and personal growth, students who reach step 3 (consequence) may be sent to 'reflection' during the following morning break time, where they will reflect on their actions, consider how they could handle situations differently, and work toward making better choices moving forward. This time is designed to help students learn from their mistakes in a supportive and constructive environment.
	5.5	Additional section to include the expectations of the children.
	10	Additional section to include behaviours expected 'At all times'.
	6.1	Removal of Marvellous Me.

1. The Governing Board's Statement of Behaviour Principles

Arunside Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Body and staff at Arunside Primary School believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

2. At Arunside we aim to:

• Foster excellent relationships between all members of our Arunside community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.

• Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.

• Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.

• Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.

• Use restorative approaches.

• Build a community which values and models kindness, good humour, tolerance and empathy for others.

'Enabling personal growth and a desire to learn and achieve, for every child, every day.'

Excellence

Responsibility

Ambition

Learning Powers

Positive Contribution

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

• Recognise behavioural norms;

• Positively reinforces behavioural norms;

• Promote self-esteem and self-discipline;

• Teach appropriate behaviour through positive interventions.

4. Fundamental principles

All members of our school community have the right to:

• Feel secure and safe;

• Feel happy and be treated with kindness and understanding;

• Be treated fairly and consistently;

• Be listened to (at an appropriate time);

• Be treated with respect and politeness;

• Be treated with empathy.

The fundamental principles which underpin our Relationship and Behaviour policy are:

• Unconditional positive regard for all pupils;

• A culture of mutual respect;

• A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

4.1 The main reasons for using a language of choice are:

• Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.

• Recognising, acknowledging and rewarding pupils for their positive choices; use of our house point system, class dojos and MarvellousMe.

• Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.

• Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.

• Using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.

• Encouraging pupils to be proud of their school.

• Using Jigsaw activities and assemblies as appropriate to model rather than tell children what positive learning behaviours look like and to discuss how to deal with certain situations.

• Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationship and Behaviour policy, Arunside School acknowledges the need for consistency.

• Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour

• Consistent **follow up**: ensuring "certainty" at the classroom and Senior Leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating

• Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating

• Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

• Consistent **expectations**: referencing and promoting appropriate behaviour

• Consistent **respect from the adults**: even in the face of disrespectful learners

• Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning

• Consistently **reinforced routines** for behaviour around the school: in classrooms, around the site and at the school reception

 "Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." **Paul Dix**

5.1 All staff every day will:

• Meet and greet children positively and in a personal way at the start of the day and after breaks and lunch times.

• Refer to our school values- Excellence, Ambition, Positive Contribution, Responsibility.

• Model positive behaviours and build relationships.

• Plan and support lessons that engage, challenge and meet the needs of all learners.

• Use a visible recognition mechanism throughout every lesson (House Points or Dojo's and MarvellousMe will be used across the school).

• Be calm and give 'take up time' (see appendix) when going through the steps of behaviour; prevent sanctions being given where possible.

• Follow up every time, retain ownership and engage in reflective dialogue with learners.

• Record incidents on CPOMS where appropriate.

• Never ignore or walk past learners who are making / displaying poor behaviour choices. Offer 'Help available' (see appendix).

5.2 Leaders – Curriculum leaders / UPS teachers:

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners

• Be a visible presence to encourage appropriate conduct.

• Support staff in returning learners to learning by sitting in a restorative meeting and supporting staff in conversations.

• Regularly celebrate staff and learners whose efforts go above and beyond expectations.

• Encourage use of positive notes home and MarvellousMe rewards.

5.3 Senior leaders will:

• Meet and greet learners at the beginning of the day.

• Be a visible presence across the school and especially at transition times.

• Celebrate staff, leaders and learners whose effort goes above and beyond expectations.

• Regularly share good practice.

• Support staff in managing learners with more complex or entrenched negative behaviours.

• Use behaviour data to target and assess school wide relationship & behaviour policy and practice.

• Regularly review provision for learners who fall beyond the range of written policies and communicate with teachers.

5.4 Parents / Carers will:

• Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.

• Foster good relationships with the school and support the school in the implementation of this policy.

• Make children aware of appropriate behaviour in all situations and to be aware of the school values and expectations.

5.5 Children will:

• Demonstrate the Arunside values: Excellence, Responsibility, Ambition, Learning Powers and Positive Contribution.
- Show respect to each other, school staff and the environment.
- Bring a positive attitude to school and a willingness to learn.
- Wear the correct school uniform.

6. Recognition and rewards for effort

We recognise and reward learners who go "over and above" our standards. Although our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

> *'It's not what you give but the way that you give it that counts.'* **Paul Dix**

6.1 Classroom / Whole School level

- Praise for choice
- House Points or Class Dojo's
- Special responsibilities/privileges
- Recognition in Celebration Assemblies (Wonder Wall)

Individual class teachers also have their own way of recognising good behaviour according to their own particular class.

7. Pro-active strategies to support positive behaviour

Through our Building Learning Power (BLP) approach, we explicitly teach the meta-cognitive learning behaviours which enable children to achieve and succeed, including resilience, independence and teamwork, reinforcing the importance of a positive growth mindset and the value of learning from setbacks and mistakes.

We ensure that staff have a clear and evolving understanding of how Adverse Childhood Experiences (ACEs) and disrupted attachment impact well-being and behaviour and the range of strategies which are effective in supporting these needs.

We promote individual and collective resilience in children through our PSHE curriculum, developing emotional literacy, social and lifelong skills, RSHE and resilience in an age appropriate manner.

We teach children about feelings, emotions and self-regulation from the Early Years Foundation Stage and through to Year 6, using the Zones of Regulation programme as the foundation and developing the language of emotional literacy. The Zones of Regulation programme teaches our school community that all feelings and emotion are valid, how to recognise and name a range of emotions, what may trigger individual emotional responses and strategies to self-regulate our emotions.

8. Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim at Arunside School. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary to use the steps in behaviour; every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see.

Learners are held responsible for their behaviour. Staff, in the vast majority of situations, will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with

poor conduct and wrong choices. All learners must be given "take up time" in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

9. Steps of behaviour

Non-negotiable behaviours
If a child displays a non-negotiable behaviour, they will automatically be sent to a member of SLT. The learner will remain with the DHT or HT for the remainder of the day. Parents will be informed or called in if necessary. A non-negotiable behaviour is defined as: • Behaviour that puts oneself or others at risk of harm, such as physical abuse of pupils or staff • Deliberate damage to school or person's property • Behaviour that is contrary to the 'protected characteristics' as set out in The Equality Act 2010 No warnings need to be given for this consequence. Behaviours defined as non-negotiable may result in a fixed term suspension period leading to permanent exclusion. *Refer to the suspension and permanent exclusion policy.* This decision will be made by the Headteacher. ❖ The member of staff who dealt with this incident is required to log the incident on CPOMs If a suspension / exclusion is issued, this will be dealt with in accordance with the statutory guidance set out in the Suspension and Permanent Exclusion Policy.

Step 1 – Redirection & Reminder
Positive reinforcement of other children around them - "X thank you for sitting so beautifully." A visual cue to the child that you want them to make a good choice - a 'look' or a visual point to what you expect. A reminder of the expectations and our school values delivered wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Step 2 - Warning
If the behaviour persists: A clear verbal caution delivered, away from others where possible, making them aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their good previous conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged (see appendix)

If appropriate, make links with the Zones of Regulation. Praise them when they positively change their behaviour, acknowledging the positive change.

Step 3 - Consequence
If the behaviour persists: The child is given a consequence. The teacher will determine the most suitable option for the child and behaviour: time out of class (work in the corridor), miss a playtime (go to reflection) or work in the partner classroom. ❖ Staff are to log the incident on CPOMs – under behaviour category.

Step 4 Internal Exclusion / Monitoring
If the behaviour escalates / continues on the same day → internal referral If a learner refuses to take their consequence or subsequently continues to make poor choices, the learner will be asked to work in an SLT classroom, for the remainder of the day (or next day if appropriate). The learner will attend reflection and remain with HT or DHT for the duration of lunch time. ❖ Staff are to log incident on CPOMs – under behaviour category. **If the behaviour persists over subsequent days → Monitoring** If a learner frequently reaches Step 3 – Consequences - the class teacher will contact the parents and a success chart or report card will be put in place. The report will remain in place until behaviour improves. Each week, the report card must be recorded on CPOMS and sent home to parents.

Step 5 – External Suspension
If there are serious or persistent breeches of the Relationship and Behaviour Policy or remaining in school puts others' welfare or education at risk, parents will be called in and the child will be sent home on an external suspension.

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

9.1 Supporting behaviour at break and lunchtime

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, staff will consistently 'catch children being good' and share this with them.

Behaviour incidents should be managed at break and lunchtime in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence.

To support positive behaviour and personal growth, students who reach step 3 (consequence) may be sent to 'reflection' during the following morning break time, where they will reflect on their actions, consider how they could handle situations differently, and work toward making better choices moving forward. This time is designed to help students learn from their mistakes in a supportive and constructive environment. A child who has been given an internal exclusion will spend their lunch time with the HT or DHT, if required.

9.2 De-escalation

De-escalation is an important part of positive behaviour management. Effective de-escalation means spotting the often-subtle signs that an individual is feeling distressed and taking action to prevent them from spiralling into a potential crisis. It's not about simply stopping behaviour, but about using appropriate intervention strategies to calm and reconnect the feelings driving the behaviour.

All members of staff have had de-escalation training and will use the help available / help needed script (see appendix) when appropriate.

9.3 Restorative conversation

As part of our approaches to managing behaviour, adults should hold a restorative conversation for any child who reaches step 5. This conversation will normally take place during lunch time duty. Sometimes it may include other adults / children.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses should be saved to CPOMS.

9.4 Suspensions and Permanent Exclusions

For very serious offences, the Headteacher will consider suspension or permanent exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension / exclusion and positive steps forward at the beginning of the suspension / exclusion and before the child

returns to school at a reintegration meeting. Suspensions and permanent exclusions are always a very last resort.

10. Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible on the gates / playground and staff ready in their classrooms.
On arrival	Children walk calmly straight into the classroom, put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and quietly in the corridors and on the stairs.
Lunchtimes	Children eat calmly and sensibly. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, teachers walk them to their collection point and dismiss them with the designated adult. Visible presence by SLT.
At all times	Children raise their hands to speak, use kind and respectful words to other children and adults and use Learning Powers as part of their daily practice.

11. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance. If sanctions are deemed necessary, they will be applied in line with the Relationship & Behaviour Policy.

The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

12. Searching pupils

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect the pupil has prohibited items such as:

• Knives or weapons
• Alcohol
• Illegal drugs
• Stolen items
• Tobacco and cigarette papers
• Fireworks
• Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

• Commit an offence
• Cause injury or damage
• Any item banned by school rules

If a search is thought necessary, this is always carried out by two members of staff unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline.

13. Positive Handling

Arunside Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013).

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Any force used should always be the minimum needed to achieve the desired result and only applied where it is deemed reasonable, proportionate or necessary as part of a dynamic risk assessment in a given situation. Key staff at Arunside have had the appropriate Team Teach training to use reasonable force appropriately and safely and are certified to use this approach. Any incidents which require the use of reasonable force will be reported to a member of the Senior Leadership Team and a log of incidents kept on CPOMS. Parents will be informed of any incident where reasonable force has been used on their child.

14. Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and use strategies to

persuade them to return. If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil.

15. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

• Reasonable adjustments for pupils will be recorded on an individual behaviour plan outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Learning Behaviour Advisory Team (LBAT).
• A reduced timetable may be put in place in line with guidance from the Local Authority. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
• A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

16. Supporting pupils with Special Educational Needs or Disability (SEND)

When a child's behaviour or presentation is impacted by a SEND need, including those with Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health (SEMH) or sensory and physical differences, a more targeted and personalised support plan may be required. In this instance, the following graduated response will be followed:

- Meeting between appropriate member of SLT and class teacher to discuss how the behaviours are presenting and identify additional personalised supportive strategies aided by OAIP document as appropriate.
- Meeting between parents/child/SENCO/class teacher to discuss behaviour needs and strategies, and establish SMART targets. A Pastoral Support Plan (PSP) may be used to support this process. Further meetings should take place regularly to monitor progress towards the targets and set new targets. The voice of the child and working closely with parents are key to the success of this process. A risk assessment and de-escalation plan may also be considered at this point.
- External agency support is sought by the SENCO e.g. The Learning Behaviour Advisory Team (LBAT), Locality SEND Inclusion Advisory Team.
- If a child is at risk of exclusion (AROE), the Fair Access team is informed.

- If evidence emerges that the wider family would benefit from further support, the Designated Schools Team is informed with the consent of parents/carers for the consideration of an Early Help IFD referral.

17. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

• Contact the child's teacher – either via email or call to the school office.
• Arrange an appointment with the teacher / phase leader.
• Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should follow the complaints procedure on the school website.

18. Accountability

It is the responsibility of the Headteacher to:
• Provide a framework for consistent behaviour monitoring in school.
• Ensure that all staff are following the policy and review the policy accordingly.
• Issue fixed-term and/or permanent suspensions to individual pupils.

19. Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Headteacher in implementing this policy. The Headteacher has day-today responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

20. Is the policy working?

With all of the above, including the reward systems, we need to constantly evaluate:

• Is implementation of this policy manageable and can we ensure consistency across the whole school?
• Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
• Are pupils developing the behaviours for learning?
• Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
• Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
• Do children actively use their school values to make positive choices rather than just use them to reflect on behaviours after negative choices?

21. Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
[Behaviour in schools: advice for headteachers and school staff 2022](#)
[Searching, screening and confiscation at school 2018](#)
[Searching, screening and confiscation: advice for schools 2022](#)
[The Equality Act 2010](#)
[Keeping Children Safe in Education](#)
[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
[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 to 94 of the [Education and Inspections Act 2006](#), which requires 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

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

Appendix 1:

Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you chose to.... (noticed behaviour).
This is a reminder that we need to be (refer to the school values)
You now have the chance to make a better choice.
Thank you for listening

Warning:

I noticed you chose to...... (noticed behaviour)
This is the _____time I have spoken to you.
If you choose to break the rules again you will move to the table at the back/outside.
This will also mean you will miss some of your playtime.
(learner's name), do you remember when_____ (model of previous good behaviour)?
That is the behaviour I expect from you.
Think carefully, I know that you can make good choices. Thank you for listening.

Consequence/ calming time:

I noticed you are still choosing to .... (noticed behaviour)
You need to go to sit at the table at the back/ to class X
I will come and speak to you in three minutes.

If need-be, request support of SLT.

If situations are becoming difficult. All staff will use the following help script:

"Help Available" – yes please / no thank you- to offer support to a member of staff managing a situation

"Help needed" – from the member of staff if they require support

Take up time:

All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Take up time allows a learner to make a choice. When being asked to turn your behaviour around, space should be granted to do this. The learner should have the opportunity to do the right thing. Give them a few moments to consider what you have said to them. Although silence can cause a feeling of awkwardness, it can also be used as a chance to pause, reflect and allow a settled period of calmness to occur. This approach can provide a person with the opportunity to stop, take stock of the situation, consider what's happening around them and work out in their own mind, how they should proceed. The aim of this strategy is to encourage and allow learners to feel they can choose to make the appropriate choices rather than feeling cornered into it.

For example, "XXXX... (pause to gain attention) ... come here a moment please." Then deliberately look away... talk to someone else. XXXX will come in his own time.

It also works in the corridor. "XXXX, come over here for moment please." Then walk away to a quiet area, away from peers. XXXX will follow – and not lose face. You can then have a quiet word about the behaviour without the show-down.

Appendix 2:

Ladder Visual

ARUNSIDE'S BEHAVIOUR LADDER

DANGEROUS BEHAVIOUR – STRAIGHT TO THE HEAD TEACHER

SUSPENSION

SENT TO SLT OR PUT ON REPORT

CONSEQUENCE

WARNING

REMINDER

Appendix 3:

Success Chart Year 3 & 4

SUCCESS CHART

ARUNSIDE

What does success look like for me?

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING					
BREAK					
MORNING					
LUNCH					
AFTERNOON					
AFTERNOON					

What am I working towards?

End of week teacher comment

Report Card Year 5 & 6

REPORT CARD — ARUNSIDE PRIMARY SCHOOL

Student : _____
Week : _____
Class : _____

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM					
AM					
LUNCH					
PM					
PM					

What we hope to see improve:

REPORT CARD — ARUNSIDE PRIMARY SCHOOL

COMMENTS	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

End of week comment:

School:

Home:

Appendix 4:

Child-friendly Behaviour Steps

*If I hurt someone or put others in danger, I will go straight to the Head Teacher, without reminders or warnings. I will spend the remainder of the day working with a member of SLT. My parents will be told by SLT.

Step 1 – Reminder

An adult will remind me of the expectation and school values.

Step 2 – Warning

An adult will give me a direct warning and remind me of the consequences.

Step 3 – Consequence

If I continue making poor choices, I will receive a consequence: time out / missing playtime (reflection) / work in another classroom. My teacher will inform my parents.

Step 4 – Internal referral / Monitoring

If poor behaviour continues on the same day: If poor behaviour repeats over multiple days:

SLT internal referral   Report Card

If I continue to misbehave or refuse to do my consequence, I will be sent to work with a member of SLT for the remainder of the day.

If I repeatedly make poor choices and receive consequences, my parents will be called in and I will be placed on a success chart / report card.

Step 5 – Suspension

If my behaviour does not improve, my parents will be called in and I will be sent home.