



## **BEHAVIOUR AND ANTI-BULLYING POLICY**

### **COLLEGE TOWN PRIMARY SCHOOL**

Approved Date	Sept 2024
Approved At FGB	Sept 2024
Date of Next Review	Sept 2025
Statutory	No
Adopted from Bracknell Forest	Yes

The policy has been developed to ensure that the school has high expectations of behaviour and supports the emotional and social development of our pupils. The Department for Education's Behaviour and Discipline in School – (January 2016) has been used to underpin the contents within this policy.

The law states that the Headteacher must set out measures in the behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work;

and which

- Regulate the conduct of pupils

## Philosophy

At our school we firmly believe that everyone should always try to be the best that they can be.

- We believe that children can learn good behaviour if it is modelled and explained to them.
- We believe that the best way to reinforce positive behaviour is through highlighting the good behaviour.
- Poor behaviour will always be addressed and parents/ carers will be required and included in supporting the child to learn more appropriate behaviour as we believe that when home and school work together children will learn quickly what acceptable behaviour is.

## Aims

To enable children to:

- To learn self-control and self-discipline
- To develop a sense of responsibility for their own actions.
- To recognise good behaviour through positive reinforcement
- To show respect to all and value each other

The success of this policy is dependent on all members of staff taking personal responsibility and demonstrating a commitment to its principles and practice.

- We are kind and caring to each other
- If we are unhappy or you see that someone else is unhappy – tell an adult
- We are respectful and polite to everyone
- We look after our school and everything in it
- We walk quietly and sensibly in school to keep ourselves and others safe
- We make the school a happy place for everyone.

## Principles into practice

The universally agreed school values and vision are displayed in **all** classrooms along with the school motto: ***Be the best that you can be***

Class Rules are displayed in **all** classrooms and are negotiated and reviewed in line with our class values: respect, cooperation, challenge and passion.

At our school we gain the children's attention by raising our right hand and catching the eyes of children responding by raising their hand and remaining silent. Those children responding quickly are praised helping others to follow. In our school the management of behaviour will only be managed through the rewards and sanctions outlined within this policy. There will be no other

methods used as this will deviate and weaken the school's vision around developing children to have positive self-image and the ability to self-regulate.

To further promote a sense of self belief and acknowledgement of desired behaviour every classroom will have a recognition board. This is a whole school approach and therefore there will be no individual reward based strategies used by teachers in isolation to promote positive behaviour. This ensures that the children throughout the school all have a similar experience and supports equality of opportunity.

The recognition board in KS2 will help children to establish a positive self-image leading on from Golden tickets in EYFS & KS1 and it is the teachers' responsibility to promote this element of our practice. Children will be placed on the recognition board through a range of written responses e.g. post it notes or celebration scrolls. These are able to be written by their teacher or other adults within the school and will be directly linked to a positive action or task that they have completed which supports the overall aims within this policy and our whole school vision.

## **REWARDS**

The school uses a wide range of rewards and these are used to reinforce positive attitudes in and to also foster positive behaviour choices.

### **Praise & recognition –**

This is the ongoing support from all adults within the class, but especially the teacher and adults involved regularly in the support of a child's class.

### **Marvellous Mathematicians –**

This is awarded to two children in each class from Reception to Year 6. It is awarded for the two children who the teacher considers to have tried consistently to do their best in mathematics. This includes home learning as well as the work undertaken in school.

### **Fantastic Phonics & Super Spellers**

This is awarded to two children in each class from Reception to Year 6. It is awarded for the two children who the teacher considers to have tried consistently to do their best in phonics (EYFS) & spelling (KS1 & KS2).

### **Golden Tickets EYFS & KS1 only**

- Golden tickets are rewarded for exemplary behaviour and learning. These are collected by the children and logged by the class tracker. When a child receives 10 golden tickets for either good behaviour or learning their name is written in the golden book. In Golden Assembly the child is awarded with a special certificate by the Head teacher. Parents are invited to attend this assembly.
- Medals- Bronze = 3 Certificates      Silver = 6 Certificates      Gold = 10 Certificates

### **Golden Table – KS1& KS2**

The teachers in each class choose the top three pupils who have demonstrated their ability to emulate the PSHE goals which are set each half term. The class then vote individually for the child who they believe meets the criteria. The child with the most votes joins the Headteacher for lunch for that half term.

### **Outstanding Learner – KS2**

Two pupils from each class are chosen by the teacher in the penultimate week and their names passed to the office so that in the celebration assembly they receive their reward. Pupils are chosen as a consequence of their commitment to their learning and being the best they can be. This is not an ability award.

## CLASSROOM SANCTIONS

All children should understand that if a pupil misbehaves the agreed procedure set out below will be followed

**1<sup>st</sup> warning = a verbal warning e.g. Please stop . . .**

**2<sup>nd</sup> warning = they are asked to move to a specific place within their class.**

*A child who has received 2 warnings in one lesson will be asked to stay behind at the end of the session to discuss their behaviour with their class teacher. At playtime the teacher will accompany the child on the playground to discuss their behaviour and consider more appropriate actions in future. If the next break is lunchtime then the teacher MUST speak to the child prior to them leaving for lunch and alert the dinner lady.*

**3<sup>rd</sup> warning = they are told to please move away from the group**

If after 3 warnings and moving the child away from their peers they continue to considerably disrupt the learning of others the Red triangle will be sent to the Mrs Mitchell in KS2 and Mrs Faircloth in EYFS / KS1.

When any child is sent to another member of staff as the 3 step approach has failed to re-centre the child's ability to self-regulate a letter will be sent home to the child's parents explaining the reasons for their removal from their class. The child will not be allowed out to play for the remaining of the day in order that they consider their behaviour and the changes required.

The class teacher records all serious or recurring poor behaviour on CPOMs. The disruptive classroom behaviour checklist will also be completed and communicated to the parents. The outcome from the checklist will support the target areas to address to support the child in addressing their behaviour.

Parents are informed when behaviour gives cause for concern through the standard letter and requested to come in and discuss the challenges with the classteacher/ SENCO. The meeting will provide a forum to discuss a way forward. **This often results in children having a report card which is completed by the class teacher and shared with parents on a daily and/or weekly basis. This is reviewed by class teachers and SLT.**

**Please note in an extreme incident a child will be immediately dealt with by the Leadership Team and parents will ALWAYS be notified. Where an incident requires temporary classroom withdrawal an internal exclusion will be written and shared immediately with parents.**

**Where a child is causing danger to others by their behaviour in the classroom the class will be evacuated and the red triangle sent to the appropriate member of SLT.**

## PLAYTIMES

- Play fighting, rough play is always stopped as it is highly likely to result in injury or upset. Fighting or verbal abuse e.g. hitting or naming calling another child after a disagreement is not tolerated and any such incident will be recorded with the children's names being entered onto CPOMs. Parents will be immediately informed of any fighting that their child has been involved in.
- Any child who appears in the log/CPOMS more than 3 times in ½ a term will trigger additional intervention including parent consultation to develop ways of supporting the child. A serious fight between pupils in KS2 is likely to result in a temporary suspension or being placed on report.
- During playtime any child who is behaving inappropriately and is causing a danger to themselves and others will be required to walk around with an adult. Names should be passed on to the class teacher and other teachers if appropriate as well as being recorded on CPOMs. Completing this is essential and serves to safeguard our pupils from abuse

both physical and verbal.

- If a child persistently has difficulty coping with playtimes or the lunchtime period the SENCO will contact parents and discuss the necessary provision and support that can be offered to support the child manage their playtimes more productively.
- Where there are difficulties within a cohort playtime structure may be changed to alleviate tension and promote a safer environment for our pupils.
- Lunchtime staff encourage good behaviour through positive strategies e.g. reporting good behaviour & verbal feedback.
- Lunchtime staff ensure that the names of children who have seriously misbehaved are brought to the attention of the class teacher. Details will be recorded in the behaviour log/CPOMs.
- The Headteacher must be informed of pupils who are presenting behaviour challenges so that they are able to provide maximum support to the child, teacher and parents. Please be aware that failure to do this undermines our safeguarding procedures.

### **Education and Inspections Act 2006**

Under the above act members of staff have a duty of care to use such force as is reasonable under the circumstances to prevent a pupil:

- causing injury or personal damage
- prejudicing good order and discipline at school or among pupils
- committing an offence.

### **Reasonable force may include any of the following:**

- physically interposing between pupils
- blocking a path
- holding
- pushing or pulling
- leading by hand or arm
- shepherding – hand in centre of back
- restrictive hold

For further information please see the school's restraint policy.

### **Support for pupils with additional and different needs**

- When a child has a significant difficulty in managing their behaviour the use of the Behaviour checklist will be used to help identify the behaviour type. This will be completed by the class teacher/SENCO and will inform the Pastoral Support Plan.
- A Pastoral support Plan Management plan will be written by the class teacher in conjunction with the SENCO. This plan clearly outlines the key behaviour difficulty, SMART targets and support strategies to be put in place. **The plan must be shared with the parents**, agreed and updated at least termly.
- Some children may benefit from an individual target book to help reinforce and remind them of their targets. The format has been devised by the SENCO. The class teacher and the child will talk about accepted behaviours and agree on targets. These are then written at the front of the booklet. Throughout the week the child adheres to these targets and receives a reward in the book each time their target is achieved.

At the end of the week the child meets with the SENCO to share their book and total how many times they met their target. The child and SENCO then set a new target for the following week. The class teacher and SENCO monitor the book and can note any days where the child had difficulties to meet their targets and what the reason for this may be.

- Some children may benefit from the use of the 'Safe Space' a room (KS2) where children can enter for a chance to calm themselves down. It is critical that when a child is highly dysregulated that staff remain calm and at all times reassure the child that the space provides a calm environment where they can regain self-control. Staff must not act in an intimidating or threatening manner during escalations of behaviour as this will cause further distress and impact on the child's ability to trust and regain their ability to calm down. The room has soft matting and weighted blankets that children can use to self-regulate. In extreme cases, children may be guided to this room in order to protect the child, other children and adults from harm. If this is the case then a restrictive intervention will be written into the child's Pastoral Support Plan. See *Restraint Policy* for more information.
- Outside agencies will be involved in extreme cases.
- In some cases where there is a risk to the child or the adults then a risk assessment will be completed for individual children to minimise any potential risks to the child and/or others and property.
- In some circumstances the school may use an internal exclusion, additionally when all other strategies have been exhausted the school will consider temporary suspension or permanent exclusion. Please refer to the information below

## **EXCLUSIONS and SUSPENSIONS**

**The headteacher can permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded.**

**A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision by the headteacher will be made in line with the principles of administrative law.**

**The headteacher will take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They will inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.**

### **Suspension:**

A suspension is where a pupil is temporarily removed from the school.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

During a suspension, pupils still receive their education. Work will be set and marked for pupils during the first five school days of a suspension. This may include the use of online pathways such as Google Classroom or Oak National Academy. Reasonable adjustments will be made to support children with Special Educational Needs.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

## **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

### **Reasons for suspension or permanent exclusion**

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

### **Procedures for exclusion or suspension**

- Each suspension or permanent exclusion notification will be made in person or by telephone and confirmed to the parents in writing. Details will be provided of the reasons for the suspension or permanent exclusion, the period of suspension or, for a permanent exclusion, the fact that it is permanent. Parents will also be notified of their right to make representations about the suspension or permanent exclusion and how these representations should be made.
- Any exclusion will be formally recorded.
- The school will support pupils to reintegrate successfully back into school following a period of suspension.
- A reintegration meeting will be arranged before or at the beginning of the pupil's return to school. Where possible, parents should attend this meeting.
- The governing board will be notified of any permanent exclusion, or a suspension that would result in a child being suspended for a total of more than five school days in a term.
- The local authority will be informed of all school suspensions and permanent exclusions.
- Procedures for the governing body to review any decisions are set out in DfE guidance <https://www.gov.uk/government/publications/school-exclusion>

## Anti-Bullying

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### What Is Bullying?

It is essential to distinguish between bullying and unkind behaviour. Bullying can include physical hurting and leaving people out as well as damaging people's things and making fun of them. We don't condone unkind or cruel behaviour in our school, but not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some sort of power over the person experiencing the bullying – usually at your child's age this power will come from being bigger, having a 'gang' of friends or having a toy or other item, that everybody wants to play with.

Children will often fall out with friends or say unkind things when they are angry. We explain to children that this is different from bullying. You can help by reinforcing these different behaviours with your child/ren.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional      being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), discriminatory behaviour
- Physical        pushing, kicking, hitting, punching or any use of violence
- Racist           racial taunts, graffiti, gestures
- Sexual          unwanted physical contact or abusive comments
- Verbal          name-calling, sarcasm, spreading rumours, teasing
- Cyber          All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities

### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

### Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.



## **Signs and Symptoms**

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

- is unwilling to go to school
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- feels ill or anxious in the morning
- begins to do poorly in school work
- comes home with clothes torn or belongings damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above

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

## **Procedures**

1. All incidents of bullying to be reported and recorded in the bullying log and on CPOMS
2. The Head Teacher is always made aware of the allegation and the investigation and support framework around any such incident.
3. In all cases parents should be informed and will be asked to come in to a meeting to discuss the problem. Outside agencies may then be involved. A clear note of all allegations and meetings will be recorded on CPOMS by Mrs Mitchell.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour

## **Outcomes**

- 1) The bully (bullies) may be asked to genuinely apologise.
- 2) In serious cases, internal or even temporary exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Prevention**

We will use the following methods to prevent bullying.

- Commitment to our School Vision and whole school mission policy
- take part in national anti-bullying week
- participation in PSHE lessons – with a say no to bullying theme
- class rules – children to negotiate class rules and update them termly – these will be focussed on the class values of: Respect, Co-operation, Challenge & Passion
- assemblies to reinforce positive behaviour

## **Help organisations**

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

For further information see:

Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (October 2014)

College Town Primary School Vision

Our vision is:

To create and nurture a learning community built upon trust and respect which is fully inclusive and has a passion for lifelong learning.

To experience a sense of belonging and well-being for all members of our community; where co-operation and fun go hand-in-hand.

To recognise that challenge is the motivator that helps everyone to aspire to excellence in all we say and do.

## **College Town Primary School Values**

*To ensure that our school can be the best it can possibly be, at all times, for all people, we will strive to behave in a way that demonstrates our belief in these values. In a community where these values drive our actions and decisions we would expect to see:*

**Respect** will be demonstrated through a considerate, appreciative and listening culture. Value is given to each and every person and their individual contribution is held in high regard. In such a culture there would be no evidence of feeling undermined, ignored, ridiculed or humiliated.

**Trust** will be demonstrated at both the personal and professional level. We will be able to rely on each other's personal characters and professional behaviours for the greater good of us all. Confidentiality, dependability and integrity will help us all grow in confidence. Where trust is high empowerment is inevitable where trust is missing a rot will prevent any growth.

**Passion** will provide the enthusiasm and inner-drive to ensure that we remain fulfilled, motivated and dedicated to our core purpose of improving the learning experience for all. Where passion is missing lack of enthusiasm, negativity and poor motivation may arise.

**Co-operation** will be demonstrated through our commitment to teamwork and understanding the necessity to be flexible and helpful. A co-operative school is always supportive, where each and every member recognises and contributes to the development of the whole school helping their colleagues when necessary. Poor co-operation inhibits growth and leads to poor motivation, negativity and individualism.

**Belonging** allows us all to feel at ease and comfortable in each others company, it bonds us together in partnership and commonality. When we do not feel as if we belong it gives rise to low self-esteem., isolation and lack of confidence. There is no sense of common purpose.

**Challenge** will be demonstrated through our excitement for learning and a desire to improve. Perseverance and resilience will be characteristics of us all and an underlying belief that we can do whatever we choose to do. Challenge will be seen as the motivator, not as an inhibitor. Pride in what we can do and what we know we can achieve will provide us with the strength to continue when the challenge is tough. Where challenge is lacking the practice will never develop, the people will never reap the rewards of unlocking the potential within themselves and those around them.

**Excellence** will be demonstrated through our focussed commitment, effort and drive towards continual improvement. There will be a sense of dignity and pride both as an individual, but also as a learning community. The road to excellence will provide opportunities for celebration, reflection and refinement. Where excellence is not aspired to there will be an apathetic attitude where growth and improvement are stunted and where individuals and groups settle for an attitude of mediocrity.

**Fun** will be demonstrated through the enjoyment we have in undertaking our tasks. We will be positive in both our attitude and approach. Our body language will tell others that we are happy to be here and there will be laughter. Where there is never any fun there is little hope of laughter.

***It is our human right to experience this and it is our responsibility as humans to work endlessly in establishing it.***

**College Town Primary School Values-**  
**Child Friendly version**

**Respect**

I will have respect for other children and adults in school, at home and in our community. I will show this in the things I say and by my actions.

**Trust**

I will learn to rely on other children and adults, to trust them and to be dependable so that others can trust me.

**Passion**

I will try to be enthusiastic, motivated and positive in my learning and make my school a better place to learn.

**Co-operation**

I will try my very best to cooperate and collaborate with others; to be helpful and flexible. I will try to make my school a better place for everyone.

**Belonging**

I will try to make everyone welcome and comfortable. I will help myself and others to feel part of our school community, to build partnerships and belong to a team.

**Challenge**

I will try to be excited to learn and always try to improve. I will aim to persevere and be resilient.

I can take pride in things that I do well and be happy with my achievements. I can be proud when I reach my goals.

**Fun**

I will try to enjoy my time at school, smile and be happy. I will try to show others that I am glad to be at school through my words and actions.

## **Procedures for Golden Assembly Awards**

### **KeyStage 1**

- When a child in the class has achieved 10 Golden Tickets in either Good Learning or Good Behaviour, the teacher should advise Helen Collin in the office of their names and ask them to be placed on the next available Golden Assembly list.
- The Golden Assembly lists are usually shut down once there are 10 to 12 children on the list. The next assembly list will then be opened. Good practice will mean that no more than 3 children per class per week are achieving their brick in assembly.
- The office will log each child's certificate in order to determine when they have achieved a Medal award (ie 3 certificates for Bronze, 6 for Silver and 10 for Gold). Once they hit a trigger point for a medal the office will organise the letters. This will include producing the certificates and golden bricks for the Achievement wall.

### **Foundation Stage 2**

- Procedures are the same as above, however FS2 records are held separately as they hold their assemblies separately to the KS1 assembly.

Each child will be given a Golden Brick with their certificate. The class teacher should ensure that the child writes their name on the brick using the permanent black pen provided for them. All bricks should then be returned to the office, preferably by the following day, in order that they can be placed on the Golden Brick wall in the school hall.

If you have any questions, please do not hesitate to speak to Helen in the school Office.

## **PROCEDURES FOR KS2**

### **OUTSTANDING LEARNERS OF EACH HALF TERM**

In each ½ term it will be the teacher's discretion to award two pupils in their class the outstanding learner award. This is not necessarily the most able, but the pupil who demonstrated a keen sense of engagement coupled with excellent learning behaviour generally. As only 2 pupils are chosen each ½ term it is not possible for every child to achieve this award so it is important that teachers are very clear about why the child has been chosen to allow others in the class to replicate and aspire to achieve.

**College Town Primary School**  
**Pastoral Support Plan**

Name:

D.O.B

PSP No: 1

Date:

<u>Key behaviour difficulty:</u>  •	
<u>Strategies already implemented and the impact of this:</u>	
<i>Strategy</i>	<i>Impact (0=not successful, 5= successful):</i>
<u>What we wish to see instead (SMART)</u>  •	
<u>How Staff can help:</u>  •	
<u>How parents/carers can help:</u>  •	
<u>How school can help (prompts &amp; management):</u>  •	
<u>Ways of celebrating:</u>  •	
<u>Environmental changes which may help:</u>  •	
<u>Provision needed (staffing, activities/ equipment and other agencies):</u>  •	
<u>Monitoring arrangements (how? How often?):</u>  •	

## College Town Primary School Risk Assessment

Pupil Name:

Year Group:

Assessor:

Date:

<u>What health and safety hazards arise or could arise from the behaviour of this pupil?</u>	
<u>What risks do they pose and to whom?</u>	Level of risk: High/Medium/Low
<u>What has been done so far to remove or reduce the risks?</u>	Remaining Risk: High/Medium/Low
<u>What further action is required to reduce the risk further?</u>	Level of risk once all control measures are in place: High/Medium/Low
<u>List any activities which cannot be safely managed, as far as it is possible to foresee.</u>	
Any further comments:	
Review date:	



**College Town Primary School Internal Exclusion Record**

<b>Internal Exclusion Record</b>		
Length of exclusion:		
Name of Child:	Date of exclusion:	Parents informed by:
Details of incident/s leading to internal exclusion:		
How the internal exclusion will be managed:  Where: When: Who:		
Strategies to reintegrate pupil successfully:		

### Playtime parent letter- example

To the parents of:  
Dear Parents

#### Play Time Behaviour

We have clear playtime procedures that are followed in school to ensure all children behave appropriately, safely and in a manner that does not upset or hurt their peers. All children are aware of these and they have been reinforced to children on an ongoing basis.

As advised, any child who is identified is given a warning and reminder of what behaviour is expected. If they reach their third warning, they lose their right to play on the playground for an appropriate period of time, and their parents are then notified. It is with regret that I must inform you that ..... has today been issued with their third warning, the details of which are as follows:

- 1<sup>st</sup> Warning    Fighting with children in the playground
- 2<sup>nd</sup> Warning    Hitting another child
- 3<sup>rd</sup> Warning    Spitting at another child

Accordingly, .....will be missing playtime on.....

Your support on this issue is appreciated.

Yours sincerely

**Fiona Mitchell-     Leader of Pastoral Support**

College Town Primary School Behaviour Log

Behaviour Log

Child's name:

Class:

Date and time	Location	Incident reported	Who was involved?	Action agreed

Report Card					
Focus:					
Day & Sessions	Mon	Tues	Wed	Thurs	Fri
1 <sup>st</sup> Session					
Break					
2 <sup>nd</sup> Session					
Lunch					
Afternoon session					
Comments					