

# BEHAVIOUR POLICY



Forest Park Primary School part of  
Orchard Community Trust



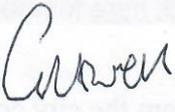
**ORCHARD**  
— Community Trust —

Last updated: September 2019

Last Reviewed: September 2019



----- Head teacher



----- Chair of governors

**Next Review Date: September 2020**

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- Consequence sheet
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## Statement of intent

Forest Park Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life and that high standards of behaviour are essential in order to learn effectively. Promoting positive reinforcement is the cornerstone of our philosophy – the pupil's self-esteem and their resulting confidence will raise achievement.

We are committed to;

- Promoting positive behaviour.
- Fostering self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## 1. Aims

This policy aims to:

Provide a **consistent approach** to behaviour management

**Define** what we consider to be unacceptable behaviour, including bullying

Outline how pupils are expected to behave

Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

Behaviour and discipline in schools

Searching, screening and confiscation at school

[The Equality Act 2010](#)

[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](#).

### 3. Key roles and responsibilities

The governing body has overall responsibility for the implementation of this policy and the procedures of Forest Park Primary School.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Responsibility for handling complaints regarding this policy, as outlined in Forest Park Primary's Complaints Policy.

Miss S.L. Irving will be responsible for;

- the day-to-day implementation
- ensure that the school environment encourages positive behaviour
- ensure staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff, including teachers, support staff and volunteers are responsible for;

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Creating a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents/carers are expected to;

- Support their child in following our Forest Park Primary School's Home/School Agreement.
- Take responsibility for the behaviour of their child(ren) inside and outside of school.
- Take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Pupils are expected to;

- Follow our Forest Park Primary School's Home/School Agreement which requires pupils to:
- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our Home/School Agreement by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

#### 4. Definitions

For the purpose of this policy, Forest Park Primary School defines “serious unacceptable behaviour” as any behaviour, which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of prohibited items (knives, weapons, alcohol, drugs – illegal or legal, stolen items, tobacco and items, fireworks, pornographic images or any other item/article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of any person)
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines “low level unacceptable behaviour” as: Behaviour, which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Purposely defacing or damaging school and other people's property and equipment
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

## **5. Training of staff**

At the school, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. Teachers and support staff will receive regular and ongoing training as part of their development. At least two members of staff will be trained in MAPA (Management of Actual and Potential Aggression)

## **6. Smoking and drug policy**

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, outbuildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

Pupils and staff are required to follow the school’s Drug and Alcohol Policy.

## **7. Rewarding good behaviour**

The school recognises that pupils should be rewarded for their display of good behaviour.

### **Forest Park Primary School Rules Foundation Stage**

We look after and share all of the toys.  
We are always kind to each other.  
We always listen to each other and the teachers.  
We always try to do our best.

### **Forest Park Primary School Rules Lower School and Upper School**

Have respect for people and property.  
Keep hands, feet and objects to yourself.  
Always follow instructions.  
Work hard and allow others to work hard.

At the start of every year, we teach all the children the Forest Park School rules. In Foundation the simpler rules are used. These are then reinforced through use in every lesson and each week some assembly time is given over to celebrating successes in good behaviour. At the beginning of each subsequent half term, discussion on the rules takes place in class.

The school will use the following rewards for displaying good behaviour:

- Merit stamps – Children receive stamps on their merit log or in their merit books for following the four school rules. These need to be updated weekly on the class merit chart within class on the behaviour board.
- Certificates – class personalised.
- ‘Always’ Rewards – To celebrate children achieving milestones in the number of merits collected, children will be given the opportunity to take part in an activity provided by staff on a rota system.
- Privilege Rewards – These activities will be arranged at the end of the year by the Behaviour Team.
- Verbal praise
- Stickers- including lunchtime
- ‘Kerching’ - Children receive money stamps for good work. Money stamps to be recorded using money stamps on cards or in books. Stamps to be exchanged for plastic money at time specified by the class teacher. Money to be exchanged for prizes at the discretion of the Behaviour Team at a termly ‘Kerching Shop’. This will run from Year 1 to Year 6. Reception and Nursery classes choose a prize from the Golden box after they have filled their merit/stamp cards.
- Smiles, public and private praise
- ‘Star of the Week’ award – photograph displayed weekly on school board. Certificate to be sent home with Star of the Week child on a Monday. Star of the week children will be asked to celebrate their success in whole school assembly on Friday with Head teacher and Deputy Head teacher. Children will also eat at ‘The Golden Table’ on a Friday with members of SLT.

We want the children to have a sense of achievement and to understand that they receive rewards for good work and behaviour.

The merit systems from Foundation, Lower School and Upper School follow the same principle but with different numbers of merits needed to receive an award.

### **Foundation Stage**

Children will collect merit stamps on their merit chart, in the term after induction.

Number of merits	Awards
10	Bronze certificate and take home a treat from the golden box. Certificate to be awarded in Foundation Assembly
20	Silver certificate and take home a treat from the golden box. Certificate to be awarded in Foundation Assembly
30	Gold certificate and take home a treat from the golden box. Certificate to be awarded in Foundation Assembly
40	Platinum certificate presented by the Deputy Head teacher ‘Smiley Face’ badge to be awarded to pupils achieving privilege in Foundation Assembly

### **Lower School**

Children will collect merit stamps in their own merit logs and be awarded certificates following their merit system.

**Positive Rewards**

Simple verbal appreciation.  
Formal verbal appreciation in front of peers.

**BRONZE PHASE**

Bronze 1, 2 and 3

60 merit points in total to progress

BRONZE MERIT CERTIFICATE awarded in class

**SILVER PHASE**

Silver 1, 2 and 3

60 more merit points to progress

120 in total

SILVER MERIT awarded in class by Key Stage Leader

**GOLD PHASE**

Gold 1, 2 and 3

60 more merit points to progress

180 in total

GOLD MERIT awarded in WS Assembly by Head Teacher

**PLATINUM PHASE**

Platinum 1, 2 and 3

60 more merit points to progress

240 merits in total

PLATINUM MERIT awarded in WS Assembly by Head Teacher

**PRIVILEGE BADGE TO BE AWARDED IN WS ASSEMBLY BY HEAD/DEPUTY**

Any member of staff should be in the position to award a merit at any time during school hours. The number of merits given at any one time should be limited to one.

**Upper School**

Children will collect merit stamps in their own merit books.

**Positive Rewards**

Simple verbal appreciation.  
Formal verbal appreciation in front of peers.

**BRONZE PHASE**

Bronze 1, 2 and 3

60 merit points in total to progress

**SILVER PHASE**

Silver 1, 2 and 3

90 more merit points to progress

150 in total

**GOLD PHASE**

Gold 1, 2 and 3

105 more merit points to progress

255 in total

PLATINUM PHASE  
Platinum 1, 2 and 3  
120 more merit points to progress  
375 merits in total

PRIVILEGE BADGE TO BE AWARDED IN WS ASSEMBLY BY HEAD/DEPUTY

Any member of staff should be in the position to award a merit at any time during school hours. The number of merits given at any one time should be limited to one.

These will be totalled by any staff member in the class and recorded on the merit charts, which are displayed on the behaviour board, located in the classroom. (Appendix ¾)

### **8. Unacceptable behaviour**

Unacceptable behaviour will not be tolerated at the Forest Park Primary School. We all share the same belief that;

“We have the right to do our job and the children have a right to learn and play in a place free from disruptive behaviour.”

In order to achieve this, we have developed a discipline plan, which has as its goal  
“TO HAVE A FAIR AND CONSISTENT WAY TO ESTABLISH A SAFE, ORDERLY AND POSITIVE SCHOOL ENVIRONMENT.”

Breaking any of the rules laid out in our policy will lead to consequences and disciplinary action.

### **9. Consequences**

There is no corporal punishment at the school.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

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

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

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

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

If a child breaks a rule, then a warning is given and the child has chosen the consequence of that warning.

When an adult gives a warning, it will not be given aggressively but assertiveness is necessary. It is important to use the correct language:

**“You have not followed the rule which was .... you have therefore chosen the consequence. That is a warning.”**

At Forest Park Primary School, we believe  
'Each day is a fresh start'

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The range of consequences is as follows:

### **Foundation Stage**

Children will follow the rainbow, sunshine and cloud system. All children start every day on the sunshine, but if they choose not to follow the school rules then their picture/name will move down the chart.

If a child receives a warning, then their picture/name will move down to the cloud. If they receive a second warning, then they will move to the rain cloud and will have time out on the thinking mat.

Children who have excelled in their behaviour or work will move up to the rainbow where their achievement will be celebrated with the rest of the children.

If a child marks another child, damages equipment on purpose or persistently chooses not to follow the class rules they will then be sent to the Foundation Manager and their parents/carers will be informed. This will be recorded on a 'Behaviour Incident Log'.

If they have been sent to the Foundation Manager three times in a week, their parents will be informed, by a phone call or letter, inviting the parents into school to speak with Head teacher. The Foundation Manager will keep a 'Behaviour Incident Log' of any child who receives these warnings including details of conversations, meetings with parents and outcomes.

### **Lower School and Upper School**

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable, there will be no additional consequences as this is a **reminder**. This may also be a non-communication warning given by a member of staff.
- If the pupil does not stop, the teacher will give a **first warning** and this will be recorded on the consequence chart with the number of the rule broken.
- If behaviour continues or it is a separate incident that day, the teacher will give a **second warning**, moving the child, advising that if they continue, they will remove the pupil from the classroom.
- If the behaviour continues or is a separate incident that day, the child will receive a third warning. Following the **third warning**, the teacher **will** move the child to their 'buddy' class for an agreed amount of time (approx. 20 mins). Children must be sent with an appropriate work task that they can complete independently /reflection sheet (Appendix 6).
- N.B. No more than 2 children to be sent to the same classroom, should a situation arise send to a member of SLT.

### **Foundation Stage and Lower Stage**

Children will be sent to neighbouring classrooms as appropriate.

### Upper Stage buddy classrooms

Y3 Owls >< Y5 Swallows

Y3 Foxes >< Y5 Dragonflies

Y4 Kestrels >< Y6 Kingfishers

Y4 Swans >< Y6 Hedgehogs

- If the child receives another warning, the **fourth warning**, they will be taken a member of SLT (Assistant Heads).
- On the **fifth warning**, the child will be taken to the Deputy Head Teacher or Head teacher. Parents/carers will be contacted by the class teacher to discuss the behaviour of their child. Deputy Head teacher or Head teacher must be informed when a parent is being contacted.
- If a pupil misbehaves on the playground or in another area of the school, the same process will be followed. An adult will supervise any pupils that are sent indoors at all times. Staff **MUST** communicate with the class teacher and vice versa for children accessing other groups within the school to ensure that the child's warnings are recorded on the consequence chart.
- **Severe clause:** If a child exhibits severe misbehaviour such as fighting, open defiance or vulgar language then 5<sup>th</sup> warning consequence is imposed (Level 5). Parents must be contacted and informed either face to face or by telephone, this needs to be recorded on CPOMS as a behaviour incident. The information on CPOMS needs to include the behaviour, the trigger, if the parent/carer has been informed and the outcomes. The Head teacher or Deputy Head teacher must be informed of this.
- When a child is felt to be unsafe to themselves and/or others MAPA principles will be used to deescalate the situation by trained members of staff. All MAPA incidences are recorded by SLT.
- Should a child try to leave the premises an attempt will be made to persuade them not to leave the school grounds. A member of staff will immediately report the incident to the Head teacher/ Deputy Head teacher or a member of SLT and to the school office who will contact the child's parents/guardians. The police will be called. Children who are known to leave the premises must have a risk assessment.
- Warnings are recorded/marked on the individual class consequence sheet by staff, the consequence chart is then collected and recorded on a Friday afternoon. (Any consequences above three for the week are recorded on a behaviour database). The EAL team are to have their own record of consequences in their area as well as been communicated to their class teacher. Warnings received by the child will also be made known to staff if they are accessing other areas of the school. The database is monitored by the Head teacher/Deputy Head teacher.

At Forest Park Primary, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. Any reoccurring, inappropriate or concerning behaviours should be recorded on CPOMS. The information on CPOMS needs to include the behaviour, the trigger, if the parent/carer has been informed and the outcomes.

## Outside school and the wider community

Pupils at the Forest Park Primary School must agree to represent the school in a positive manner.

The guidance laid out in the Home/School Agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the school procedure.

### Forest Park Primary School Tracking system

Receiving more than six warnings in a week



Target set and letter given to parents



Progress tracked for 2-week period on database



Letter 2 review of target –

- A. Progress made - no action required - chance week given
- B. progress not made - action plan set by Class Teacher



Review after an agreed time span

- A. Progress made – no action required
- B. If behaviour is not resolved action plan agreed with parents and SMART target set.



SMART TARGET reviewed after agreed time span



If behaviour is still not resolved child put on SEN register for behaviour IBP written



Outside agencies' advice sought

## **10. Resources**

The most important elements in the School Behaviour Policy are the members of staff and the importance they give in rewarding good behaviour and creating orderly working conditions inside and out, at work and play, in the dining hall, when moving around school or off the school premises. All staff and regular visitors to the school will need to be conversant with the structure of the Behaviour Plan.

Each class teacher will be provided with their own supply of merit books and stampers. Consequence charts, merit tracking charts, certificates and tracking sheet. Copies of these will be available on Google Drive.

Letters sent to parents need to be recorded on the Behaviour Letter Tracking Sheet. This needs to be dated and the reply slips from parents kept in the class assessment folder.

SLT will monitor behaviour on a regular basis.

Outside agencies may be involved, a list of these agencies available from the SEND file.

It is the responsibility of all adults in school to challenge inappropriate behaviour and ensure that this is communicated to the class teacher.

The school does take incidents of unacceptable behaviour seriously. Following an allegation of unacceptable behaviour, an investigation will be carried out by a member of SLT. If the allegation is found to be true; the head teacher will issue the appropriate disciplinary action.

## **11. Searching**

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the head teacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

A same-sex member of staff (if possible), with another staff member as a witness, will conduct searches unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member, except for SLT, may refuse to conduct a search.

## **12. Confiscation**

We will also confiscate any item, which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **13. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. This includes confidential meetings of Foundation Staff and parents/carers. Staff also meet with high school transition leads and vulnerable children's needs are met through extra sessions.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **14. Training**

Forest Park staff are provided with training on managing behaviour and strategies for de-escalation, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Any staff training will be recorded through their own Performance Management files.

### **15. Monitoring arrangements**

This policy will be reviewed by the Head teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request

### **16. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy
- Anti-Bullying Policy
- Risk Assessment
- PHSE Policy







## Reflection Logs

Foundation will follow 'Conflict Resolution in EYFS'. This will be a verbal process.

### Conflict Resolution in EYFS

The following steps help to resolve conflicts and take into account the development and understanding of emotional expressions in young children.

- Step 1: approach calmly, stopping any hurtful actions
- Step 2: acknowledge children's feelings label emotions I can see you are very cross, upset angry.....
- Step 3: gather information
- Step 4: restate the problem
- Step 5: ask for solutions and choose one
- Step 6: be prepared to follow up

Time to Reflect Y1 2 and 3

Name: \_\_\_\_\_

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

The rule I was not following is:

Have respect for people and property	Always follow instructions
Keep hands, feet and objects to yourself	Work hard and allow others to work hard

I am feeling:

sad	lonely	frustrated	confused	angry	worried	hurt	other
							

I chose to:

I could have:

Did I apologise?

YES

NO

Do I need to apologise?

YES

NO

Pupil's signature \_\_\_\_\_

Teacher's signature \_\_\_\_\_

Parent's signature \_\_\_\_\_

Time to Reflect Y4, 5 and 6

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

The rule I was not following:

Have respect for people and property	Always follow instructions
Keep hands, feet and objects to yourself	Work hard and allow others to work hard

I am feeling:

sad	lonely	frustrated	confused	angry	worried	hurt	other
							

Describe what happened and who it affected:

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What should I have done:

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If I had done this:

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So from now on:

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Pupil's signature \_\_\_\_\_ Teacher's signature \_\_\_\_\_ Parent's signature \_\_\_\_\_

## CLASSROOM & BEHAVIOUR PLAN

Dear Parent/Carer

I am delighted that your child .....  
is in my class this year.

Our school has developed a classroom discipline plan, which gives every child guidance in making good decisions about his or her behaviour, and an opportunity to learn in a positive, nurturing classroom environment. Your child deserves the most positive educational climate possible for his or her growth and I know that together we will make a difference in this process. The plan below outlines our school rules, positive rewards and consequences for appropriate and inappropriate behaviour.

### Forest Park Primary School Rules

1. **Have respect for people and property.**
2. **Keep hands, feet and objects to yourself.**
3. **Always follow instructions.**
4. **Work hard and allow others to work hard.**

We want the children to have a **sense of achievement** and to understand that they receive **rewards for good work and good behaviour**. To encourage children to follow our rules, I will recognise appropriate behaviour with **smiles; praise** – to the individual (privately), to the individual within the group or hearing of the class, by encouraging reinforced praise from other staff or by referring the child to the Headteacher for special praise. **Individual merit points** are given to advance children through the schools merit system; **progress awards** are for those children who make a concerted effort to improve or to maintain a high standard.

Whilst we will continue to emphasise the positive aspects of behaviour we do recognise the need to deal with pupils who for one reason or another don't follow the school's rules. This is dealt with in a non-aggressive manner and we use our consequence system to support children and set them on the right course.

If a child chooses to break a rule, the following steps will be taken:

The first time a child breaks a rule:	1 <sup>st</sup> warning	verbal, no additional consequences
Second time	2 <sup>nd</sup> warning	child works on a different table on their own for 10 minutes, then goes back to own table
Third time	3 <sup>rd</sup> warning	child works in a different room and takes work for the rest of that lesson
Fourth time	4 <sup>th</sup> warning	to Phase lead who advises that if they break the rules again then parents will be informed
Fifth time	5 <sup>th</sup> warning	parents informed

Severe disruption: Sent to Headteacher

Please ask your child to review this classroom plan with you and then sign and return the form below, retaining this letter for your reference. This form will remain valid throughout the duration of your child's at Forest Park Primary School. Do not hesitate to contact me if you have any questions about this plan or any other matter.

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### Forest Park Primary School

I have read the classroom discipline plan and have discussed it with my child.

Child's name: .....

Signed: ..... Parent/Carer Date: .....

Signed: ..... Child Date:.....

Signed:.....Head teacher Date:.....

Comments:.....