

New Generation Schools Trust 



## Behaviour Policy & Principles

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## **1. Underpinning principles**

Hope Community School (HCS) thrives on achievement, with children succeeding in a secure framework provided by a consistent, fair and loving staff. The school is built on 40 Christian values including – respect, goodness, hope, tolerance, harmony and gentleness.

We recognise that children learn by example. We provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for HCS. In our school we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places on behalf of the school.

All adults working with HCS children have a responsibility for behaviour. Children also have a responsibility to behave well and the right to expect others to behave well towards them. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. It is our belief that behaviour can be learnt, we aim to teach children how to behave well and how to be considerate and self-disciplined individuals.

We believe that children seek approval and want to do the right thing, though they may sometimes make the wrong choices. Hope is committed to developing respectful and responsible members of the community and to building a low-stress, high-challenge environment for learning. Children will be taught and praised for good behaviour that makes great learning possible. Our behavior code is consistent in all areas and groups across the school, including our staff, parents and carers who role model these.

## **2. Ready, Respectful, Safe.**

The core to the Behaviour policy is the Ready, Respectful, Safe approach. The school has taken this approach as we believe it summarises the school's core Christian values and our approach to how we treat each other and our environment.

**Ready:** Children showing they are sitting ready, listening (this may look different in different children), following instructions, keeping their hands and feet to themselves, sharing in partner or group work.

**Respectful:** Polite, following instructions, kind to other, looking after people's property.

**Safe:** Keeping hands and feet to themselves, using kind words, using equipment properly and safely, walking around the classroom and building, following the behavior expectations.

## **3. Expectations**

Hope Community School classroom structure will encompass the expectations below and the golden agreement that we treat others as we want to be treated.

<b>What children can expect of Hope</b>	<b>What Hope can expect of children</b>
Safe, calm environment	Arrive on time
Be kind and helpful to children	Be kind and helpful to staff and each other.
Give clear instructions	Follow instructions
Praise hard work, honesty and responsibility	Be honest and take responsibility for own actions
Respect and treat children as staff wish to be treated	Respect and treat children and staff as they wish to be treated
Respect and model the Christian values underpinning life at Hope	Respect and uphold the Christian values underpinning life at Hope
Respect and value each child's spiritual development in all faiths and no faith	Try their best with learning
Seek children's gifts, talents and particular needs	Take responsibility for own learning and behaviour
Consistent application of clearly defined systems and strategies	Commitment to learning, working hard and problem solving
Value contributions to the life of the school	Creativity
	Willingness to share ideas
	Look after property

### 3.1 Expectations for Ready, Respectful and Safe

On a daily basis Ready, Respectful and Safe will be evident through the following actions:

#### Ready

- Ready to learn by being punctual to school, arriving in their class so they are ready to start work at 9am at the very latest.
- Ready for school; pupils are wearing the correct school uniform.
- Ready for PE: pupils have their PE kits in school every day of the week.
- Pupils complete their homework and reading, regularly and on time.
- Ready to do as the adults ask and follow their instructions.
- Ready to listen to adults or others, without interrupting.
- Ready to sit calmly and quietly, without distracting others.

## Respectful

- Pupils are polite, they do not use rude or unkind words; joking is not an excuse for rudeness.
- Pupils respect everyone's body and feelings, they don't hurt anyone's body or feelings.
- Pupils are kind when others make mistakes, they don't laugh or tease others.
- Pupils are truthful and don't tell lies.
- Pupils talk and don't shout.
- Pupils sit quietly in Collectives or during prayer times.
- Pupils take care of property and their environment.

## Safe

- Pupils walk around the school and only run when in a safe place at play or in PE.
- Pupils hold on when using stairs giving others space and time to move.
- Pupils play safely, they do not play rough games, or play fight.
- Pupils line up one behind the other without touching. Don't push or talk in lines.
- Pupils follow the behaviour code.

## 4. Responding to behaviour

Our school 'ladder' system, which is colour coded, ensures all children and staff have clear guidance on the school's response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment, all being treated fairly and having very clear expectations. Our framework for behaviour at Hope is posted in all areas of the school, including areas shared with the local community. These expectations sit within a fair and loving framework and are based on our ethos that encourages each child's right to learn and develop. It is important to note that children's names are not placed on the ladder for other children to see as we do not believe in toxic shaming children. Children move back to green at the beginning of every session for a fresh start.

	Post Card Home 5 Dojo Points
	Raffle Ticket 3 Dojo points
	Daily Dojo Point
	Behaviour reflection slip
	See below

In addition to promoting positive behaviours for learning through one-to-one coaching and providing a system for understanding rules, rewards and consequences, we are aware of the

need to teach these behaviours explicitly. We draw on a range of resources that focus behaviour on learning skills to work as effectively and enjoyably as possible, both independently and collaboratively. Including both social and emotional aspects of behaviour for learning throughout school life provides a strategic approach to enterprise learning where working successfully with others is fundamental. Hope supports children creatively and strategically to make this a reality in all areas and all times.

Adopting this ladder system for playtimes, playground areas and other non-academic times keeps messages consistent. Hope will develop a peer mentoring programme in the later stages of Key Stage 2 on the playground to support social learning and dispute resolution. Peer mentors will be trained in dispute resolution strategies as well as how to initiate and lead games for younger children.

#### 4.1 Rewards

At Hope there is particularly strong focus on praising children who demonstrate a positive attitude to learning. Praise and 'achieving success' recognition can be given to any child who, in an adults' judgement, has worked well, completed work to a high standard or made a positive contribution to the school (for example through a co-curricular activity). Rewards may include:

- Achieving 'Lovely Hat' recognition in weekly celebration Collective for effort in learning, success in learning.
- Moving to blue or purple on the ladder and receiving a postcard home or a raffle ticket
- Weekly in class celebration of children achieving or making progress in key learning areas, such as reading, writing and maths.
- Principal certificates issued for outstanding contributions to whole class learning, personal achievement or behaviour for learning.
- Dojo Points issued for when an individual or whole class works well and accumulated points go towards scale class / individual rewards
- Hope Community Cup awarded for outstanding community
- Attendance certificates issued to children with 100% attendance each term and over the year.
- Principal Awards – Annual awarded for outstanding contributions to Hope School.

#### 4.2 Positive Handling

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a child from committing an offence; causing personal injury to, or damage to the property of, any person (including themselves); and prejudicing the maintenance of good order and discipline. Staff receive annual training in the use of positive handling in a variety of situations in and out of the classroom. Please see the school's positive handling policy for more information on positive handling.

## 5. Behaviour Plan: responding to incidents

The Behaviour plan below outlines a graduated approach relative to the behaviour demonstrated. This structure is to ensure that everyone understands the school standard and response to ensure consistency across individual staff members' teaching and leadership styles.

Children are expected to show respect, speak politely, follow instructions, be helpful and honest, take care of property, try hard with their learning, take responsibility for their actions. These should be verbally praised both in class and by other staff members and parents.

	Step	Actions
1	Reminder	A reminder of the three simple rules- ready, respectful, safe delivered privately wherever possible. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last chance/yellow card	Child is verbally told they are now on a yellow card and their last warning. Speaking privately to the pupil where possible the adult will give them a final opportunity to engage. They will also offer a positive choice to do so and refer to previous examples of good behaviour.
4	Time out/red card/behaviour reports	<p>Child now receives a red card and time out, this might be a short time in an alternative classroom, or at the side of the field at play. This gives the child time calm down, breathe, look at the situation from a different perspective and compose themselves. This should be 10 minutes in length.</p> <p>The first red card in a week will result in a letter being sent home from the class teacher. A second red card in a week will result a letter home from Principal and the child may lose time at lunchtime to catch up on missed learning, in addition to the time out in another class. Children who receive persistent red cards may be placed on a behaviour report. The behaviour report will track behaviours over one week and teachers will work with the child and family to embed strategies to support positive behaviours in line with school expectations.</p>
5	Repair and restore	This might be a quick chat at break time in the playground or a more formal meeting. Restorative approach to re building relationships between peers, or between peers and staff.

Behaviour	Example	Positive Steps	Consequence
Low level classroom disruption	<p>Calling out</p> <p>Talking to another pupil</p> <p>Not focussing on work</p> <p>Stopping another child from working</p> <p>Not doing as an adult asks</p> <p>Answering back to an adult</p> <p>Not doing the work set for them</p>	<p><b>Remind</b> of the three simple rules- ready, respectful, safe delivered privately wherever possible. Work to keep things at this stage.</p> <p>Praise other children who are showing the wanted behaviour.</p> <p>Pupils who make positive choices will be praised and may be awarded a dojo point or moved up the behaviour ladder.</p> <p>Teach the children directly how to do the desired behaviour.</p>	<p><b>Caution:</b> A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.</p> <p><b>Last chance:</b> Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention.</p> <p>Two minutes after class with you to discuss and repair what has happened- it is non-negotiable- cannot be removed.</p>
Mid-level disruption	<p>Ongoing repeated low level behaviour from above</p> <p>Rudeness</p> <p>Lying</p> <p>Throwing something in the classroom</p> <p>Destroying another child's work</p>	<p><b>Remind</b> of the three simple rules- ready, respectful, safe delivered privately wherever possible. Take the initiative to keep things at this stage.</p> <p>Praise other children who are showing the wanted behaviour.</p> <p>Pupils who make positive choices will be praised and may be awarded a dojo point or moved up the behaviour ladder.</p>	<p>Follow the steps above first, then:</p> <p><b>Time out/red card:</b> A short time outside the classroom- a few minutes for the child to calm down, breathe, look at the situation in a different perspective and compose themselves.</p> <p><b>Repair:</b> Talk to the child about what happened and repair it- might be an</p>



	<p><i>pornographic images, any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property, any item banned by the school rules.</i></p>		<p><i>Possible exclusion / fixed term exclusion.</i></p>
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## 6. Playground Behaviour Plan

Children are expected to show respect, speak politely, follow instructions, be helpful and honest, take care of property, take responsibility for their actions. These should be verbally praised and Lunchtime Reward points may be awarded. During each year, the class with the greatest amount of points will receive an award. The Playground rules are included as Appendix 1.

Behaviour	Example	Positive steps	Consequence
<p>Low-level playground disruption</p>	<p>-Shouting -Not playing nicely with another child e.g. shouting, aggression -Not doing as an adult asks -Answering back to an adult</p>	<p>Remind the child of the desired behaviour such as 'at Hope School we treat each other kindly.'</p> <p>Praise the other children who are showing the desired behaviour.</p> <p>Suggest possible games that would encourage good playing, for example 'it.'</p>	<p>If positive steps do not work, then: <b>1<sup>st</sup> warning</b> – use low key responses to point out unwanted behaviour. <b>2<sup>nd</sup> warning</b> – as above but with increased volume in tone. <b>3<sup>rd</sup> warning</b> - 'This is your final warning. You will go for time out if you do not play nicely as I have asked.' <b>Repeated behaviour</b> – child has five minutes of time out, on the bench, with a timer, to think about their behaviour. After this they should apologise and return to the playground. Record</p>

			behaviour and outcome on sheet.
Mid-level playground disruption	<ul style="list-style-type: none"> <li>-Ongoing repeated low-level behaviour from above</li> <li>-Rudeness</li> <li>-Lying</li> <li>-Throwing things at another child</li> </ul>	<p>Remind the child of the behaviour they should be doing e.g. playing nicely.</p> <p>Praise other children who are showing the wanted behaviour.</p> <p>Teach the children directly how to do the wanted behaviour e.g. join in with the game.</p>	<ul style="list-style-type: none"> <li>-5 minutes' time out for the child, on the bench.</li> <li>-Discuss the behaviour with the child and explain what behaviour they should be doing.</li> <li>-Record behaviour and outcome on sheet.</li> </ul>
High level playground disruption	<ul style="list-style-type: none"> <li>-Fighting</li> <li>-Theft</li> <li>-Hurting another child on purpose-intent to hurt</li> <li>-Damage to school property done on purpose</li> <li>-Bullying</li> <li>-Seriously hurting another child</li> <li>- Threatening another child or adult (judge consequence after establishing facts)</li> <li>-Safeguarding issues</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to both sides of the story to establish the facts.</li> <li>-Talk to the child and witnesses about what happened to ensure the correct facts are found.</li> <li>-Reinforce the wanted behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>-Child to go straight to a member of SLT.</li> <li>-Child to discuss behaviour with SLT.</li> <li>-SLT to contact parents depending on behaviour.</li> <li>-SLT and parents form a plan for both sides to agree and adhere to.</li> <li>Child to complete the Reflection sheet.</li> </ul>

## **7. Anti-bullying**

### **See the Anti- bullying policy for full details**

Hope Community School has no tolerance for any type of bullying, which is persistent unwelcome behaviour, mostly using unwarranted or invalid criticism, nit-picking, fault-finding, also exclusion, isolation or being singled out. Our school understands that bullying can mean many different things and can be both in person or online (Cyberbullying). These are some ways children and young people have described bullying:

- being called names
- being ignored and left out
- being teased
- being pushed or pulled about
- being hit or attacked
- having your bag and other possessions taken and thrown around
- having rumours spread about you
- being forced to hand over money or possessions
- being attacked or teased or called names because of:
  - your religion or faith
  - your race, colour or nationality
  - your sexuality or sexual orientation
  - your physical or mental disabilities.
  - your special educational needs
  - your health needs.
  - your home circumstances or the characteristics of your family.

Bullying hurts. It can make a child or staff member so worried that he or she can't work well at school. This type of situation is unacceptable. Hope Community School has a strong anti-bullying strategy to build self-esteem and an atmosphere of valuing and encouraging the unique individuality of each person in our community. In addition to rapidly addressing bullying incidents, Hope will develop a Restorative Justice problem solving approach to prevent these incidents from taking seed in any person's thinking and feeling.

## **8. Exclusion policy**

Our policy on exclusions will follow the DfE guidance in this area and we will be as strategic as possible in working with pupils at risk of exclusion. Early intervention will be our basic principle of preventing exclusions. Additionally, we will closely monitor behaviour incidents and exclusions to avoid disproportionate groups and to identify issues to address. For those children who are demonstrating a pattern of behaviour putting them at risk of further, even permanent, exclusion, the school will engage with families and, where it is necessary, other agencies.

## 8.1 Fixed-term exclusions

Fixed term exclusions are used either for serious misdemeanours or when other avenues have been explored, or as a result of a serious incident. Serious incidents which may merit a fixed term exclusion would be, for example:

- refusing to accept the authority of staff
- fighting or aggressive behaviour
- making serious threats to pupils
- incitement to serious misbehaviour
- promoting knife culture
- serious theft
- racist abuse or behaviour
- sexual harassment
- bullying – serious verbal and physical intimidation, cyber bullying
- smoking on the school premises or in school uniform to and from school
- solvent abuse
- accessing offensive websites such as those promoting or sharing pornography, racism or violence or bringing such materials on site.

Only the Principal has the power to exclude a pupil. No pupil may be given fixed term exclusions totalling over 45 days in one academic year. All exclusions are notified to the Local Authority. Any single exclusion of fifteen days or over has to be considered by a committee of governors.

Pupils who are excluded for a fixed period will be reintegrated into the school by staff, and a strategy put in place to promote positive behaviours in the future. Parents / carers' will be involved in this process.

In the unlikely event of our school having no choice but to permanently exclude a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, Hope will follow the clearly defined procedures to appeal to the governing body as outlined in the DfE guidance. We will commit to supporting any permanently excluded child to find the best educational provision appropriate to him or her.

Please see the school's Exclusion Policy for full information.

## **9. The modelling and promoting of British Values**

At Hope we endeavour ... "to create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." DfE 2014. Teaching and discussing Democracy, Values (The rule of law), the Right to make a choice (Individual liberty), Mutual Respect, Tolerance of those of Different Faith and Belief are integral to day to day learning at Hope. These values are explored

by all members of staff throughout the day and form a specific focus within Daily Collective (Assembly).

### **10. Emotional, Social or Mental Health Difficulties**

We are aware of the complex needs for children who experience emotional and behavioural difficulties. In house expertise along with partnerships with other agencies, such as Educational Welfare, educational psychologists, Children's Adolescent and Mental Health Services (CAMHS) and Physical Education specialists will be used to help identify the underlying causes and put in place strategies to meet the needs of all children with additional need. Hope will pay due regard to the guidance in the SEN Code of Practice and the Education of Children and Young People with Social and Emotional and mental health difficulties as a special educational need.

### **11. Staff Roles to support Positive Behaviour for Learning**

#### Role of the class teacher

In addition to modelling the behaviour that promotes our learning culture, class teachers monitor both achievements and consequences given to their classes. They guide and advise children in difficulty, and work together to regulate behaviour, attendance and attainment.

#### Role of Support Staff

In addition to modelling the behaviour that promotes our learning culture, all staff are responsible for personally coaching children to support their development. This includes support staff who often have contact with children during informal times of the school day such as during break times. For this reason, all support staff are responsible for encouraging and praising children as well as responding to inappropriate behaviour. Support Staff must inform the class teacher when there has been an incident with any child requiring action (positive or negative).

#### Role of Family Liaison

In addition to modelling the behaviour that promotes our learning culture, the Family Liaison officer will work with parents and carers to ensure all children arrive at school on time ready to learn. This person will work with each child's class teacher to ensure excellent clear communication between home and school as outlined in the Home-School Agreement.

All members of staff are responsible for monitoring and checking behaviour across the school. Respect will be given to all adults in school and when out visiting other settings.

#### Role of Lead Behaviour Professional (Principal initially)

In addition to modelling the behaviour that promotes our learning culture, the Lead Behaviour Professional (LBP) will provide specific support with personalised strategies for teachers and support staff planned with children and their parents and carers. These strategies may include behaviour covenants for children to be encouraged and praised for

exhibiting targeted behaviour for learning. For some children with intensive behavioural needs, the LBP will liaise with the School's SENCO, external agencies including mental health services, educational psychologists and Educational Welfare Services.

#### Role of the School Council

In addition to modelling the behaviour that promotes our learning culture, the Governing Body holds the statutory responsibility to ensure that Hope Community School promotes excellent behaviour for learning, disciplines consistently and undertakes due process in the case of any necessary fixed-term exclusions. Very serious matters of discipline or persistent refusal to amend poor behaviour will require immediate and strong action by the Governing Body, usually through the LBP. Such sanctions are imposed at this level and represent a situation which if not rectified puts the children at Hope at risk. The school sponsor, New Generation Schools Trust, will be represented on the Governing Body.

#### Role of the New Generation Schools Trust

In addition to modelling the behaviour that promotes our learning culture, the Trust's Board of Directors will be ultimately responsible for overall policy setting and therefore has ultimate responsibility for behaviour at Hope Community School.

### **12. Implementing the Behaviour Policy**

Positive encouragement - by making it clear to children what we would like, rather than what we would not. We should establish clear expectations and give positive feedback. Every effort should be made to maximise the positive and minimize the negative.

Positive rewards - dojo points, celebration assemblies, certificates, stickers, positive vocal and written comments on work, positive feedback, golden time.

Special arrangements - targets for children to work towards that have been clearly agreed between child and teacher, feedback sessions with individual pupils.

Giving the child a chance to succeed - by deliberately setting up learning and social situations whereby the child will achieve success.

Looking for good - look for chances to praise children rather than seize upon opportunities to criticise.

Good publicity - when possible utilise opportunities such as Lovely Hats, celebration collectives to highlight children's efforts.

Establishing good relationships – connection is key. Establishing strong, nurturing relationships with children allows them to trust and to grow.

Encourage self-regulation - children need to learn over a period of time that they are responsible for their own actions. Children need sensitive help and encouragement in working toward methods of self-regulation. Use of the Zones of regulation is key to helping children in this area.

Teach social and inter-personal skills - some children require a great deal of help in developing such skills in order to acquire appropriate relationships with adults and peers.

Support for children when emotional - be available to listen on occasions. Help the child to put his/her emotions into words and discuss them with you. Provide warmth and acceptance.

Involve parents positively - gain parents' agreement for them to reinforce that which takes place in school with praise. Feedback pupil progress to parents regularly.

Use social engineering - place the child with a particular pupil to act as a model and and/or friend. Have each one record the positive achievements of the other.

Match the task to ability - make sure expectations are reasonable and that the child is neither bored by being under-stretched nor over whelmed by a task which is too difficult.

Teach through existing interests - by getting to know the child it may be possible to promote learning by engaging in a particular interest.

Use confrontation avoidance tactics - Defuse crisis situations by avoiding over-reaction while still maintaining authority. There are considerable skills in being assertive without being aggressive and in communicating warmth as well as authority. This tactic of a warm but dominant and unflustered teaching style is usually the most effective.

## Appendix 1

### Playground Rules

**Do** be gentle, **don't** hurt anybody

**Do** be kind and honest, **don't** hurt people's feelings

**Do** be honest, **don't** try and cover up the truth

**Do** look after property, **don't** damage things

**Do** play together, **don't** spoil people's fun

**Do** listen to people, **don't** interrupt

## Appendix 2

### **School Specific Systems**

#### Hope Community School Sidcup - Recording and tracking behaviour incidents

Behaviour incidents at the school are recorded on Arbor. Teachers use their professional judgement to track and monitor behavior incidents and will liaise with SLT should they feel patterns are emerging or behaviours are not improving. In these incidences a behavior plan may be put in place in collaboration with the child and family.



Appendix 4: Time to Reflect sheet

Name \_\_\_\_\_ Year \_\_\_\_\_

Date \_\_\_\_\_

What happened?

What were you thinking at the time?

What do you think about it now?

Who else has been hurt by what happened?

How did it hurt them?

What needs to happen to make things right again?

<b>Name of perpetrator</b>		<b>Date of incident:</b>	
		<b>Time of incident:</b>	
<b>Class</b>		<b>Location of incident:</b>	
<b>Name of victim/s</b>		<b>First aid applied:</b>	<b>Yes</b> <b>No</b>
		<b>Class Teacher informed:</b>	<b>Yes</b> <b>No</b>
<b>Class</b>		<b>Parents contacted:</b>	<b>Yes</b> <b>No</b>
<b>Form completed by</b>			
<b>Copy to pupil file</b>	<b>Date:</b>	<b>If so, contacted by:</b>	
<b>sims</b>	<b>Date:</b>	<b>Phone / face to face / letter</b>	
<b>Cause for concern?</b>		<b>Tick nature of incident or specify</b>	
<b>If Child Protection, discuss / report to the DSL</b>			
<b>Yes</b>	<b>No</b>	Accidental	
		Defiance	
		Poor language / swearing	
		Behavioural	
<b>Report of Concern/Incident –</b>		Lack of work	
		No / lack of homework	
		Bullying	
		Cyberbullying / on line	
		Discriminatory comment:	
		Racist / sexist / homophobic / other	
		Rough play	
		Uniform	
		Safeguarding	
		Other – give details	
<b>Has the child/children completed a consequence / Time to reflect sheet? If so, attach.</b>			<b>Yes</b> <b>No</b>

Appendix 5: Incident recording sheet

Summary of event

Consequences / sanctions / next steps

Appendix 6: Ready, Respectful and Safe Contract

Child's name \_\_\_\_\_ class \_\_\_\_\_

I agree to be Ready Respectful Safe.

Signed \_\_\_\_\_ date \_\_\_\_\_

Witness: Parent's name: \_\_\_\_\_

Signed \_\_\_\_\_ date \_\_\_\_\_

Ready, Respectful, Safe Contract

Ready

- I will be ready to learn by arriving in my class by 9am at the very latest.
- I will be ready for school be wearing the correct school uniform.
- I will be ready for PE by having my PE kit in school every day of the week.
- I will complete my homework and reading, regularly and on time.
- I will do as the adults ask and follow their instructions.
- I will listen to adults or others, without interrupting.
- I will sit calmly and quietly, without fidgeting or distracting others.

Respectful

- I will show respect for others by being polite.
- I will respect everyone's body and feelings.
- I will show respect to others by being kind when others make mistakes.
- I will be truthful.
- I will talk and not shout.
- I will sit quietly in Collectives or during prayer times.
- I will take care of property and their environment.
- If I have a school dinner, I will respectfully share food with others in a polite manner.

Safe

- I will keep myself and others safe.
- I will walk around the school and only run when I am in a safe place at play or in PE.
- I will hold on when using stairs giving others space and time to move.
- I will play safely and I will not play rough games, or play fight.
- I will line up one behind the other without touching.