



HOLY TRINITY CE PRIMARY SCHOOL

*Strength for today,
Bright hope for tomorrow*

**Policy: Relationships and
Behaviour** (including anti-bullying)

Previous Review: 2017

This Review: October 2018

Next Review: October 2019

Frequency of Review: Annually

Responsible Committee: Outcomes, Curriculum and

Assessment

Our Vision

Strength for today, Bright hope for tomorrow

Isaiah 40: 31

Those who have hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.

Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

How our Vision Inspires this Policy: Our vision is that children, through our nurturing support and positive behaviour management strategies, are empowered to take control of their own learning and behaviour.

UNCRC Articles relating to this Policy:

Article 19: Every child has the right to be safe

Article 23: Every child has the right to be included

Our Expectations

Holy Trinity School has high expectations that all pupils will behave appropriately. All staff work hard to:

- Provide a safe, nurturing environment based on Christian values of **forgiveness, significance, courage, compassion, peace and respect.**
- Children are taught the importance of forgiveness and reconciliation through Biblical stories.
- A Restorative justice framework is adopted in all of our conflict resolution and works alongside the forgiveness and reconciliation teaching
- Promote appropriate behaviour, recognising the rights and responsibilities of the whole school community
- Prevent problems from arising by encouraging positive relationships within the community
- Ensure that when problems do occur systems are in place to reduce their impact on the smooth running of the school (see appendix 1)

Who is this Policy for?

In order to achieve our Vision set out above we all have certain roles and responsibilities we need to fulfil.

As governors we will:

- Actively support the school in the implementation of the behaviour policy
- Meet regularly with the Head teacher to review the policy

As a member of staff we will ensure that:

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Any issues brought to our attention will be listened to carefully and dealt with promptly, fairly and consistently
- Instructions given and expectations set are appropriate and clearly understood
- The behaviour policy is maintained and regularly reviewed

As parents we will:

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Liaise with the school by way of letters, informal discussions with class teachers, formal parents' meetings, interview with the Head teacher, and acknowledge the positive aspects of children's behaviour and achievements

As pupils we will ensure that:

- We keep to the school & class charters we have been responsible for making by behaving appropriately in class, in the playground and around the school
- We will report incidents to a member of staff or a Rights Respecting councillor

The Role of our Rights Respecting status in this policy

We are a **Rights Respecting School** and this starts in Reception by children making promises to each other which they agree to keep:

Promises Tree

I promise to listen

I promise to be safe

I promise to be kind to my friends

Start by having a general conversation with the class about how they think they should treat others. Collect their ideas and then distil them down to agree the 3 promises above.

This work is built on in Year 1 when the 3 promises are expanded to become rights and associated actions:

Year 1

Right to an education

I will listen carefully

Right to be protected from harm

I will behave safely

Right to have their views respected

I will be kind to all my friends

Year 2 to Year 6: These rights and rights respecting actions are then expanded upon in later years as the children's understanding and vocabulary develops.

Class Charters

Class Charters are developed with all the children in every class at the beginning of the academic year. These agreements are then constantly reinforced and referred to by the teachers and the pupils across the course of the year to ensure everyone is accessing their rights.

Every Class Charter will be different and specific to the class but here is an example of a model class charter:

Model Class Charter

We all have the following rights:

Article 19 – Right to be safe

Article 23 – Right to be included

Article 28 – Right to an education

How do we deal with bullying?

What is bullying?

There are many definitions of bullying, but most have 3 things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

This is a definition of bullying that can be read to children (Olweus 1991):

“A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.”

This definition also applies to messages sent by text, email or via websites.

The effects of bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and if offered no support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in use at Holy Trinity to address bullying

Preventative strategies

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a regular circle time which allows children to talk about feelings in a safe context and to bring out bullying issues.
- The whole school embraces an annual Friendship / Anti-bullying week where they learn all

the different ways that they are special and valued; they think about what makes a good friend; and they learn about expressing their emotions whilst considering the feelings of others. Everyone also explores what constitutes a safe and happy relationship; this includes finding ways to sort out problems in a non-violent way.

- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play opportunities.

Once a bullying incident has occurred

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like incidents to be dealt with (children vary— some like to talk to the bully face to face with a teacher, some like to have a member of staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) - it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are OK.

Reporting incidents

All reports of bullying, whether by a child or by a parent and no matter how much or little evidence is given, are recorded in the bullying incident book by the person who deals with the incident. The report contains details of the report and the action taken. Incidents are followed up after the event and the outcome recorded by the person who wrote the original report. All bullying incidents are reported to governors and Camden LA on a regular basis.

Advice to children about bullying

- If you are a victim of bullying, you can tell a member of staff (anyone you feel safe to talk to). It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No— one deserves to be bullied— remember you have a right for this not to happen to you.

Advice to parents /carers about bullying

If your child is bullying or being bullied they may:

- Change their behaviour
- Be unwilling to talk about their day—it is quite common for children not to want to talk about their day directly after school. You might find children more willing to talk during bath time or bedtime story when they are more relaxed.
- Look less happy
- Come home with cuts and bruises
- Come home with toys and things you have not bought for them
- Not want to wear their glasses
- Take things from home without you knowing

- Avoid certain children or activities
- Be reluctant to come to school

How can parents help to prevent bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Do not intervene with other children or children's parents, but let the school know.
- Allow the school to seek further professional advice and support over difficult bullying.

Monitoring of bullying

The school monitors bullying very carefully so that instances are extremely rare. Bullying includes: cyber bullying, prejudice based bullying relating to special educational need, sexual orientation, sex, race, appearance, religion and belief, gender reassignment or disability.

Please refer to the Anti-bullying policy for Camden primary schools for further details.

Links to other Policies

This policy should be read in conjunction with our Parent Code of Conduct policy, Equal Opportunities policy and the Parental Complaints Policy.

Exclusions

Exclusion of a pupil is a very serious matter and will only be considered as a last resort. However, exclusion must be considered if a child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to others
- Consistently prevents other children from learning and teachers from teaching

Guidance on the decision to exclude and the procedure to follow subsequently is set out in the "Exclusions from School" booklet published by Camden in July 2007. The document draws together the statutory obligations, the statutory guidance and legal provisions in "Improving Behaviour and Attendance: Guidance on Exclusions from School and Pupil Referral Units", government guidance published in July 2007.

The school will follow this guidance when dealing with all exclusion matters.

Pupils at risk of Exclusion

For those pupils who are at risk of exclusion a behaviour support plan is arranged. This involves:

- Identification of key behaviours acting as a barrier to the pupil's learning
- Initial and review meetings with pupil, parents, class teacher and senior leaders
- Inclusion Leader to arrange a planned programme of work on strategies to change the challenging behaviour
- Regular communication with parents detailing progress against behaviour targets

Use of Reasonable Force to Restrain Pupils

A provision came into force in September 1998, which clarified the power of teachers, and other authorised staff to use reasonable force in certain circumstances. In July 2002, a further publication was released: 'Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour, in association with learning disability and/or autistic spectrum disorders'. This document serves to give advice to support the implementation of Section 550A of the Education Act 1996.

Please refer to our Physical Restraint policy for further details.

Dissemination of the policy

This policy is available to parents and carers and pupils via the school website. Copies of the full policy are available to parents and carers and pupils on request.

Appendices

Appendix 1

Strategies for promoting positive behaviour

All staff are asked to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort problems out in a reasonable way. They aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

- Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm & constructive manner.
- Success is measured not by the absence of problems, but by the way we deal with them.
- All staff should adopt a policy of good practice, rewards and sanctions.
- Acceptable standards of behaviour, work and respect depend on all staff setting a positive example.
- Good order is achieved by setting high standards and applying expectations firmly and fairly.
- Build and develop relationships and communicate effectively to avoid misunderstandings.
- React to problems appropriately
 - Address the problem
 - Avoid confrontation
 - Listen
 - Establish the facts
 - Judge only when certain
 - Use sanctions sparingly

Around the school

Informal contact can contribute to good standards of behaviour. Ensure good behaviour by taking the initiative at every opportunity. Expect to:

- Deal with all inappropriate behaviour– to ignore it is to condone it.
- Arrive to collect your class before the bell is rung
- Help the teacher on duty to maintain discipline
- Walk your pupils around the school calmly and quietly so that they arrive ready to learn
- Greet pupils
- Maintain appropriate standards of speech, manner and dress

- Be models of appropriate behaviour
- Show the children that they are respected

Maintaining discipline

Insist on acceptable standards of behaviour, work and politeness. Expect to:

- Establish your authority firmly and calmly
- Separate the problem from the person
- Share effective strategies with other staff.
- Keep the cooperative children 'on your side' by...
- Consistently following the procedures for dealing with unacceptable behaviour.
- Consistently following the procedures for recognising appropriate behaviour.

Encourage pride in the school

- Insist on a clean room
- Teach and encourage tidiness
- Leave equipment, furniture and resources in the right place after lessons
- Report any damage or repairs needed to the premises manager
- Enforce the ban on sweets and toys
- Keep displays fresh and attractive
- Keep your teacher's area tidy and uncluttered as a model
- Insist on a litter free environment
- Deal promptly with offenders– to ignore is to condone.

In the classroom

Create and sustain a positive, supportive, secure & respectful environment with consistent reference to our Rights Respecting ethos & Christian values of friendship, kindness, honesty and peace.

Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- Establish the need for a positive learning environment in your classroom
- Use the 'hand up, mouth closed' method to gain children's attention
- When you address the class insist on eye contact & pencils down
- Refuse to shout
- Be on time to collect your class (teacher at the front, TA at the back) and start lessons on time
- Be prepared for the lesson
- Have a well organised classroom (notices, labels, resources etc.)
- Have high teacher expectations set at realistic levels for each child
- Share learning intentions and success criteria – give clear instructions
- Keep everyone occupied and interested, provide work that will enable children at all levels of ability to make progress
- Use praise for all good behaviour
- Give more attention to children for positive behaviour than negative
- Involve children in rule and decision making. Point out that it is **a responsibility to respect other people's learning time**
- Mark all work promptly and constructively using the marking code

- Set homework regularly to schedule and value and reward good effort in homework
- Maintain interesting displays
- Take all bullying, racism, homophobic name calling and unkind behaviour seriously
- Create a class charter with your class to agree their rights and rights respecting actions – go through it regularly (at least termly) and refer to it constantly

At lunchtimes and playtimes

To promote positive behaviour:

Children are supervised when they are lining up for lunch

Children are supervised as they are eating

Children are supervised as they move to their playground

Children are supervised as they play

Lunch and playground staff use the agreed positive behaviour promotion strategies & sanctions, referring to the whole school Playground Charter.

Do all you can to avoid

Humiliating	it breeds resentment
Shouting	it diminishes you
Over reacting	the problems will grow
Blanket punishment	the innocent will resent this
Over punishment	they will stop caring
Sarcasm	it damages you

Please never leave pupils outside rooms. The problem needs a solution, not a complication.

Seek help if you need it and do all you can to:

Use humour it builds bridges
 Keep calm it reduces tension
 Listen it earns respect
 Be positive and build relationships
 Know your pupils as individuals
 Follow through with any sanctions given
 Be consistent
 Apply school rules consistently

Name calling and abuse

All racist, sexist or homophobic name calling needs to be investigated and dealt with appropriately depending on the age of the child. These incidents of name calling or abuse must be recorded in the school's incident book by the person who deals with the incident. The report must give the names of pupils involved and the action taken. The head teacher will monitor the incident book and if a pattern involving particular pupils arises, the head teacher will meet with parents. Statistics from the incident book are reported to governors and reported to Camden LA on a regular basis.

Dealing with a pupil who uses "gay" as an insult.

28th MARCH 2019

Points to remember:

“Gay” is not a derogatory term, insult or put-down. “Gay” is about people loving and caring for each other, and love is a good and positive thing;

It is wrong to try to insult someone. At Holy Trinity Primary we are caring towards each other, and sort out problems sensibly.

Script for incident:

“I thought you were a clever/sensible child but you have done a few silly things there:

- 1) You said the word “Gay” as if it was an insult/bad word, but “Gay” is about people caring for each other, and caring isn’t bad at all. So you obviously didn’t know what the word really means;
- 2) You should never use words when you don’t know what they mean, otherwise you end up looking very foolish;
- 3) You tried to insult someone, when a sensible child would try to sort out the problem in a rights respecting way (*give fitting example under behaviour policy e.g. speak to person in charge of playground*).

You need to:

- 1) apologise for trying to insult someone;
- 2) remember not to use words when you don’t know what they mean;
- 3) go back to being sensible and give a good example to everyone of how a rights respecting person behaves.”

Rewards and sanctions

The balance of positive to negative feedback to all children should always be heavily weighted towards the positive:

85-90%	Positive Behaviour Strategies
10%	Sanctions

Holy Trinity has a House System comprised of 3 Houses: Fantastic, Super and Brilliant.

The aim of the House Points/Class Dojos system is to encourage positive attitudes to learning, high standards, good manners and behaviour, initiative and a sense of responsibility.

Points should be awarded to reward pupils for good learning, good behaviour and good co-operation in group situations.

Every child should be encouraged, regardless of perceived ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation. All staff may award House Points.

A record must be kept in class of the points scored for each team. House points will be collected on a Friday morning by the House Captains or Vice Captains. Totals will be read out during Collective Worship on a Wednesday afternoon. Every term the winning team will celebrate with a House Party and they will receive the House Cup.

Sanctions

You have implemented a positive behaviour reward system in your class. The children's learning is at an appropriate level for them. Despite this, someone behaves inappropriately. What can you do about unacceptable behaviour including poor attitudes to learning that disrupt others?

Low level inappropriate behaviour in lessons: Reminder, Reflection, Removal (3R's)

1. **Remind** all children that they have a right to an education and a responsibility to respect other children's learning time.
2. Warn the child ONCE. Point out that they have a **responsibility to respect other children's learning time**. Give them a verbal warning that if they do the same thing again they will be moved and then removed from the class.
3. Warn the child a SECOND TIME, isolate the child within the class if possible and ask them to **reflect** on their behaviour
4. On the THIRD warning, **remove** the child (accompanied by a 'sensible' child) to your KS leader with a rights respecting behaviour record (Appendix 3) with a brief explanation of their behaviour. The child must take work with him/her to complete (have some 'panic packs' ready in your class).

Reflection Time Classes

This should happen rarely but when it does:

Where do I send a child with a green slip for Reflection Time?

- Rec TO Rec Thinking Cushion

- Year 1 TO Office
- Year 2 TO Year 1
- Year 3 TO Year 2
- Year 4 TO Year 6
- Year 5 TO Year 6
- Year 6 TO SLT

5. The KS leader accommodates the child and keeps them for an appropriate or specified amount of time.
6. MEET WITH THE CHILD TO DISCUSS THEIR ATTITUDE TO LEARNING (and the impact on their own and others' learning) and send a letter home to parents informing them that their child has needed time out of class to reflect on their behaviour/attitude to their own or others learning.

ALL PHOTOCOPIES OF GREEN SLIPS MUST BE SENT TO THE HEADTEACHER AT THE END OF EACH DAY.

What happens to the green slips?

- The class teacher records the incident in the class behaviour book
- The Head teacher reads them daily.
- The slips are scanned and filed electronically
- If patterns start to emerge the Head will meet with the child's teacher to discuss ways forward

Persistent inappropriate behaviour in lessons (All of these sanctions need to be discussed & agreed by a member of the leadership team)

MEET WITH THE CHILD TO DISCUSS THEIR BEHAVIOUR

Meet with child's parents to discuss behaviour.

- State the problem & give specific examples
- Does the child have any difficulty managing his/her behaviour at home?
- If the child recently joined-did they have any difficulties at their previous school? Ask for specific examples.

Use any/a combination of the following:

- Allocate the child a 'special' isolated place within the classroom where they can't interfere with others learning
- Organise 'special' wet play, wet lunchtime arrangements for the disruptive child
- Organise special arrangements to help the disruptive child move around the premises safely

- Reduce or withdraw playtime privileges
- Instigate formal behaviour monitoring for one week only
- Instigate the use of the Home/school book for one week only
- Refer the child to the Inclusion Leader for EBD interventions or social worker
- Refer the child to the EWS if lateness/attendance problems are an issue

ALWAYS FILL IN A MEETING WITH PARENTS SLIP & COPY IT TO THE HEAD TEACHER AT THE END OF THE DAY.

Serious inappropriate behaviour in lessons (All of these sanctions need to be discussed and agreed with the Head teacher)

MEET WITH THE CHILD TO DISCUSS THEIR BEHAVIOUR

Meet with the child's parents to discuss their behaviour– Be clear about the serious nature of the problem

Use any/a combination of the following:

- Allocate the child a 'special' isolated place within the classroom where they can't interfere with others learning
- Organise 'special' wet play, wet lunchtime arrangements for the disruptive child
- Organise special arrangements to help the disruptive child move around the premises safely
- Reduce or withdraw playtime privileges
- Instigate formal behaviour monitoring for one week only
- Instigate the use of the Home/school book for one week only
- Refer the child to the Inclusion Leader for EBD interventions or social worker
- Refer the child to the EWS if lateness/attendance problems are an issue
- Move the child to work in a different class for a specified period of time
- Agree and introduce a Behaviour Support Plan for the child
- Exclude the child internally for a fixed term
- Exclude the child for a fixed term
- Exclude the child permanently

Inappropriate behaviour during break times/lunchtimes

- The person on duty must warn the child ONCE that their behaviour is inappropriate and it must stop.

If the inappropriate behaviour persists...

- Explain clearly to the child exactly what it is about their behaviour that is inappropriate.
- Sit the child on the TIME OUT bench for a short period (the guidance is one minute for every year of the child i.e. 6 years old equals 6 minutes) and ask them to look at the playground charter (Appendix 4)

If the inappropriate behaviour persists...

- Explain clearly to the child exactly what it is about their behaviour that is inappropriate.

- Sit the child on the TIME OUT bench for the remainder of break/ lunchtime.
- Write a white slip (Appendix 5) clearly & briefly detailing the child's inappropriate behaviour and the sanctions imposed.
- Send the white slip to the child's class teacher at the beginning of the next session.
- THE CLASS TEACHER (OR TA) MUST DISCUSS THE WHITE SLIP WITH THE CHILD CONCERNED.
- THE CLASS TEACHER MAY CHOOSE TO SEND THE CHILD WITH THE WHITE SLIP TO THEIR KS LEADER IF IT IS A REPEAT OFFENCE
- A copy of the white slip should go into the class behaviour book and the original white slip should be passed on to the head teacher ON THE DAY OF THE INCIDENT

If the inappropriate behaviour involves rudeness to a member of staff or presents a danger to others or themselves, the person on duty must send the child to the office, accompanied by a reliable child. Alternatively, a message should be sent to a member of the SLT for immediate assistance.

Persistent inappropriate behaviour during breaktimes/lunchtimes

The person on duty must inform a member of the SLT of the nature of the inappropriate behaviour. A selection of the following sanctions may then be imposed:

- Preventing the child from using specific equipment at playtimes/lunchtimes for a specified length of time
- Moving the child to a different playground for a specified length of time
- Withdrawing the child from the playground for a specified length of time
- Meeting with parents and child to discuss the problem

Appendix 2

Positive Behaviour Management in the EYFS

Positive behaviour management in the EYFS starts with a relentless focus on the positive in line with school policy.

Children must be able to express their desire for unpleasant or hurtful experiences to stop. This needs to be directly modelled with the children using the following phrase:

Stop! I don't like it (with hand up)

We do not use language such as bad boy or naughty girl at Holy Trinity. Instead, we use the language of **Good choice and Poor choice**.

Again, this needs lots of modelling of poor choices and good choices between the teacher and TA so children understand what is expected of them (i.e. running instead of walking, shouting out on the carpet, not listening when a Talk Partner is talking etc.)

How to share things with other children needs to be explicitly modelled:

Can I have a turn please?

If children continue to make poor choices then they may have to spend some time sitting on the Thinking Chair (usually the number of minutes will be the same as the child's age e.g. If a child is 4 and has been spoken to twice about their poor choices, the third time they will be asked to spend 4 minutes on the Thinking Chair)

Thinking Chair (a regular class chair labelled Thinking Chair and put in a neutral part of the classroom)

**Appendix 3 – Green slips (inside classroom)
KS2 (below)**

Rights Respecting Behaviour Record: Step 3 Step 4 (please circle)

I am reflecting on my attitude to learning in another class.

Name:	Class:
Date:	Time:
What happened?	
Which right didn't you respect?	
What was the right action? What should you have done?	
How did you make other people feel? Why do you think they felt like this?	
How could our school vision and values help you put this right?	

<p>Class teacher to complete: Asked to leave class because: _____ Return to class in _____ minutes Work provided/Task to complete: _____</p>
--

Child's signature: _____

This child has been reflecting appropriately on their attitude and behaviour in my class.

YES NO (please circle)

Receiving Teacher's signature: _____

Head teacher's signature: _____

Please return this form to the class teacher then pass on to the Head teacher

Rights Respecting Behaviour Record: KS1
I am reflecting on my behaviour in another class.

Name: _____ Class: _____

What happened?

Which right didn't you respect? (please circle)

Right to learn

Right to be safe

Right to include others

R

How did you make other people feel? (please circle)



How could you make them feel better?

Class teacher to complete:

Asked to leave class because: _____

Return to class in _____ minutes

Work provided/Task to complete: _____

Appendix 4**Playground Charter*****Treat others the way you would like to be treated.***

<u>Rights</u>	<u>Responsibilities</u>
1. To have the right to play.	1. To look after the playground equipment. To take care of the plants. To put our rubbish away.
2. To be able to use the playground equipment.	2. To play safely, carefully and to share.
3. To join in with our friends and play and to be able to choose to play with different groups of friends.	3. To look after other people on the friendship bench.
4. To be safe in the playground.	4. To walk in the playground and to only kick balls when supervised. To only play in places where you can be clearly seen by adults. To look where you are going and listen to instructions
5. To be happy in the playground	5. To not accept teasing - this is not how friends treat each other To behave in a kind manner and to be honest. To tell an adult if we are concerned about someone or something.

Appendix 528th MARCH 2019

White slips (outside in the playground) – For KS1 and KS2 – these can be any piece of white paper but they must contain the following information:

Rights Respecting Behaviour Record: Playground

Name of child:

Name of other child/children involved:

Date: Time:

Adult(s) involved:

Summary of incident:

- Not following instructions
- Using inappropriate responses / language to peers / adults
- Racial Incident
- Homophobic Incident
- Sexist Incident
- Bullying Incident
- Physical Incident
- Causing harm to peers / adults / property

Brief description of incident:

Action taken:

- Verbal warning
- Timeout on bench
- Timeout in another class/office
- Other

Parents to be contacted by:

Referred to Deputy / Head teacher

Summary of Outcome: