



# Behaviour Policy

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Document Title:	Behaviour Policy		
		Date of Next Review:	Spring 2025

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## 1. Aims

This policy aims to outline the strategies for managing behaviour and discipline in our school.

The school Behaviour Policy has been formulated after consultation with staff and reflects the consensus of opinion of the whole teaching staff.

## 2. Links with other policies

This policy links with a number of other school policies, practices and action plans including:

- Anti-bullying Policy
- Physical Intervention Policy
- Early Years Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Exclusion Policy
- Safeguarding and Child protection policy

## 3. Legislation and guidance

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](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 4. Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Children to abide by the policy.

## 5. Rationale and Principles

- 5.1 We aim to equip children with the knowledge, skills, values and attitudes to become caring, thoughtful, well-behaved members of the school community who show respect for themselves, others and the environment both inside and outside school.
- 5.2 We also aim to develop and promote a whole school positive attitude to discipline and behaviour to ensure a safe and happy learning environment.
- 5.3 The policy is a framework of agreed rewards and consequences which will clarify, establish, promote, develop and maintain expected high standards of behaviour as agreed, for both staff and children. Children will be expected to adhere to the Behaviour Policy in any situation and with any responsible adult.
- 5.4 The consistency of approach by all adults is crucial to the success of the policy. All adults are expected to be role models using positive language and actions.
- 5.5 We aim to promote the development of personal responsibility, creating independent, thoughtful members of the school community.
- 5.6 Our ongoing programme of PSHE provides a basis upon which we build the children's awareness of the social and emotional aspects of learning and we use the SEAL materials to support this. Circle Time is used as one of the vehicles for activities and discussions. It enables the children to learn strategies for self-assertion as well as empathy for others. It helps to build self-esteem and tackle issues that are linked to bullying, providing the children with opportunities to voice worries, concerns, feelings and problems in a supportive setting.

## 6. Entitlement

A reward and consequences system will be established and achieved through:

1. **Golden Rules**
2. **Circle Time/ Bubble Time**
3. **Golden Time**

- a) Every child has the right to Golden Time. The loss of this time is the consequence of not following the Golden Rules.
- b) Children should be taught skills and strategies to help them keep the Golden Rules.
- c) Children should be rewarded by marbles in the class jar followed by a five minute class reward on filling the jar. Good playground behaviour is rewarded by golden stickers and individual behaviour with mentions and good work certificates presented at good work assemblies.
- d) Children will be treated equally irrespective of race, creed, sex, age, ability/disability according to the aims and expectations set out in the policy.
- e) Children need to know and understand the values and attitudes inherent in Golden Rules.
- f) This knowledge and understanding will help to enable children to become more responsible for their own behaviour.

## 7. Implementation

This section is fundamental to the success of our Behaviour Policy. All staff need to be familiar with and implement consistently the entitlement to Golden Time, Circle Time, Bubble Time, and the Golden Rules

### 7.1. The Golden Rules

The Golden Rules need to be learnt and understood by everyone at West Hampstead Primary School. They are central to our whole school ethos.

**We are honest**

**We are gentle**

**We are kind and helpful**

**We work hard**

**We listen**

**We look after property**

- a) Following Golden Rules is rewarded by having Golden Time, Tell a Good Tale and class rewards such as Class Dojo.
- b) Golden Rules are reinforced during Circle Time and assemblies.
- c) Golden Rules are operated inside and outside the classroom, at lunchtimes and at playtimes.
- d) Golden Rules are displayed in classrooms, community areas and playground and referred to regularly.
- e) Loss of Golden Time is the main consequence built into the Behaviour Policy, which reinforces the Golden Rules.
- f) All adults should have access to the reward and consequence system by reporting back to the class teacher.

### 7.2. Golden Time

- a) All children have a right to Golden Time.
- b) Golden Time is a 'special' time used as a reward for keeping Golden Rules.
- c) Activities are updated regularly in consultation with the children
- d) Time is lost when the Golden Rules are not followed.
- e) If Golden Time is lost it is recorded on the Golden Time record sheet by the class teacher.
- f) Lost Golden Time can be earned back when a child has lost all thirty minutes through a contract between the pupil and class teacher.

- g) As a child 'fixes up' through the contract they can earn up to fifteen minutes back.
- h) Golden Time is between 2.45pm to 3.15pm on Friday afternoons.
- i) Each child starts each week with a 'clean sheet'.

### 7.3. Circle Time

Circle Time is the core vehicle of our PSHE programme and is timetabled weekly for all classes and is used additionally as needed. In supporting the aims of this policy, Circle Time:

- a) Enhances positive behaviour and self-esteem.
- b) Is democratic.
- c) Emphasises unity and equality.
- d) Develops mutual respect.
- e) Encourages self-control.
- f) Motivates through the sharing of thoughts and feelings.
- g) Enables feelings to be expressed in a calm way.
- h) Encourages personal and collective responsibility for positive behaviour.
- i) Improves trust, empathy.
- j) Solves problems.
- k) Gives the teacher further knowledge of the class.
- l) Reinforces school values and beliefs.
- m) Helps to reinforce and teach the "Golden Rules".

## 8. Guidelines

There must be an agreed protocol for circle time sessions and all staff are responsible for understanding and supporting this. Numerous books and ideas are available to support circle times.

### 8.1. Children's Rules for Circle Time:

- a) Taking turns - use listening/prompt object.
- b) Listen carefully to the child who is speaking.
- c) Say 'pass' if you don't want to speak and indicate the next person's turn. The teacher will return to you at the end of the round.
- d) Do not name names negatively.
- e) No 'put downs' are allowed - Circle Time is not for telling tales.
- f) If you disrupt Circle Time you will be removed from the circle.

### 8.2. Circle Time: Teacher Guidelines

- a) Children's ground rules need to be established.
- b) Sessions should take place regularly at least once per week as well as at times when specific issues arise.
- c) The circle times follow Jenny Mosley's 'five step model' which are: Meeting up game, warm up round, open up forum, celebrations, closing game
- d) Keep sessions short and sharp with a clear focus (30 min. maximum)
- e) After an issue has been addressed always include a positive focus.

- f) At each session, reinforce skills of speaking, looking, listening, thinking and concentrating.
- g) Be sure to vary the focus and keep the sessions interesting.
- h) Take appropriate follow-up action from any discussion, disclosure, or sharing of information.
- i) All adults working in the classroom should sit in the circle and they need to be briefed on the confidentiality of sessions.
- j) Plan the content of Circle Time around the current whole school assembly themes and can be flexible - as issues may arise, whether curriculum based or from necessity.

### 8.3. Praise

- a) Staff should at all times be positive in their approach to behaviour management.
- b) This praise needs to be specifically related to the action you want to reinforce or linked to the golden rule which is being followed. "I like the way you..." and... "Thank you for ..." being the most easily used.
- c) Some other examples of positive reinforcement phrases that can be used are:
  - You must be proud of yourself \_\_\_\_\_
  - You did that really well because \_\_\_\_\_
  - I can see someone who has done \_\_\_\_\_
  - I would be happy if \_\_\_\_\_
  - I know you can do this \_\_\_\_\_
  - Well done, you've set a good example \_\_\_\_\_
- d) These phrases should be reinforcing the positive aspects of our Golden Rules.

### 8.4. Dealing with Conflict

Children need to be made aware that they can try to sort out their own problems/conflicts before they need to consult with an adult.

Children should be taught strategies to deal with their own conflict.

Key Messages for the Children

- ◆ Ignore conflict if possible
- ◆ Move away from conflict and give an assertive verbal response, e.g. 'Stop it', 'Go away', 'Leave me alone', 'I don't like what you're doing', 'I don't want to', 'No, you shouldn't'. etc. (Talk about it!)
- ◆ If none of these solves the conflict, then tell a teacher, or lunchtime adult or playground friend.

Adult responses to children's complaints need to be consistent:

- i. Ask if the child has tried to sort it out for themselves. If they have, then praise them. If not, then encourage them to try this first.
- ii. Be sure you deal with each incident on its merits and beware of your own non-verbal gestures.
- iii. Decide upon the seriousness and talk to the other child - reinforce the assertive response of the child who is complaining.
- iv. Do not enter into long debates - tell the children to stand near you and resolve it together themselves. They can then tell you the resolved outcome.
- v. Encourage them to put into practice the resolution they have agreed.
- vi. If you judge it to be a breach of the 'Golden Rules' then issue a warning.

- vii. When an issue arises and parents are involved then it is helpful that staff share ideas and strategies for them to use at home in line with our school response.

## 9. Managing the behaviour policy

This section is based upon our philosophy as a school, managing behaviour in a fair positive and consistent way, setting clear boundaries demonstrating our belief in the pupils.

The messages children receive will affect their ability to take responsibility and modify their own behaviour. All adults are expected to 'role model' positive behaviour and responses throughout the school day. Non verbal cues are very powerful and need to be used purposefully to support behaviour and minimise the effect on other children's learning. Staff need to be aware of their own adult to adult non verbal and verbal responses.

### 9.1. Strategies for classroom behaviour management:

- a) Use all forms of positive reinforcement to create an atmosphere which reflects the aims of this policy and the ethos of the school.
- b) All teachers should use the agreed system for giving warnings, i.e. verbal warning linked to the golden rule, a yellow card given if a child does not make a better choice. This card will be removed when the child makes the correct behaviour choice. If the child continues to make the wrong choice then five minutes of golden time will be lost.
- c) Children are briefed and understand the warning system.
- d) A teacher should not enter into discussions when giving warnings - it should be clear which 'Golden Rule' is broken.
- e) Each teacher will display the Golden Rules clearly in the classroom - anyone taking the class can then use the agreed system.
- f) The 'Mentions Book' and 'Achievement Assemblies' will be used regularly to record positive success and achievement, as well as examples of keeping the 'Golden Rules'.

### 9.2. Strategies for behaviour management around school:

- a) All adults will take a shared responsibility for enforcing the Golden Rules in all circumstances around the school.
- b) Use praise regularly and frequently with all children who are keeping the Golden Rules.
- c) Regularly remind your own class about the correct behaviour in and around the school.
- d) Give the children a guided 'choice' to enable them to take ownership of the behaviour.
- e) Tell the children you want to trust them to do the right thing "even when no-one is watching them".
- f) If a child is not keeping to the rules issue a 'reminder' or a 'warning' as appropriate.

- g) If you issue a 'warning' ask for the child's name and class and be sure to inform their teacher as soon as possible.

### 9.3. Strategies for behaviour management at playtimes and lunchtimes

- a) All adults will take a shared responsibility for enforcing the Golden Rules in all circumstances in and around the school building.
- b) Use praise regularly and frequently with all children who are keeping the Golden Rules.
- c) Sports leaders and playground friends will model positive behaviour
- d) Use the strategies for dealing with conflict as described above in 5.4.
- e) Time out spaces (on benches) are located on the playground where adults can send children who are not following the Golden Rules. A timer will be used to provide the children with five minutes thinking time which is then recorded. If a child has three five minute thinking times, the lunchtime supervisor will inform the class teacher and the child will lose five minutes golden time.

### 9.4. Strategies for Inclusion

A number of differentiated strategies may be adopted which run alongside this framework in order to support individual children in experiencing success and inclusion within the Golden rules, Circle Time and Golden time at West Hampstead.

### 9.5. Consequences beyond loss of Golden Time

#### Reflection for consistently poor behaviour

- a) Persistent poor behaviour should be followed up with lost Golden Time (see 6.1b above). If 20 or more minutes of Golden Time are lost in a week, this will result in the child completing a reflection session with a member of the leadership team during Golden Time on Friday.
- b) During reflection, the senior leader will decide if a letter needs to be sent home or not. This will depend on the seriousness of the behaviour or the frequency of the behaviour.
- c) If the senior leader decides a letter is necessary then, following a reflection, the senior leader will email the parents outlining the reason for the reflection and the next steps. The child's reflection sheet will be stored in the reflection folder in school.
- d) Three reflections will result in a formal letter being sent home to parents (see Appendix B – 3 reflections letter to parents). The phase leader will have a meeting with parents at this stage to outline the concerns and explain how any future instances of reflection will be dealt with.
- e) Following the letter to parents for 3 reflections, if there is a further instance of reflection a 'report card' will be issued. During the 3 days on report, the child's behaviour will be monitored each session, they will play separately from their classmates (some time will be spent with younger children and some in the inclusion area), and they will be unable to attend school trips.
- f) Occasionally, a child may be "fast tracked" to a letter home or being placed on report if their behaviour is particularly extreme.
- g) Once a child has completed their report card, if there are further instances of concerning behaviour, the deputy headteacher will meet with parents to discuss next steps. These will be chosen based on the needs of the child in question, and may include a further period on report, moving the child onto a Behaviour Support Plan, temporary withdrawal from class (internal exclusion, see 9.7) and/or making referrals to outside agencies.
- h) If the behaviour continues further then a meeting will be held with the headteacher and a behaviour contract will be written up with the parents.
- i) Appendix E (Behaviour flowchart) provides a quick reference of these stages of the behaviour policy.

## Reflection for serious incidents

A **serious incident** towards another child or adult will also result in a child completing a reflection session with a member of the leadership team during lunchtime play. The senior leader in reflection will ensure that a record of the incident has been made on CPOMS, the school's secure database.

Reflection will also be given to children who leave their classroom without permission.

If a child chooses to leave their learning space without permission, the adults will use the 'chance, choice, consequence' approach. If the situation reaches the 'consequence' phase, and the child refuses to engage, their normal day will pause until they move to the timeout area and complete their work; this will mean the child will not have playtime or take part in any other activities that are happening in their classroom until they have caught up with missed learning. The 'chance, choice, consequence' approach will work as follows:

- i. **Chance** – 'We need to return to your classroom and sort out the problem so you can continue with your learning.' *An adult should help the child settle back into their work and praise them for doing so.*
- ii. **Choice** – 'If you are struggling to work inside the classroom, you can...to help you regulate before returning to class' *An adult should offer the child two choices; these should be chosen by the adult and for a set amount of time e.g. you can work on a desk outside for 10 minutes/you can work in the other YX classroom for 10 minutes.*
- iii. **Consequence** – 'You have been given a chance and a choice, you are refusing to take them. You will go and work in the time out area, which will result in you attending reflection at lunchtime.'

## Consequences beyond reflection

If a child demonstrates dangerous behaviour, a choice may be made to escort them (see 9.9) to the calm area in school. This is a space where the child can regulate their emotions without causing harm to themselves or others. If a pupil is physically hurting the adult who is supporting them, the adult may withdraw and close the door until it is safe to enter the room again. Throughout this process, the adult will continue to observe the pupil and will follow an agreed script to support the child in regulating. Once the child is regulated, they will enter the 'time out' space where next steps will be discussed. The adults supporting the child will decide whether to discuss consequences at this point or at another point in the day. Occasionally, depending on the seriousness of the incident, this could result in reflection, withdrawal from class (internal exclusion – see 9.7) or a fixed term suspension (see 9.8).

Bullying, Racist and Homophobic incidents are reported to the relevant phase leader and recorded. Incidents of cyber-bullying are also recorded as outlined in the e-safety policy and addressed within the school's behaviour policy. A meeting with the phase leader, child and parent will be organised to discuss the incident.

A number of other strategies may be adopted which run alongside this framework. These help pupils to consider their behaviour and to be aware of the further consequences of continued misbehaviour.

- ◆ discussion of reasons for misbehaving and reminder of what is appropriate

- ◆ being moved within classroom
- ◆ discussion with parents
- ◆ agreeing a behaviour support programme which is monitored by the teacher
- ◆ use of egg-timers to help children self-monitor speed of work, or concentration time
- ◆ circle time
- ◆ bubble time with the teacher or phase leader

## 9.6. Adapted and Personalised Provision

Our rules, rewards and consequences work for the majority of children for most of the time, helping them to develop good attitudes and to keep to acceptable standards of behaviour. In rare instances, a child may have barriers that can make it harder for them to keep the Golden Rules all of the time.

These barriers can place a child beyond the reach of our whole school Behaviour approach. In these cases, the class teacher will work alongside the phase leader and/or the Inclusion Manager to devise an adapted Behaviour approach that meets the needs of the individual child. This may include an individualised behaviour chart where the child earns up Golden Time. This will be discussed with the child and agreed with the parents and teachers.

## 9.7. Withdrawal from class (internal exclusion)

Children may be withdrawn from class (internally excluded) for the following reasons.

- 1) A serious incident which warrants more than a reflection:
  - a) Serious physical or verbal aggression;
  - b) Persistent ignoring of instructions, meaning they are putting themselves or others in danger;
  - c) Hurting an adult or another child intentionally;
- 2) A child has had 3 reflections, a report card and is still struggling to make the correct behaviour choices.

When a child is withdrawn from the classroom they will work in the 'time out' area based in the inclusion space. This is an area that allows children to work separately from the classroom. They will continue to complete curriculum work under the supervision of an appropriate adult in the 'time out' area. During this time there will be minimal communication between the adult and child.

The 'time out' area is a space that gives our children the opportunity to reflect on their behaviour whilst also helping them understand the benefits of being part of the classroom and enjoying their learning with their teachers and their classmates.

During an internal exclusion, the child will not have playtimes with other children, instead they will have a calming activity during their break and lunch and will be given some time outside for a movement break once everyone else is in their lessons.

If a child is withdrawn from the classroom, a letter will be written to parents informing them of this and it will be recorded on CPOMS.

If the serious incident happens in the morning of the school day, the child will be withdrawn from class for the rest of that day. If it happens after lunch, the child will be withdrawn from class the following day.

## 9.8. Fixed Term Suspension

If, for any reason, a child has not been able to respond when we put these policies into practice, we do have to use the ultimate sanction of suspending a child from school for a period of time. We see this as very much a last resort, used rarely.

A child can be given a fixed term suspension if their behaviour:

- threatens the safety of others (including an assault on an adult or child in the school)
- is causing serious disruption to school life
- is a serious case of disobedience to a responsible adult in school
- has broken the school's Golden Rules persistently over an extended period with no sign of improvement at all e.g. reaching 9.5.j

Whenever possible, parents and children will be warned in advance that a fixed term suspension from school could be a possibility for them. We know that this may cause inconvenience for parents but we do not see this as a measure designed to punish parents. The purpose is to help the child realise the serious nature of their misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school. Children will always be given work to do at home.

When suspended pupils return to school, we treat this as a "fresh start", and hope that the lesson has been learnt. The child and parent will take part in a reintegration meeting with the Headteacher or Deputy Headteacher.

If behaviour persists despite all our efforts, and after a series of fixed term suspensions, the pupil could be permanently excluded.

The decision on whether to suspend for a fixed term, or exclude permanently, is made by the Headteacher and in their absence, the Deputy Headteacher.

## 9.9. Restraint

At West Hampstead most instances of misbehaviour can be dealt with by discussing matters with the child and the child's parents. There are times, however, when staff have to restrain pupils. This only occurs if a child is presenting a danger to him/herself or to others, or defies an adult's request to move. We also consider the needs of disabled children and children with special educational needs and ensure that reasonable adjustments are made. Teachers and learning support assistants have been specially trained to restrain pupils and to escort pupils in a safe way. If a child has to be restrained the incident is recorded, the parent and the Headteacher are always informed and the circumstances explained.

Any child who is demonstrating behaviour that requires restraint more frequently will be referred to the *Primary Learning Support Service (PLSS)*, who will work with us to create well-being plans, positive handling plans and risk assessments, where necessary. These will always be shared with parents and the appropriate members of staff.

Please refer to our Physical Intervention Policy for further detail.

## 9.10. Liaison Between Home And School

Liaison between home and school and good relationships between teachers and parents is always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may have by letting them know at an early stage rather than allow more serious problems to arise. When we contact parents we do this so that teachers and parents can share ideas about the most effective ways of helping that particular child. We **need** parents' support for a positive outcome. We understand how upsetting this sort of thing can be for parents, and try to deal with it as sensitively as possible. It is important that parents understand that we are trying to help and that we want a good outcome for all concerned. Anger, frustration and recriminations need to be put to one side when trying to resolve a situation. Most problems are easily resolved this way. If we have needed to discuss inappropriate behaviour with parents, we make sure that we give them positive feedback when there are improvements.

There are sometimes periods in a child's life when their behaviour is adversely affected by circumstances beyond their control (for instance the death of a close relative or a problem in the family). It is always helpful to us to know so that we can deal sensitively with children who may be under stress, even if we do have to reprimand them or apply sanctions.

If parents have any concerns about their own child's behaviour we like them to tell us. Similarly, if they feel their child has experienced a problem we don't know about or if they feel there has been a mistake in the way an incident has been handled we ask them to let us know. We try to help children with their difficulties in the fairest and best way, but we are not perfect!

We ask parents not to intervene with another parent's child and not to reprimand someone else's child directly but to see us first if they think something is the matter.

We think that all parents prefer to know and have a right to expect that their child will be disciplined appropriately and fairly in school by someone whose job it is to do so. Similarly we ask children and parents not to continue in school problems that may have arisen in the community outside school, as we feel this puts unfair pressure on the children.

If we hear that children have been involved in any kinds of problem on the way home or if we receive complaints about them outside of school time, we speak to them about this and let parents know, particularly if their relationships or behaviour with other children at West Hampstead are likely to be affected. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school if the parents feel this would be helpful.

## Examples of 'no-blame language'

What do we need to remember here?

I know you can...

Which part didn't I explain well enough?

That's right, isn't it?

Lots of people get mixed up on this bit.

I'm sorry, I should have made it clearer.

OK, so you haven't quite mastered it yet.

Up to now this bit has proved a little tricky.

You will remember ...

Your choice / its up to you / you decide.

## 10. Appendix A – reflection sheet accompanying letter to parents

Dear parent/carer,

I am writing to inform you that, due to poor behaviour, \_\_\_\_\_ has been sent to reflection today.

Reflection gives children an opportunity to think about the poor behaviour choice they have made, and plan how to “fix up” and avoid making the same mistake in the future.

\_\_\_\_\_ was sent to reflection because \_\_\_\_\_.

Moving forward, we have discussed \_\_\_\_\_.

I would be grateful if you could speak to your child about their behaviour.

If you wish to discuss this further please do not hesitate to contact us via the school email, [admin@westhampstead.camden.sch.uk](mailto:admin@westhampstead.camden.sch.uk), and we will direct you to the relevant member of the team.

Yours sincerely,

## 11. Appendix B – 3 reflections letter to parents

Dear \_\_\_\_\_,

I am writing to inform you that, due to poor behaviour, \_\_\_\_\_ has been sent to reflection 3 times in the current term.

The reasons for their reflections are as follows:

- 
- 
- 

Your child is aware that another reflection will result in them being put on report for three days. This means that their behaviour will be closely monitored throughout the day and they will have to play separately from their year group. In addition, we will need to consider if your child is able to attend any school trips that may be happening whilst on report.

I would be grateful if you could speak to \_\_\_\_\_ about their behaviour. I would also be grateful if you could attend a face to face meeting to discuss this further.

Yours sincerely,

## 12. Appendix C – withdrawal from class letter to parents

Dear \_\_\_\_\_,

I am writing to inform you that, due to poor behaviour, a decision has been made to withdraw \_\_\_\_\_ from **his/her** class **<insert dates/times of withdrawal>**.

The reason for this withdrawal from class is that **<insert reason>**

Senior staff have taken time to explain to your child how serious this is and why behaviour like this is never acceptable. Please talk to your child at home as well to help them understand.

Whilst withdrawn from class \_\_\_\_\_ **continued/will continue** to complete their class work elsewhere in school. Children withdrawn from class are kept separate from their classmates throughout the day, including at playtime and lunchtime.

If you wish to discuss this further please make an appointment to talk to me.

Yours sincerely,

### 13. Appendix D – Home/School contract

Child & Parent/Carer Agreement

I have attended a meeting to discuss the behaviour of my child. During the meeting I have read and understood the Behaviour Policy. I agree to support West Hampstead Primary School in upholding these with my child.

Signed Pupil

Date

Signed Parent/Carer

Date

## 14. Appendix E – Behaviour Flowchart

Head/DHT/SENDCo meet with parents to decide next steps.

No loss of Golden Time entitlement = 30

Personalised contract to support behaviour written up with parents.

External agencies referred to.

Use of time out space, after 'chance, choice.'

Loss of Golden Time in 5 minutes for breaking Golden Rule

Behaviour improved with support and new systems put in place; senior leadership team monitor.

Loss of 20 minutes + of Golden Time – Reflection during Golden Time

Reflection at lunchtime  
Email sent home

Reflection at lunchtime  
Email sent home

Reintegrated into class with systems to support.  
Letter sent to parents  
Behaviour policy is read, understood and Home/School contract is signed.

Behaviour improved (earnt 15 mins GT each week/no further serious incidents)

Acceptable behaviour continues (20mins+ of GT lost OR another serious incident)

\*Although the withdrawal of activities such as swimming, sports, trips etc. is not used as a punishment, if a child has demonstrated dangerous behaviour it may be deemed unsafe for them to attend. In this situation, we may stop the child from attending and provide curriculum work in school or ask the parent to attend the trip with their child.

Report for 3 day period  
SLT writes letter to parents  
**Lost privileges:**  
Play separately from classmates  
Cancellation of school trips\*  
No GT

Behaviour improved  
Reintegrated into class with systems to support.

Acceptable behaviour continues (failure to earn 15 mins+ GT OR another serious incident)

Behaviour continues despite support.

Fixed Term Suspension (see 9.8 Fixed Term Suspension)