



Positive Behaviour Policy

June 2015

Outwoods Primary School Positive Behaviour Policy

This policy is based upon the rights and responsibilities of all adults and children which are inextricably linked, we acknowledge that classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively and that this is best done with the support of parents.

At Outwoods Primary School we believe that teachers and other adults have the responsibility to:-

- Enable all children to learn
- To raise the levels of all pupils' self-esteem
- Encourage children to accept responsibility , both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness
- Constantly seek out and celebrate improvements in learning
- Create a positive classroom environment in which children feel safe and able to learn
- Provide positive role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect
- Have a high standard of pupil expectation in all aspects of work
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children

We also believe that teachers and other adults have the right to:-

- Be able to teach and support learning without hindrance
- Feel safe and valued
- Be supported by colleagues
- Be listened to and respected

Children at Outwoods Primary school will be given the responsibility to:-

- Be willing to learn
- Allow others to learn
- Co-operate with staff
- Do their very best
- Follow the school rules - 'The Outwoods Way' (See appendix A)

All children at Outwoods Primary School have the right to :-

- Be treated with respect
- Be safe
- Learn in a way that meets their needs
- Be listened to
- Make a positive contribution to the school community

The purpose of this policy is to ensure that behaviour at Outwoods Primary School is managed in a fair and consistent way; promoting and rewarding positive behaviour and applying appropriate consequences where necessary.

Good behaviour needs to be taught - it does not simply happen.

Teaching Behaviour

At Outwoods Primary School all adults will be responsible for:-

- Reinforcing the behaviours that will enable the children to meet the stated expectations
- Modelling the expected code of conduct 'The Outwoods Way'
- Making time to review and reinforce the school's policy regularly
- Not relying on language-based approaches: using pictures, photographs, role play, physical rehearsal etc
- Helping children to understand the idea of learning behaviours
- Understanding that effective conditions for learning :(planning, pitch, pace, participation, etc) will impact positively on general classroom behaviour.

All members of staff have a corporate responsibility for promoting positive behaviour by applying the policy consistently. It is a matter of professional responsibility to support and uphold the school's practices and plans. This is essential for the realisation of the aims of positive behaviour management.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary. Children will have a meeting with a 'mentor' at least three times per year where this will be discussed.

Principles for Good Behaviour Management

All staff will follow the principles for good behaviour management which are based on 'Assertive Discipline' Techniques.

1) Teachers will clarify the common rights, rules and responsibilities at classroom level, and the general duty of care. All classes will discuss the school rules at the beginning of the school year and regularly throughout the year. All classes will have a list of class rules on display and an agreed class charter.

2) The 'Outwoods Way' code of conduct forms the basis of all behaviour management and discipline. This is underpinned by the theory that everyone has the right to:-

- Feel safe
- Learn or teach to the best of their ability
- Be treated with dignity and respect

- 3) Minimise unnecessary confrontation when managing pupils;
 - No sarcasm
 - No humiliation
 - No put downs
- 4) Use positive corrective practice wherever possible;
- 5) Keep the focus on the primary behaviour ~Avoid argument.
- 6) Invite, model and expect respect.
 - Separate the behaviour from the person
 - Use private rather than public reprimands, whenever possible
 - Take pupils aside to focus on what they should be doing
 - Avoid holding grudges
 - Re-establish the relationships after correction
- 7) Utilise related and reasonable consequences
- 8) Actively promote, teach and support positive behaviour.
 - Acknowledge pupils who are behaving responsibly
 - Use positive classroom rules
 - Give regular encouragement, verbal and non-verbal
- 9) Consistently follow the school procedures for dealing with persistent challenging behaviour.

Encouraging and reinforcing positive behaviour

At Outwoods Primary School we base our approach to behaviour management on a system of rewards, which are given privately and publicly, as we believe that the encouragement and reinforcement of desirable behaviour is the most effective and positive means of behaviour modification. Consequences occur when necessary and as appropriate to the child, the circumstances and the behaviour that has taken place.

Each day will be a fresh start, although there may be occasions where consequences may be continuing through an agreed behaviour modification plan.



<u>Our Listening Code</u>	<u>Our Line up Code</u>
<p><i>When I am asked for my attention I ;</i> Stop what I am doing Empty hands/ show me 5 Look at the teacher Keep quiet and still Listen to instructions</p>	<p><i>When I am asked to line up I;</i> Walk to the end of the line Leave a person space Keep my hands and my feet to myself Keep still and quiet Listen to instructions</p>

Rewards System

Smile and praise. Praise should be explicit so the child knows exactly what it is they are being praised for.

Share work/behaviour with another adult/and or with the rest of the class.

Share work/behaviour with the headteacher.

Stickers or wristbands may be given if appropriate to the child.

Housepoints - children are divided in four teams or 'houses' and collect points for their house. Children earning 50 housepoints earn a bronze badge, 100 a silver badge and 150 a gold badge. These are presented in assembly.

Responsibility - children can be nominated for jobs or special responsibilities around the school or within the class.

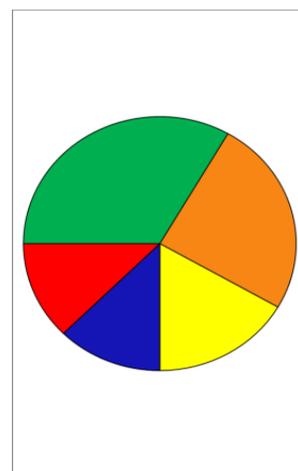
'Gold Ribbons'. At least two children from each class will be awarded with gold ribbons each week in celebration assembly.

Certificates - exceptionally good work or good behaviour will be rewarded with a certificate and a postcard home.

'Golden Time' - children can earn free time by working hard and following the Outwoods Way.

Behaviour Tokens which reward good behaviour every half term.

Within the classrooms we reinforce the 'Outwoods Way' and utilise a behaviour wheel system to promote good behaviour. At the beginning of each half term, every child is given a good behaviour token. Each day is a fresh start - all children start the day in the 'green zone' on the behaviour wheel displayed in the classroom. On occasions when the child has to be reminded about their behaviour, they will move their name on the wheel as follows:-



I am an excellent learner!
I am a good learner but I have not been working as well as I should. I have been given a warning.
My behaviour is starting to affect my learning. I need to take time out.
My behaviour has not improved. I need time out in another classroom to think about my learning.
I am not learning and I am stopping other pupils from learning too. I need to go and discuss this with the Headteacher.

If at any point a child reaches the 'red zone' for behaviour they will be sent to the Headteacher and their 'Behaviour Token' will be taken away from them. Parents will be informed. Consequences and rewards are listed at the back of this document.

Lunchtimes

Aims

- At our school we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction.
- We expect the same school rules and standards of behaviour to apply as during the rest of the school day.
- We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

Strategies to Develop Constructive Lunchtimes

1. Regular Communication
2. Clear School Rules
3. Clear Rewards and Sanctions
4. Clear Routines/Roles
5. Designated Play and Quiet Areas
6. Playground buddies
7. Lunchtime Supervisor Training/ Guidance

Regular Communication

Efficient communication between supervisors and teachers is assured through the use of the "Playground" and "Incident" book as well as regular meetings and verbal exchange.

All staff on lunchtime playground duty report incidents to Mrs Brookes, the Senior lunchtime organiser (SLO).

The SLO oversees the work of others, ensures effective communication, acts as the main contact point and ensures the reporting of incidents to class teachers. She monitors the incident book and informs staff of the need for further sanctions.

The SLO meets with the head or deputy at least weekly to keep everyone fully informed of events and discuss any problems arising.

The head meets with all lunchtime supervisors to discuss areas of concern and check the implementation of the policy and procedures.

Clear School Rules

School rules should be known and understood by all children and fairly and consistently enforced by all staff.

- No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision.

- In the case of extra-curricular lunchtime clubs, the children involved must wait/play on the playground until the member of staff leading the activity is ready to collect them in person.
- A teacher may decide to apply a sanction and ask a child to complete or redo a piece of work over lunchtime. In Key Stage Two -homework or 'catch up' club takes place for fifteen minutes at lunchtime. In such cases responsibility for supervision rests with the teacher who applied the sanction.
- If a child is ill or parents have requested that they are absent from the playground for a limited period the child may stay in the main library area with a friend or with the teacher in the classroom.
- The only exception to this rule is monitors with a specific task not requiring supervision i.e. register monitors. Careful consideration must therefore be given to the choice of monitors. They should be trustworthy and coded 'green' for behaviour and attitude.

Areas out of Bounds

- All grassed areas in unsuitable weather
- In the hedges between Nursery and KS2
- Behind the container in KS2 playground
- In the year 1 area of KS1 playground
- Car park
- Toilets (unless for proper use)

In suitable weather conditions the field may be used at lunchtimes. This is the decision of staff on duty.

Activities Not Permitted

- "Play" or "Fun" fighting/ wrestling
- "Bull dog", "kick tig" or other games used as an excuse for overly physical contact
- Football with more than 12 players in total per game
- Climbing on/jumping the retaining walls/benches
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No littering
- Bringing own play equipment from home

Behaviour Codes

The same codes apply during lunchtime as with the rest of the school day in order to ensure consistency and high expectations.

Our Code of Conduct

- Take care of yourself
- Take care of others
- Take care of your school
- Follow the 'Outwoods Way' (on display on the playgrounds)

Our Line up Code

- Walk to the end of the line
- Leave a person space
- Keep hands and feet to yourself
- Keep quiet and still

Our Listening Code

When an adult asks for my attention I:

- Stop what I am doing
- Empty hands/show me five
- Look at the adult
- Keep quiet and still
- Listen

Rewards

Rewards for good behaviour at playtimes and lunchtimes include the awarding of additional house points, stickers, certificates and postcards.

Sanctions

Sanctions must be fairly and consistently applied and be seen to match the offence in order to be most effective. Responses range from polite reminders to permanent exclusion. The school behaviour system plan should be followed.

Accident and Injury

First aid boxes are stored in both buildings for the treatment of minor injuries. The names of trained first-aiders are displayed in the medical room. A first aider will always be available at lunch times to deal with minor injuries.

Major injuries should be reported to the Head or Deputy as soon as possible.

All injuries need to be entered in the "Accident Book". Children are given a note to inform parents of any injury and treatment received, especially if the accident involved a bump to the head.

Any major faults or severe hazards with equipment, plant or procedures should be reported to the Head immediately. Minor faults or potential hazards should be reported to the Facilities Manager the same working day.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each playground. Supply teachers should cover the duty of absent teachers but should never be without support.

Upper school

Staff on duty should be present on the playground and by the main school gates by 8:40am, and again after school to see the children safely off the premises. No hot drinks should be taken onto the playground.

Upper and Lower school

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground Book' needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals. Good behaviour should be recorded as well as behaviour that does not follow the Outwoods Way.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff should be near the large play equipment in KS2.

In suitable weather conditions the field may be used at lunchtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the bottom KS2 playground or the field in appropriate conditions at the discretion of the duty teachers.

Behaviour on Trips and Visits and Out of School

The school expects pupils, at all times, to behave sensibly and show courtesy, consideration and respect for others, as outlined by the 'Outwoods Way'. This code of conduct applies to all pupils from the time they leave home to the time they return home at the end of the school day. The 'Outwoods Way' also applies at all other times when in school uniform or taking part in school activities such as trips, visits and during after school clubs. Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to 'red' on the behaviour wheel then they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school expectations.

Housepoints System

There are four 'house teams' in school. Children will earn housepoints for good work, good behaviour, special tasks etc. Housepoints will be collected weekly and the cup will be awarded in assembly on Monday morning. House captains will be chosen at the beginning of the year.

Risk assessment

When a child's behaviour is known to cause his/hers or others health and safety to be put in jeopardy, a risk assessment will be undertaken to determine the best and appropriate course of action.

Staff code of conduct

All staff have responsibility for setting a good example with regard to behaviour, work ethic and showing respect to others. We must have high expectations and apply policies and procedures firmly, fairly and consistently.

Exclusion

It is vitally important that we have the highest expectations of all the children in our care, and that pupils are in school whenever possible. The learning and safety of all our children relies on the good behaviour of all.

In exceptional circumstances it may be necessary to exclude a child from school. When this happens the most recent version of Warwickshire's Guidance will be followed.

Exclusion may be either a fixed term or permanent. It is the headteacher's responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach of the school's behaviour policy or if allowing the pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school. Exclusion may also be considered for persistent and defiant misbehaviour including bullying.

All exclusions will be reported to the Board of Governors. If fixed term exclusions for any one child amount to more than 15 days per term, or if the exclusion is permanent a Governor Disciplinary Panel Meeting will be required.

Partner Agencies

Full use will be made of such agencies as The Link, Early Intervention Service, North Warwickshire Children's Team, Health services, Education Psychology and School Support services when it is thought appropriate and beneficial to the child.

Bullying (Including Cyber-Bullying)

Everyone at Outwoods Primary School has the right to feel welcome, secure, happy and safe. Only if this is the case will all members of the school community be able to achieve their best. Bullying of any sort prevents this from being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening. Where bullying exists the victim must feel confident to activate the anti-bullying systems within the school, to end the bullying. It is the school's aim to challenge attitudes to bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos in the school. Please see Anti-bullying Policy and E-Safety Policy.

Racial and sexual harassment

These are both forms of bullying.

A working definition of racial harassment which is applicable to all forms of harassment is "violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism". (Commission for Racial Equality)

All racist incidents are reported to Warwickshire County Council, parents will always be informed and the school will follow the procedure outlined in the Anti-Bullying Policy.

Parental Involvement

At Outwoods Primary School we give high priority to working in partnership with parents. Parents have a vital role in promoting and maintaining positive behaviour in school; therefore effective home/school communication and cooperation is important. The school expects parents to give their full support in dealing with their child's behaviour.

We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and all the other members of our community. If you have any concerns we will always listen to them and seek to address them. Please be aware, however, that abusive, threatening or violent behaviour will not be tolerated in this school. Visitors behaving in this way are likely to be removed from the premises and prosecuted.



Outwoods Primary School
Home School Agreement



	<i>Love for Learning, Learning for Life!</i>	<u>The school will.....</u>	<u>As a pupil I will....</u>	<u>As parents we will....</u>
Our Aims		Provide a purposeful, stable, safe and secure environment in which to learn. Nurture self-belief in our children.	Work hard as a member of the Outwoods Team and try my best to be involved in the daily life of the school.	Talk to my/our child about the school day and encourage them to participate fully in school life.
Our Work		Provide an exciting and stimulating curriculum which will prepare children for the next steps in their educational journey.	Do all my classwork and homework as well as I can. Try hard to join in all activities.	Support my/our child with their work, encourage them to try their best and complete any work they bring home.
Our Home/ School Links		Provide annual written reports about your child. Have 3 open nights per year. Welcome parents into school regularly to keep up to date with school news.	Talk to my parents about school and share my targets with them. Take letters home and invite my parents to special events in school.	Work in partnership with the school. Do our best to attend open evenings and special events and share relevant information with the school.
Our Behaviour		Promote and reward good behaviour through 'The Outwoods Way'. Tackle inappropriate behaviour when necessary.	Follow the Outwoods Way code of conduct. Try hard to be polite and helpful to everyone.	Read through the Outwoods Way with my/our child and encourage them to keep the school code of conduct.
Our Attendance and Punctuality		Check attendance and punctuality regularly and contact parents with any concerns.	Attend school every day (except when I am not well enough) and on time.	Ensure my/our child attends school regularly and on time. Let the school know by 9.30am if my/our child is too unwell to attend school.
Signed		Teacher: Date:	Pupil: Date:	Parent: Date:

We ask parents to:

- Keep us informed of behaviour difficulties they may be experiencing at home.
- Inform us of anything which may affect their child's performance or behaviour at school e.g. family problems, disturbed sleep etc.
- Inform us about their child's ill health and any absences connected with it.
- Ensure their child arrives at school on time, is collected on time and wears school uniform.
- Ensure their child is ready for school, bringing correct equipment when necessary eg PE kit.
- Support their child with work sent home, spellings, reading etc
- Attend parent/teacher meetings and discuss their child's progress.

The school will endeavour to achieve positive home/school communications by:

- Promoting a positive environment in school.
- Giving regular, constructive feedback on their child's work and behaviour.
- Encouraging parents to come into school on occasions other than parents' evenings.
- Keeping parents informed of school activities by sharing assemblies, newsletter, curriculum talks etc.

SEN

Where the behaviour of a child is giving cause for concern and is not responding to the consistent application of the behaviour policy an Individual Behaviour Plan (IBP) will be drawn up which will have specific targets to promote positive behaviour. This will be reviewed at least termly and the child will be designated as requiring SEN support in terms of their behaviour. This process will be managed in accordance with the SEND policy. All children on an IBP will be involved in a CAF.

Equal Opportunities

Outwoods Primary School aims to be a fully inclusive school which works hard at creating a welcoming community which fosters psychological, emotional and intellectual growth. Our aim is to provide the best possible learning experiences for all children. This includes giving appropriate support to pupils who require something different to access the curriculum and wider opportunities.

Child Protection

Our school is strongly committed to safeguarding and promoting the welfare of children and young people and expects all staff and Governors to share this commitment. We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, moral and spiritual development of the individual child. Please see Child Protection Policy.

We have specific rules being enforced on the grounds of health, welfare and safety

Food and drink

Children may bring fruit from home to eat at morning play. They may also obtain fruit or toast in KS1 or from the tuck shop. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children bring drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination.

Children have regular access to water and are supplied with water bottles. A choice of quality juice, milk or water is available during lunch.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, Tee shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, wear plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).



Outwoods Primary School - Incident Log



Class:- _____

Please keep brief records of incidents of challenging behaviour.
These records will be reviewed regularly by the Leadership Team.

Thank you!

<u>Date</u>	<u>Name</u>	<u>Details of Incident</u>	<u>Action Taken</u>

Consequences and Rewards

Behaviour	Consequence	Who?	Action
<ul style="list-style-type: none"> Following the school rules, working hard, maximum effort. Good attendance Representing the school in a positive way 	<ul style="list-style-type: none"> 'Green' for behaviour Housepoints Stickers Verbal praise Gold ribbons Postcards home Golden Time Full 'privileges' eg trips, playtimes, discos, clubs 	<ul style="list-style-type: none"> Class teachers Teaching Assistants Headteacher Deputy Headteacher Lunchtime Staff Admin staff 	<p>Special assemblies.</p> <p>End of term treats.</p> <p>Award party.</p>
<ul style="list-style-type: none"> Low level disruption in class/assembly 	<ul style="list-style-type: none"> 'Orange'/'Yellow' for behaviour Warning Name moved on wheel Time out in class 	<ul style="list-style-type: none"> Class teacher Teaching assistant 	Record on class log.
<ul style="list-style-type: none"> Persistent disruption in class/assembly 	<ul style="list-style-type: none"> 'Blue' /'Red' for behaviour Time out in 'partner' class Loss of playtime/'payback' time given Sent to Headteacher 	<ul style="list-style-type: none"> Class teacher Key stage leader 	Record on class log. Think sheet 1. If repeated behaviour parents informed. Behaviour contract/chart started.
<ul style="list-style-type: none"> Lack of effort/no work/no homework Refusal to complete work 	<ul style="list-style-type: none"> 'Red' for effort Warning 'Payback' time given -eg playtime to complete work Sent to 'partner class' to complete work Sent to key stage leader to complete work 	<ul style="list-style-type: none"> Class teacher Teaching assistant Key stage leader 	Record on class log. Loss of free time. Work sent home with letter to parents.
<ul style="list-style-type: none"> Refusal to follow instructions (in class) Refusal to follow instructions (playground) 	<ul style="list-style-type: none"> 'Red' for behaviour Warning Send to/for senior member of staff headteacher/deputy head teacher/senior lunchtime supervisor Removal from class/playground 	<ul style="list-style-type: none"> Class teacher Teaching assistant Senior staff 	Record on class log. Playground ban 3 days. Think sheet 2. If repeated behaviour/serious parents informed.
<ul style="list-style-type: none"> Disrespect/cheek /backchat Swearing Name calling Abusive language 	<ul style="list-style-type: none"> 'Red' for behaviour Sent to office 	<ul style="list-style-type: none"> Senior teacher Head teacher 	All incidents of swearing will be recorded in a book kept in office. Playground ban 3 days. Think sheet 2. If behaviour is repeated parents will be informed.
<ul style="list-style-type: none"> Poor playground behaviour Spoiling others games Damaging equipment 	<ul style="list-style-type: none"> 'Red' for behaviour Removal from playground to 'time out' space 	<ul style="list-style-type: none"> Teacher on duty Lunchtime supervisors Headteacher 	Incident form/record kept. Playground ban 3 days. Letter/bill sent home for equipment.

<ul style="list-style-type: none"> • Fighting • Violence • Aggressive behaviour • Throwing objects at people (with intent to hurt) 	<ul style="list-style-type: none"> • Immediate removal from situation • Escorted to Headteacher/deputy (all parties involved) • Incident form • Low arousal room (if necessary) • 'Red' for behaviour 	<ul style="list-style-type: none"> • Member of staff closest • Headteacher 	<p>Incident form/record kept. Investigation by SLT. Playground ban. Loss of all privileges. Parents informed accordingly:- Letter 1 (warning) Letter 2 (contract) Letter 3 (exclusion) Risk assessment completed.</p>
<ul style="list-style-type: none"> • Bullying 	<ul style="list-style-type: none"> • Sent to Headteacher/deputy 	<ul style="list-style-type: none"> • Key stage leader • Headteacher 	<p>All bullying incidents will be recorded on incident form. The school bullying policy will be followed. 'Victims' and 'Perpetrators' will be supported. Parents will be informed.</p>
<ul style="list-style-type: none"> • Running away from class/playground 	<ul style="list-style-type: none"> • Inform office/Headteacher immediately • Appropriate member of staff will 'retrieve'/locate child 	<ul style="list-style-type: none"> • Key stage leader • Headteacher/Deputy head 	<p>Incident log. Parents informed. Police informed if child leaves premises. Ban from outdoor activities/trips etc. until further notice. Risk assessment completed.</p>



Ourselves

- ✓ Doing our very best
- ✓ Keeping healthy
- ✓ Staying safe
- ✓ Wearing uniform
- ✓ Being kind and polite

Learning

- ✓ Arriving at school on time
- ✓ Listening to each other
- ✓ Allowing everyone to work
- ✓ Having the correct equipment
- ✓ Taking part in lessons
- ✓ Always trying our best



Follow the Outwoods Way

Each Other

- ✓ Treating others well
- ✓ Co-operating with others
- ✓ Helping each other
- ✓ Accepting and embracing differences
- ✓ Celebrating others' successes

We Respect The 'Outwoods Way'

Our Community

- ✓ Behaving as good citizens of the local community
- ✓ Respecting our neighbours
- ✓ Not dropping litter
- ✓ Taking care of our environment
- ✓ Supporting local events

Our School

- ✓ Keeping the classrooms, corridors and the school grounds clean, tidy and litter-free and graffiti free
- ✓ Taking good care of equipment