

# Wreningham VC Primary

## 1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

**Headteacher:** Mr RP Jones

**Raising Standards Committee**

**Chair Full Governing Body:** Mr. Steve Kittle

### Behaviour and Anti Bullying Policy

"Love one another as I have loved you that my joy might remain in you, and that your joy might be full (John 15:12)" This behaviour policy is informed by Christian Values which underpin every aspect of school life.

At Wreningham VC Primary School we believe good behaviour in class is essential for effective learning. This policy is designed to support pupils' good behaviour so each child fulfils their highest level of personal achievement in our school. This is done through encouraging, supporting and teaching good behaviour. The school acknowledges its legal duties under the Equalities Act 2010.

#### **School Vision**

We are an outstanding church school where every child is valued. Christian values underpin all we do. Our vision is that everyone in our school community feels safe, confident and happy, curious to learn and able to achieve their very best. We encourage our pupils to have a good understanding of our core Christian values – hope, courage, compassion, forgiveness, friendship and stewardship.

#### **Relationship to other policies**

This policy relates closely to the policies on Exclusions and Positive Handling. It also links to the Screening, Searching and Confiscation advice to Headteachers.

#### **Aims**

This policy is underpinned by a strong understanding that we all have value and should give each other respect. The school promotes a Christian values-based ethos of forgiveness, friendship and compassion and one in which children are courteous, polite, and responsible, and so are able to learn and achieve, and thrive and flourish. We aim to:

- To develop in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To promote excellent behaviours for learning e.g., pupils who are collaborative, creative, curious, resilient, resourceful and reflective.
- Foster a positive and compassionate environment in which all children can flourish.
- Develop relationships based on respect, forgiveness, generosity, integrity and trust between all in the school community, including parents and members of the Governing Body.
- To ensure consistency of response to both positive and negative behaviour.

As a consequence of this behaviour policy children will:

- Build strong relationships.

- Experience what it means to live as a member of an open, generous, and forgiving community.
- Benefit from a calm and secure learning environment.

Teachers will:

- Building strong relationships with pupils.
  - Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children.
  - Be able to convey clearly and with confidence expectations of behaviour.
  - Benefit from a calm and secure environment in which to teach effectively.
  - Build positive relationships with parents and the whole school community.
- The best way to teach positive behaviour is through staff acting as role models and through praising pupils who display the expected behaviour.

Parents will:

- Be fully informed about the school's ethos, core Christian values and the behaviour policy.
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's values.
- Be confident their child is developing personally, socially, and academically.
- Feel welcome in school to discuss their child's progress in a positive atmosphere.

### **Standards of Behaviour**

The school has a central role in the children's social and moral development just as it does in their academic development. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

The adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, religion, ability, orientation.
- show appreciation of the efforts and contribution of all.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

**Teaching methods should encourage enthusiasm and active participation for all.** Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

### **Our School Rules**

The Seven Bees of Behaviour:

**Be Ambitious** (Do your best; Challenge Yourself; Aspire to Greatness)

**Be Focused** (Work Hard; Show Resilience)

**Be a Team Player** (Respect Others; Be Caring of Their Feelings)

**Be Tidy** (Take care of your books and equipment and the school grounds)

**Be Friendly** (Forgive Others; Don't be unkind or Hurtful)

**Be Polite** (Show Respect; Don't be rude or interrupt)

**Be Truthful & Honest** (Don't tell lies or Keep a bad secret)



## Be Ambitious

(Do your best,  
Challenge Yourself,  
Aspire to Greatness)

### Whole School Coloured Behaviour System

This system is integral to the schools 'Seven Bees of Behaviour.'

- Each child begins the day on the 'green' card. If they remain on green for the day, they earn a House Point.
- Exceptional behaviour is rewarded by being moved up to 'Gold' with an explanation, so all pupils understand what is being rewarded. The child will also earn a house point.
- Inappropriate behaviour (not following the positive behaviour identified in the 'Seven Bees of Behaviour') results in a verbal warning.
- If the poor behaviour continues then the child will be placed on 'Amber' and encouraged to turn their behaviour around and quickly work their way back to green.
- If this behaviour improves the child will work their way back to green.
- However, if the poor behaviour continues the child will be placed on 'Red'. This will result in a sanction (e.g. losing time from their playtime). At this point adults will ensure children are clear about their choice and the consequences of those choices.
- The child will need to see Mr Jones and will then complete a Face-Up To It sheet.
- If the child's behaviour improves the child can work their way up to green. This system is used by all adults throughout the school day including lunchtime.

### Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise for good learning behaviours and core values.

- House Points The school has four Houses: Yellowhammers, Robins, Kingfishers and Greenfinches. All children are allocated a House and Year 6 pupils are nominated as House Captains.
- A House Point will be awarded to each child whose peg remains on green all day, every day. Children moving to red lose their House Point. Exceptional behaviour, including learning behaviours, can mean a child's name moves to gold and a second House Point is awarded.
- **Each day is a fresh start.**
- Each class operates a class dojo system which the children complete.



House points are a class system to be used by the teacher in the class. Homework, reading diary, quiet movement around the school are celebrated in other ways, especially comments to the parents about a child's work /attitude via a class certificate or a quick word after school, star of the week certificates, stickers etc.

**Pupils are presented with a bronze after receiving badge 60 house points, a silver badge 110 house points and a gold badge 160 house points.**

- Stars of the week: A star of the week certificate is presented to the chosen child from each class in the Friday assembly.
- Certificates of football and swimming
- Certificates for Musical Instrument exams
- Being sent to the Head Teacher for praise, share good work and receive a Head Teacher sticker

### Sanctions

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school. The use of consequences should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.

- Group sanctions should be avoided as they can encourage resentment.
- Consequences will be consistent, fair and proportionate.
- It is the behaviour rather than the person that is identified.

The school understands that sanctions must be reasonable and, in determining the sanction imposed, must be proportionate in the circumstances. The pupil's age, any SEN or disability, and any religious requirements that may affect the pupil, must be taken into account. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Sanctions range from a verbal warning, withdrawal of privileges and lost golden time.

#### Face-Up-To-It sheet

Depending on the negative behaviour, children may complete a Face-Up-To-It sheet with the Headteacher/Senior Teacher as a form of restorative justice.

Ongoing low level negative behaviour by a pupil will be recorded on an Ongoing Chronology Behaviour Incidents sheet (the pupil may have a behaviour management plan i.e., an Individual Risk Management Plan)

If the behaviour is considered to be more than a relatively minor incident the negative behaviour is recorded on a separate incident sheet (example included in this policy). If physical intervention has been used to restrain a pupil this is recorded on a second sheet (PART B Non Routine/Emergency Physical Interventions sheet) see Positive Handling & Physical Intervention Policy.

**Parents will be contacted if the headteacher and class teacher believe this is required.** A parent meeting record sheet is used to document the conversation.

#### Children 'beyond'

There will be a very few children for whom the whole school coloured behaviour system does not work, and extra systems are needed. In general, these children will normally have specific needs and difficulties for a variety of reasons. They will usually already be part of the school's special needs system with their own Individual Risk Management Plan which will include a behavioural target.

Extra procedures that could be identified on an Intervention Plan:

- Monitoring behaviours on a weekly sheet including break times.
- Stickers on a timetable to mark good behaviour.
- Marbles in a jar – used to reward good behaviour and representing a minute of choosing time.
- Break cards – a visual support which may be used by the child to communicate the message they need some time away from an activity, task or person.

The school will:

- Monitor the consistency of all staff involved with the child and the use of procedures.
- Support colleagues who deal with children 'beyond'.
- Seek specialist help and advice from the Educational Psychologist.
- Evaluate the classroom organisation and management.

#### Containment

On occasions even these extra procedures will not yield positive results and the child will need to spend time away from class and normal teaching and learning while advice is sought. Ultimately, and as the only remaining option, a fixed term exclusion could be triggered.

#### Exclusions

The school is committed to providing an environment where all children feel safe, happy, accepted and integrated within which effective teaching and learning can take place. Staff work closely with parents and pupils to optimise the chances of every pupil succeeding. Fixed term or permanent exclusion will be used as the only remaining option where school based interventions and support have not improved the situation. (To prevent a permanent exclusion, the school may explore a managed move based on NCC guidance). The school will follow the guidance set out in its exclusion policy/LEA guidelines.

Behaviour that could prompt a fixed term exclusion is listed. The exact circumstances that trigger such an exclusion will be specific to each incident and every eventuality is not listed:

- Any form of bullying.
- Swearing.
- Any form of discrimination, including racial or homophobic discrimination.
- Disruptive behaviour in which there is a risk of injury to the child, other children and/or staff.
- Aggressive behaviour in which property is damaged.
- A total refusal to comply with school discipline and/or repeated violence or verbal abuse.
- Possession of any prohibited items.

A decision to permanently exclude a pupil will only be taken:

- In response to persistent breaches of the school's behaviour policy; and
- Behaviour where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Positive Handling Strategies**

All staff should attempt to de-escalate a conflict situation. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Teachers will use Steppingstones, 'Strategies Towards Positive Behaviour' techniques, in accordance with training given. Staff have received training September 2022.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **Peer Mediators – Playtimes/Lunchtimes**

Children in Year 6 will help other children from class 1 and class 2 to resolve their differences when a low level problem is brewing or has already occurred at break times. The Year 6 children will receive training. The following rules apply:

- Children are only peer mediated if they want to be.
- Before taken off the playground, peer mediators must confirm its appropriate with the teaching staff on duty.
- The focus is on initiating play games.
- Any conflict forms must be passed to the class teacher.

### **BULLYING – STATEMENT OF INTENT & PROCEDURES**

Bullying of any kind is unacceptable at our school and will not be tolerated. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Bullying can be physical, verbal or emotional by a single person or a gang. It can take the form of cyberbullying, be related to race, religion and culture, homophobic, bullying of pupils with SEN or disabilities. We regard bullying as particularly serious and take firm action against it. Pupils must be encouraged to work against it and to report any incidents of bullying. Methods used to help prevent bullying include:

- Circle time discussions about bullying and why it matters
- Writing a set of school rules – displayed in school
- Signing a behaviour contract – Home School Agreement
- Treat racist and sexist comments seriously, this includes homophobic bullying
- Give support to both the victim and the bully
- Follow up incidents to prevent reoccurrence

- Encourage pupils to report incidents
- Use peer pressure
- Help pupils see other points of view
- Build relationships and reward good behaviour
- PSHE

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. The following approach is used in responding to any bullying incidents that may occur:

### **Procedures**

1. In cases of bullying, the incidents will be recorded by staff and records kept by the headteacher.
2. The bullying behaviour, or threats of bullying, must be investigated and the bullying stopped quickly
3. Counselling and support for the victim of the bullying is provided.
4. An attempt will be made to help the bully (bullies) change their behaviour. Time is spent talking to the child who has bullied, explaining why the action of the child was wrong, and helping the child change their behaviour in future.
5. Parents should be informed and will be asked to come in to a meeting to discuss the problem
6. If necessary and appropriate, police will be consulted

**Bullying - Signs and Symptoms** A child may indicate by signs or behaviour that he or she is being bullied. [Appendix 6](#) has a comprehensive list of the possible signs bullying is taking place.

### **The role of governors in responding to incidents of bullying**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **The role of the Headteacher – Anti bullying**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. The headteacher ensures all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

**The role of the teacher – Anti bullying** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Records of all incidents that happen in their class are written up and given to the headteacher.

If teachers become aware of any bullying taking place between members of a class the issue is dealt with immediately. Initially the headteacher is informed. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

### **Screening, Searching and Confiscation**

The school follows the Department of Education non-statutory guidance with regard the searching of pupils and the confiscation of items found during a search.

#### **Confiscation**

The law allows school staff to confiscate a pupil's property if it is inappropriate in school. The school will hand back any confiscated items to the parents of the child at the end of the day. Note – weapons and knives would be handed to the police.

Searching and screening pup

## Appendix

The Seven Bees of Behaviour

Bullying: Statement of Intent; Signs and Symptoms

Parent Meeting Record Sheet

Part A Behaviour Incident Sheet/

Part B Physical Interventions Recording Form

Whole School Coloured Behaviour System

Face-up-to-it forms

Ongoing Chronology

Individual Risk Management Plan

Screening, Searching and Confiscation non statutory guidance: Advice for Head teachers, staff and Governors - attached to the Behaviour policy

### **RELEVANT POLICIES**

To underpin the values and ethos of our school and our intent to ensure our children remain safe the following policies are included under our safeguarding umbrella:

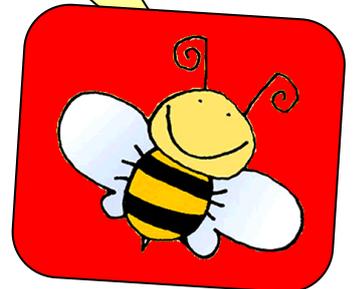
- Exclusions Policy
- Positive Handling



## The Seven Bees of Behaviour

**Be Ambitious** (Do your best, Challenge Yourself, Aspire to Greatness)

**Be Focused** (Work hard, Show Resilience)



**Be a Team Player**  
(Respect others, and be caring of their feelings)

**Be polite** (Show respect. Don't be rude or interrupt)

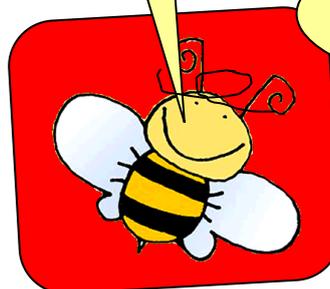


**Be Friendly**  
(Forgive others. Don't be unkind or hurtful)



**Be Tidy** (Take care of your books and equipment and the school)

**Be Truthful & Honest**  
(Don't tell lies or keep a bad secret)



# Wreningham VC Primary School

## Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Three characteristics of bullying are:

- **Deliberately hurtful (including aggression)**
- **Repeated often over a period of time**
- **Difficult for the victim to defend themselves against**

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received



# Wreningham V.C. Primary school Parent Meeting Record Sheet



**Pupil's Name:**

**Date:**

**Name of Parents:**

**Class Teacher:**

**Year Group:**

**Person completing the form:**

**Summary (Parent Concerns):**

**Outcomes or Any Actions to be Taken/Date to re-meet (if appropriate):**

**Parent Signature**

**Date**

**Pupil Voice recorded over page if appropriate**

**PART A BEHAVIOUR INCIDENT SHEET**

<b>NAME OF CHILD:</b>	
<b>CLASS:</b>	
<b>STAFF NAME:</b>	
<b>DATE OF INCIDENT:</b>	
<b>TIME:</b>	
<b>ANTECEDENTS</b> ( <i>events leading up to the incident</i> )	
<b>DESCRIPTION OF THE BEHAVIOR INCIDENT</b> ( <i>Include where the incident took place; reasons for any physical intervention</i> ): (Bullet Pts.)	
<b>CONSEQUENCES/OUTCOMES:</b> ( <i>How did the staff intervene, how did the child respond, how was the situation was resolved</i> )	
<b>NAMES OF WITNESSES:</b>	
<b>PARENT INFORMED</b> ( <i>any follow-up with parents</i> ):	
<b>TEACHER INFORMED:</b>	
<b>SIGNED</b> ( <i>Person completing the form</i> ):	
<b>DATE:</b>	

*Hand this form to the Headteacher*

**PART B NON ROUTINE/EMERGENCY PHYSICAL INTERVENTIONS** *(to be completed if the use of "restraining" physical controls has occurred)*

**WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:**

*(tick the appropriate box below)*

<b>Defusing</b>	<input type="checkbox"/>	<b>Time out</b>	<input type="checkbox"/>
<b>Deflection</b>	<input type="checkbox"/>	<b>Changes of task</b>	<input type="checkbox"/>
<b>Distraction take up time</b>	<input type="checkbox"/>	<b>Choices</b>	<input type="checkbox"/>
<b>Humour</b>	<input type="checkbox"/>	<b>Limits</b>	<input type="checkbox"/>
<b>Proximity control</b>	<input type="checkbox"/>	<b>Consequences</b>	<input type="checkbox"/>
<b>Hurdle help</b>	<input type="checkbox"/>	<b>Another member of staff</b>	<input type="checkbox"/>
<b>Planned ignoring</b>	<input type="checkbox"/>	<b>Other (please state)</b>	<input type="checkbox"/>

**JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:**

*(tick the appropriate box below)*

<b>To prevent/interrupt;</b>	<b>A criminal offence</b>	<input type="checkbox"/>
	<b>Injury to pupil/staff/others</b>	<input type="checkbox"/>
	<b>Serious damage to property</b>	<input type="checkbox"/>
	<b>Disruptive behaviour</b>	<input type="checkbox"/>
	<b>Pupil absconding</b>	<input type="checkbox"/>
	<b>Other (please state)</b>	<input type="checkbox"/>

**NATURE OF PHYSICAL CONTROLS USED:** *(include estimate of duration of use of physical controls)*

*(please tick appropriate box)*

<b>Standing</b>	<input type="checkbox"/>	<b>Sitting/ Kneeling</b>	<input type="checkbox"/>	<b>Prone/lying</b>	<input type="checkbox"/>	<b>Duration</b> (how long physical restraint was used)	<input type="text"/>
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**DETAILS OF ANY RESULTING INJURY:** *(injury to whom and action taken as a result, e.g. first aid, medical treatment)*

**DETAILS OF ANY DAMAGE TO PROPERTY:**

**ANY OTHER RELEVANT INFORMATION:**

- Details of any follow-up, including contact with the parents/carers of the pupil(s) involved
- Any other relevant details e.g., the involvement of any other agency, e.g. the Police

<b>NAME OF SENIOR PERSON NOTIFIED:</b>	<input type="text"/>	<b>TIME/DATE</b>	<input type="text"/>
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**HEADTEACHERS COMMENTS:**

<b>SIGNATURE OF HEADTEACHER:</b>	<input type="text"/>	<b>DATE:</b>	<input type="text"/>
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Together Everyone Achieves More  
**Wreningham VC Primary School**

**Whole School Coloured Behaviour System**



2 Minutes

Make good choices and work your way back to green.



**Warning**

Turn it around and work your way back to green!



Great Behaviour



Golden Behaviour!

1 House Point



Together Everyone Achieves More  
**Wreningham VC Primary School**  
Face-Up To It

Name .....

Class .....



**The Seven Bees of Behaviour**

- Be Ambitious** (Do your best)
- Be Focused** (Work hard)
- Be polite** (Show respect. Don't be rude)
- Be Truthful & Honest** (Don't tell lies or keep a bad secret)
- Be Friendly** (Forgive others. Don't be unkind or hurtful)
- Be Tidy** (Take care of your things and the school grounds)
- Be a Team Player** (Respect others and be caring of their feelings)

**What** I did

.....  
.....

**What** rule I broke against the school rules

.....  
.....

**Why** I did it (*my explanation*)

.....  
.....

**What** I think I should do to put it right - **think of 3 ways and choose (✓) at least 1**

- 1) .....
- 2) .....
- 3) .....

Adults Informed (Parent Meeting Record Sheet) Y/N

Teacher

Signed ..... (pupil)

Date .....

**Together Everyone Achieves More**  
**Wreningham VC Primary School**  
Face-Up To It

Name .....

Class .....



**The Seven Bees of Behaviour**

- Be Ambitious** (Do your best)
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- Be a Team Player** (Respect others and be caring of their feelings)

What I did

.....

.....

How I feel



How the other person feels



How my mum and dad would feel



How to put it right

1) .....

Signed .....(teacher)

Date .....

Adults Informed (Parent Meeting Record Sheet) Y/N

## Ongoing Chronology of Behaviour Incidents

This information is gathered to provide a chronology of events and an overview of the nature of concerns and details of professional interventions.

<b>Date &amp; Time</b>	<b>Name &amp; Job title of staff member</b>	<b>Incident</b> Name of pupil involved; When and where the incident occurred; Key events and actions taken in response; Names of staff/pupils who witnessed the event	<b>Outcomes</b> Any Actions to be Taken	<b>Signature</b>



## Individual Risk Management Plan

Name	DOB	Date	Review Date:
Photo	<p><b>Potential Triggers</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Risk Reduction Measures</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p><b>What we want to see</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<p><b>Strategies to maintain</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p><b>First signs that things are not going well</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<p><b>Strategies to Support</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p><b>Where this behaviour leads next</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		<p><b>Strategies needed</b> (response depends on the situation and location)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p><b>What we are trying to avoid</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<p><b>Interventions Necessary</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	