

POSITIVE CONDUCT POLICY

(Includes Positive Conduct Policy, Exclusion, Restrictive Intervention and Positive Handling and Additional Fixed Term Exclusion Provision Policies)

Name of the School:	Headlands Primary School
Person(s) Responsible:	Headteacher, Chairs Sub-Group and Inclusion Manager
Review Date:	October 2018 (Annual)
Distribution:	Governors and whole staff
Web Page:	www.headlands.org.uk

This policy should be implemented in conjunction with the school's Written Policy on Behaviour Principles and should be read alongside other school policies, particularly Safeguarding, Race Equality and Equal Opportunities, Inclusion, Anti-Bullying, E-Safety and Exclusions.

October 2016	-	Positive Conduct Policy replaced the Behaviour Policy
March 2017	-	Anti-Bullying section removed and replaced with separate policy.
September 2018	-	Reviewed – minor amendments

Headlands Primary School

Positive Conduct Policy

This policy should be read alongside other school policies, particularly Safeguarding, Race Equality and Equal Opportunities, Inclusion, Anti-Bullying, E-Safety and Exclusions.

Introduction

At Headlands Primary School we hold an unconditional positive regard for children and have high expectations for the conduct of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive conduct allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive conduct and in an atmosphere in which their self-esteem and confidence can flourish.

All adults in school should be good role models to children and ensure positive conduct in our community. Staff at Headlands Primary School share an understanding of the language, non-verbal communication and consistent procedures we use to manage learner's positive conduct. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their own conduct.

Aims

- to make clear the ethos and expectations of positive conduct that are expected at Headlands Primary School
- to ensure consistency of approach to managing conduct in school
- to provide guidance on the systems and processes to use when managing conduct

School Rules

At Headlands Primary School, we have the following simple and clear rules that apply to all members of the school community:

- **I will show determination in all I do.**
- **I will try my best to achieve all the learning goals and tasks I am set.**
- **I will show respect for myself, others and the school.**
- **I will enjoy my time at Headlands.**

Expectations of the school community

Head Teacher and SLT

- to build positive relationships with children and adults amongst the school based on mutual respect
- to take overall responsibility for the positive conduct of children and staff
- to lead by example when dealing with conduct
- to provide training and support for staff
- to intervene with conduct at Level 2 and 3.

Staff and Governors

- to lead by example when dealing with positive conduct
- to build positive relationships with children and adults amongst the school based on mutual respect
- to have high expectations of children and be consistent in applying rewards and sanctions
- to meet the educational, social and emotional needs of all children through appropriate curriculum and individual support
- to be proactive in communicating regularly between home and school.

Children

- to know and respect the School Rules
- to attend school regularly and on time, with the correct equipment and uniform
- to take responsibility for their own actions and positive conduct
- to understand how their conduct can have positive or negative effects on others.

Parents/Carers

- to work with the school to ensure that their child conducts themselves positively
- to ensure that children come to school regularly, on time and with the appropriate equipment
- to support the development of positive home/school partnerships
- where possible, inform the school of any changes in home circumstance which may affect the conduct of their child in school.

Curriculum and teaching

At Headlands Primary School Primary School, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all children. By delivering this curriculum in interesting and imaginative ways we will inspire and excite. We appropriately structure the curriculum and create an effective learning environment to ensure positive conduct.

Circle time, PSHE and the Protective Behaviours curriculum is used to boost interpersonal skills, strengthen relationships, enhance confidence and build self-esteem.

Relationships

Healthy, trusting relationships built upon mutual respect are an essential element of developing positive conduct amongst children and staff.

It is everyone's responsibility to:

- always focus on positive conduct and try to spot children who are doing the right thing. "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for your maturity" etc.
- give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.
- call home to a parent to give praise, this is far more effective than several negative calls.

Praise and rewards

At Headlands Primary School, we praise and reward positive conduct; our approach is designed to promote and acknowledge good conduct rather than to deter inappropriate conduct. Reward schemes are in place to recognise this.

The core values

To provide focus and structure to encourage children to make good choices, the school has adopted four core values. The core values are: **D**etermination, **A**chievement, **R**espect and **E**njoyment and children at Headlands talk about being D-A-R-E-ing in their actions and conducts. Each year, the school holds a sticker design competition. The purpose of this competition is to design a KS1 and KS2 DARE sticker which is awarded to children for demonstrating the core values.

House points

On admission to the school, each child is allocated a house to which he/she is a member. House names are Cedar, Birch, Oak and Cherry. Each week house points are collected by Year 6 House Captains from across the school. They are added to previous totals for the term. At the end of each seasonal term the winning house is awarded with the House Cup that is decorated in the winning house colours. Children in the winning house also gets to attend a special event in school to celebrate at the end of each term. Each house point awarded also supports each child's own personal achievement record.

In FS/KS1 these records are sticker charts (**Appendix 1**). Each completed sticker chart results in a certificate (**Appendix 2**) which is presented during the awards and celebrations assembly. In KS2 these records are charts which result in certificates and medals being awarded to the child. The process in KS2 commences with a bronze certificate moving into a bronze medal and develops into silver, gold, platinum and trophy awards before concluding with the coveted "WOW" award (**Appendices 3**).

Parents/ Carers are invited to awards assembly on a Friday to see their child presented with their certificate. Parents/Carers must be informed the week before the award is presented. Teachers are responsible for arranging this.

House points are awarded for areas where children go above and beyond the school rules to reward their effort. These can be awarded for the following areas:

- great effort within class or around school with their work and positive conduct
- demonstrating good manners (holding open doors, polite interactions instigated by the child etc.)
- reading at home at least 4 times a week and having this recorded
- good effort demonstrated with their home learning

House points in books are evident by a gold star stamper.

Level	Number of house points required
Bronze	100
Silver	101-250
Gold	251-450
Platinum	451-750
Trophy	751-1150
Wow	1151-1600

The Positive process during lunchtimes

The school works very hard during lunchtimes to ensure the children have activities which they can enjoy. We have an "active dinnertime" philosophy which encourages children to be "busy" during these unstructured times. The school has a well-resourced playground. The distribution of the equipment is overseen by the sports leaders and by trained young ambassadors (Year 5). During lunchtimes teaching assistants are able to award positive conduct cards, these will be rewarded with a house point and celebrated in class. There will be positive conduct theme each week, promoted by the class teacher, in assembly and through display in school. These themes will be:

- to show good manners
- to be helpful
- to play positively with others
- being patient
- to ask someone to join in a game

A draw will take place in each year group, weekly to attend a Head Teacher's tea in the Emporium.

Prefects (Year 6) will also award house points to children who they see entering the school after break and lunchtime positively.

Head Teacher Awards

Alongside house points, amazing effort and commitment can result in a Head Teachers award.

The child is sent to see the Head Teacher/ Deputy Head Teacher for a "gold" sticker, a praise postcard may also be sent home. In addition, the child will be a "celebrity" on the following week's DARE TV.

Chill Out Room

The room is staffed each morning break. This is a safe place for children who are feeling upset, worried or anxious and need to talk to someone. Teachers will also identify children who would benefit from time in the chill out room. This room is not used as a consequence.

Lunchtime Nurture Club

This is a small group that takes place at lunchtimes and has a focus on developing children's social and emotional skills. The group runs from 12.15pm to 1pm each day. The children eat their lunch together as part of this group and then take part in activities and games. They then go outside for the last 15 minutes of the lunchtime so they still get some fresh air and some physical activity.

Levels of unacceptable conduct

We divide unacceptable conduct into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied
- it must be clear what changes in conduct are required to avoid future sanctions
- group sanctions should be avoided as this breeds resentment
- it should be the conduct rather than the person that is sanctioned

Support systems for individual pupil need

From time to time some children may display challenging conduct which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve positive conduct. The Inclusion Leader will be involved to monitor these at this stage. Parents must be notified of these systems. A pastoral support programme or positive conduct plan may be introduced at this time.

Support systems for staff

The school will support staff to ensure that standards of pupil positive conduct are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging conduct effectively and successfully. All staff have a copy of this policy in order that positive conduct is consistent throughout school. Staff having difficulties should speak to their Phase Leader in order to receive guidance and support.

Support systems for parents/carers

Headlands Primary School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on positive conduct in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's positive conduct. Discussions involving a child's conduct should be done confidentially and in private. Such discussions should be recorded in class pastoral file (lined sheet). The Family Support Worker is available to work with families and make links with other agencies where necessary. A referral form should be completed by the class teacher.

Whole School approach to consequences

Level 1 Dealt with by the class teacher	Stage 1	First reminder
	Stage 2	Second reminder. Child's peg is moved from the sunshine to the cloud in F/KS1 and name is written on the board at KS2 next to a yellow face.
	Stage 3	Third reminder. Miss minutes of next break (minutes relate to age).
Level 2	Stage 4	Refer to Phase Leader. Parents/carers to be informed. Involvement of Inclusion Leader.
Level 3	Stage 5	As defined in Level 3. Dealt with by Phase Leader. HT/ DHT involvement. Parent/ carer involvement

Level 1

At F/KS1- 'Pot of Gold' (sun/ cloud/ thunder)

The visual display using the sun/ cloud/ thunder with named/photos pegs helps younger children to understand the concept that conduct is a choice and gives them clear signals about what is expected. Following an individual reminder (**stage 1**), if a child's conduct continues, their peg is placed on the cloud and the child is given a warning and the conduct is identified with them and the school/ class rule they are breaking (**stage 2**). If there is no further breaking of the school/ class rules, then the peg is placed back on the sun at the end of that lesson. If the child continues to choose to break the school/ class rules, then their peg is moved to the cloud and they miss minutes (related to age e.g. 7 years = 7 minutes) of playtime/lunchtime (**stage 3**). Parents will be informed if this pattern of inappropriate conduct continues over a week.

At KS2- Yellow strike/ orange strike/ red strike

The visual display using yellow/ orange/ red strike depicted on coloured faces on the board. Following an individual reminder (**stage 1**), if a child's inappropriate conduct continues they will be given a yellow strike and their name is placed next to the yellow face on the board. The child is given a warning and the inappropriate conduct is identified with them and the school/ class rule that they are breaking (**stage 2**). If there is no further breaking of the class/ school rule, then their name is deleted from the board at the end of the morning or afternoon. If a child continues to break the school/ class rules, the child will be issued with an orange strike and their name placed next to the orange face on the board and will miss minutes of either their lunch or playtime related to their age as above (**stage 3**). Parents will be informed if this pattern of positive conduct continues over a week.

A visual reminder will be on display in the classroom (**Appendix 4**).

The Phase Leader will be the point of contact for staff to refer to for support and advice.

Level 2

If, over time, there is consistent, inappropriate conduct and the child chooses to break the class/school rules then the situation will be elevated to level 2 and the Phase Leader will become involved. The class teacher and phase leader will discuss the child's inappropriate conduct and will begin to monitor using the ABC sheet (**Appendix 5**). At this point the child's parent/ carer will be informed.

The child's conduct will then be supported by a positive conduct support plan.

The Inclusion Leader will monitor children at Level 2 and will provide support for staff, parents/ carers to ensure effective provision is in place for the child. A referral may be made to the Family Support Worker.

At times it may be necessary for outside professionals to be involved to support social, emotional and mental health needs.

Level 3

Examples of serious inappropriate conduct which are classed as Level 3 are as follows:

- Bullying (including misuse of the technology and cyber bullying)
- persistent disruptive positive conduct
- damage to property
- physical assault against an adult
- physical assault against a pupil
- racist abuse
- theft
- verbal abuse against an adult
- verbal abuse against a pupil
- sexual misconduct
- swearing
- any other offense deemed serious

If a child engages in any of the above, they will go straight to Level 3. This will be dealt with by the Phase Leader and a behaviour report form will be completed (**Appendix 6**). The Head/ Deputy Head Teacher must then be

informed without delay and will see the child concerned and will decide a suitable consequence. This will be followed up by a phone call and letter home to parents/ carers. This will be recorded centrally on SIMMS.

In extreme cases a child may be excluded. The Head Teacher/ Deputy Head Teacher has the responsibility for issuing exclusions to individual children for serious acts of inappropriate conduct.

Rewards, consequences and sanctions during lunch times

The same high levels of positive conduct are expected at all points of the day. Each class will have a named lunchtime supervisor (Year group TAs) who will report positive conduct and any negative conduct to the class teacher at the end of each lunchtime.

Consequences

Level 1 Dealt with by the Lunchtime Supervisors	Stage 1	First reminder
	Stage 2	Second reminder
	Stage 3	FS/KS1 child walks with an adult for five minutes to reflect on their behaviour KS2 child spends 5 minutes in the outdoor hut
Level 2	Stage 4	Inform Phase Lead.
Level 3	Stage 5	Refer to HT/ DHT Parent/ carer involvement

Level 3

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- damage to property
- physical assault against an adult
- physical assault against a pupil
- racist abuse
- verbal abuse against an adult
- verbal abuse against a pupil
- sexual misconduct
- swearing
- any other offense deemed serious

If a child engages in any of the above, they will go straight to Level 3. This will be dealt with by the Head/ Deputy/Assistant Head Teacher who will see the child concerned and will decide a suitable consequence, a behaviour report form will be completed (**Appendix 6**). This will be followed up by a phone call and/or letter home to parents/ carers, it will also be recorded centrally in behaviour log. There will be SLT presence at lunchtimes.

In extreme cases a child may be excluded. The Head Teacher/ Deputy Head Teacher has the responsibility for issuing exclusions to individual children for serious acts of inappropriate conduct.

Code of conduct for everyone

Teachers will promote a consistent, effective approach to gaining the children's attention in their classroom.

Movement around school

- always walk sensibly in school
- use quiet voices
- open doors for class to walk through and for oncoming adults
- use good manners, such "excuse me," "welcome to our school," "good morning/afternoon"
- greet everyone with a smile
- adults explicitly comment on positive conduct when witnessed

Assembly

- enter the hall in a calm and orderly manner
- use hand signals instead of verbal commands to direct children
- stand until told to sit
- be a quality listener!
- stand up to sing and sing well (KS2)

(Year 6 sit on benches)

PE:

- wear PE kit – no jewellery and hair tied back (borrow school kit if there are spare otherwise evaluate lesson or do other appropriate work, parents to be informed by letter if they continue to forget kit)
- staff dressed appropriately (at least wearing appropriate footwear, trainers)– no jewellery
- have an agreed STOP signal
- follow instructions
- good sportsmanship to be rewarded
- children who forget their kit will have a note posted home to remind parents (sticker in home/ school partnership book. Children will not borrow other children's kits.

Outside work areas:

- go to table or area quietly
- quiet voices
- work on task – do not engage in conversation to people walking past
- tidy areas when finished
- children at all times need to be monitored by adults.

Playtimes:

- playtime throughout the school will start at 10.40. Children will then lead out to play quietly and efficiently onto the playground
- playtime will finish at 10.55 and at this time staff on duty will ring the bell
- the first bell means stop. The second bell will signal the children to walk quietly to their class lines. Staff on duty will send classes back into school
- Class teachers collect their children from the playground, children walk quietly and efficiently back to class, awarded with house points by the Prefects for appropriate conduct.

Toileting

- encourage children to go at the beginning of playtime/ lunchtime
- children are allowed to go to the toilet during lessons and teachers have a system set up to ensure children are safe and learning is least interrupted

Cloakroom

- put coats and PE bag in lockers

Other

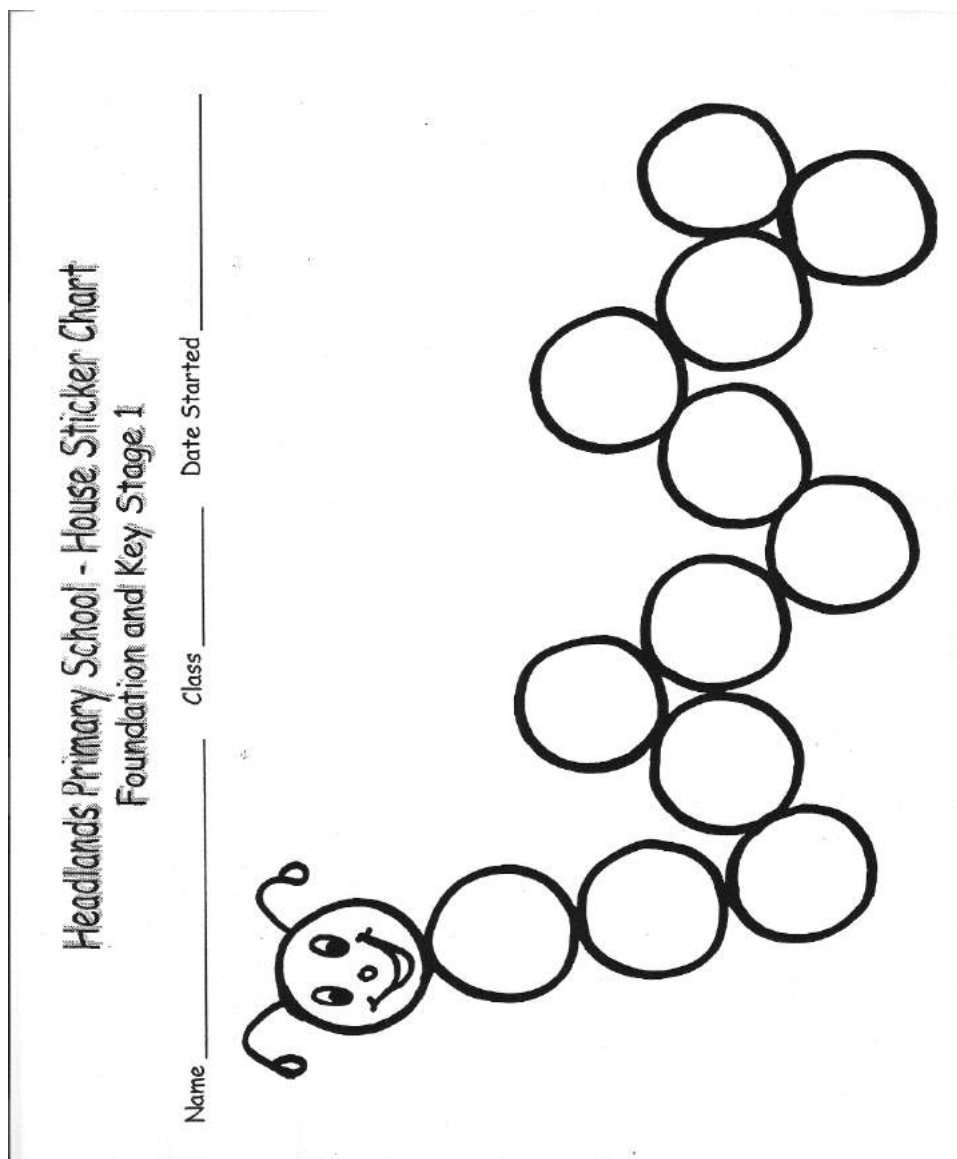
- unfinished work may be completed during break and lunchtimes supervised by the class teachers. Children not to miss the whole of their free time (this will be monitored)

Monitoring and review

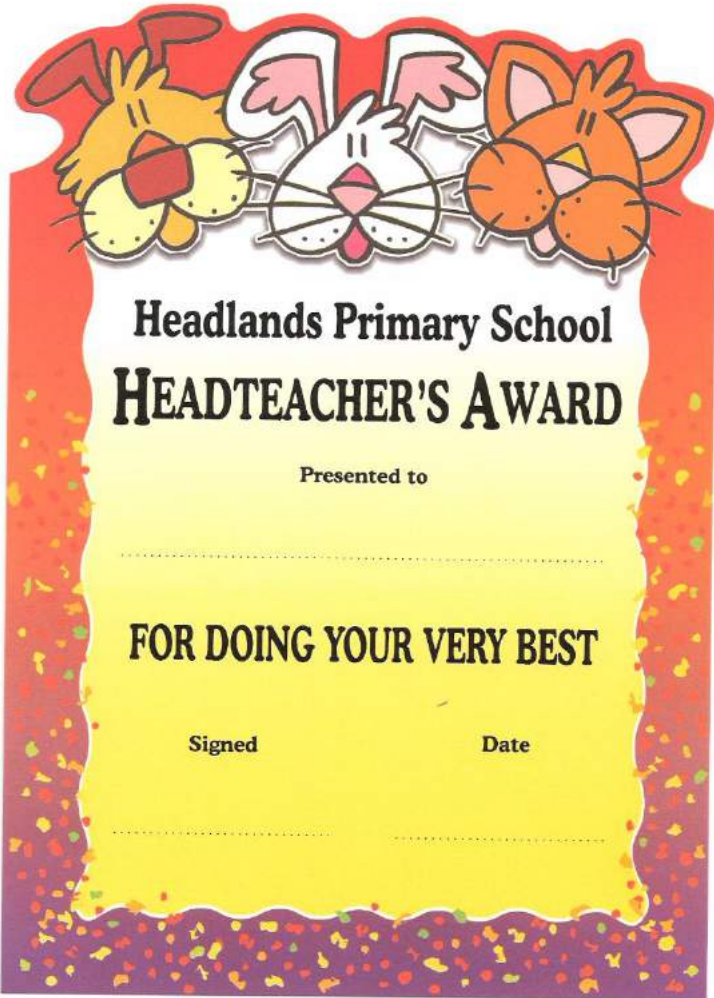
Positive conduct will be under constant review throughout the school on a class and individual basis.

It will be reviewed on a bi-annual basis.

Sample of Sticker Chart – there are 6 designs the children can choose from
(Master copies can be found in the front office)



Headteacher's Certificate





Bronze House Point Chart

Name

Date started

Class

1	2	3	4	5	6	7	8	9	10
11		13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Bronze Certificate

51	52	53	54	55	56	57	58	59	60
61		63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Bronze Award



Silver House Point Chart

Name

Date started

Class

101	102	103	104	105	106	107	108	109	110
111		113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
152	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	Well Done!					
					176	177	178	179	180
181		183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	Well Done!
									250



Gold House Point Chart

Name

Date started

Class

	252	253	254	255	256	257	258	259	260
		263	264	265	266	267	268	269	270
	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	Fantastic! 350

	352	353	354	355	356	357	358	359	360
		363	364	365	366	367	368	369	370
	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400
401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	Fantastic! 450



Platinum House Point Chart

Name

Date started

Class

451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500
501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	570
571	572	573	574	575	576	577	578	579	580
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	Fantastic! 600

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690

691	692	693	694	695	696	697	698	699	700
701	702	703	704	705	706	707	708	709	710
711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	Fantastic! 750



Trophy House Point Chart

Name Date started

Class

Trophy Award	751	752	753	754	755	756	757	758	759	760
	761	762	763	764	765	766	767	768	769	770
	771	772	773	774	775	776	777	778	779	780
	781	782	783	784	785	786	787	788	789	790
	791	792	793	794	795	796	797	798	799	800
	801	802	803	804	805	806	807	807	809	810
	811	812	813	814	815	816	817	818	819	820
	821	822	823	824	825	826	827	828	829	830
	831	832	833	834	835	836	837	838	839	840
	841	842	843	844	845	846	847	848	849	850
	851	852	853	854	855	856	857	858	859	860
	861	862	863	864	865	866	867	868	869	870
	871	872	873	874	875	876	877	878	879	880
	881	882	883	884	885	886	887	888	889	890
	891	892	893	894	895	896	897	898	899	900
	901	902	903	904	905	906	907	908	909	910
	911	912	913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928	929	930	
931	932	933	934	935	936	937	938	939	940	

	941	942	943	944	945	946	947	948	949	950 See Mr Smith
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Please turn over for the award

Trophy Award

951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1000
1001	1002	1003	1004	1005	1006	1007	1008	1009	1010
1011	1012	1013	1014	1015	1016	1017	1018	1019	1020
1021	1022	1023	1024	1025	1026	1027	1028	1029	1030
1031	1032	1033	1034	1035	1036	1037	1038	1039	1040
1041	1042	1043	1044	1045	1046	1047	1048	1049	1050
1051	1052	1053	1054	1055	1056	1057	1058	1059	1060
1061	1062	1063	1064	1065	1066	1067	1068	1069	1070
1071	1072	1073	1074	1075	1076	1077	1078	1079	1080
1081	1082	1083	1084	1085	1086	1087	1088	1089	1090
1091	1092	1093	1094	1095	1096	1097	1098	1099	1000
1101	1102	1103	1104	1105	1106	1107	1108	1109	1110
1111	1112	1113	1114	1115	1116	1117	1118	1119	1120
1121	1122	1123	1124	1125	1126	1127	1128	1129	1130
1131	1132	1133	1134	1135	1136	1137	1138	1139	1140
1141	1142	1143	1144	1145	1146	1147	1148	1149	Fant astic
1141	1142	1143	1144	1145	1146	1147	1148	1149	1150



WOW House Point Chart

Name Date started

Class

WOW Award	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160
	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170
	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180
	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190
	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200
	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210
	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220
	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230
	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240
	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250
	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260
	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270
	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280
	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290
	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300
	1301	1302	1303	1304	1305	1306	1307	1307	1309	1310
	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320
	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330
	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340
	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350
1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	

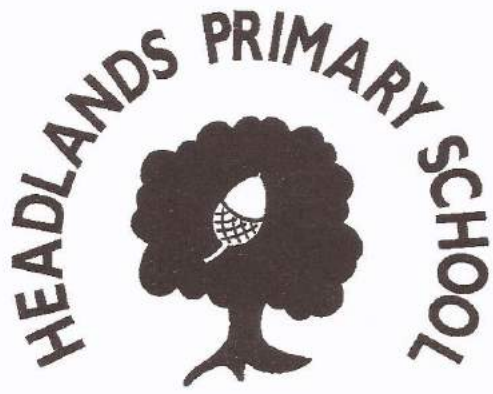
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	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380
	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390
	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400*

***Please see Mr Smith**

Please turn over for the award

WOW Award

1351	1352	1353	1354	1355	1356	1357	1358	1359	1360
1361	1362	1363	1364	1365	1366	1367	1368	1369	1370
1371	1372	1373	1374	1375	1376	1377	1378	1379	1380
1381	1382	1383	1384	1385	1386	1387	1388	1389	1390
1391	1392	1393	1394	1395	1396	1397	1398	1399	1400
1401	1402	1403	1404	1405	1406	1407	1408	1409	1410
1411	1412	1413	1414	1415	1416	1417	1418	1419	1420
1421	1422	1423	1424	1425	1426	1427	1428	1429	1430
1431	1432	1433	1434	1435	1436	1437	1438	1439	1440
1441	1442	1443	1444	1445	1446	1447	1448	1449	1450
1451	1452	1453	1454	1455	1456	1457	1458	1459	1460
1461	1462	1463	1464	1465	1466	1467	1468	1469	1470
1471	1472	1473	1474	1475	1476	1477	1478	1479	1480
1481	1482	1483	1484	1485	1486	1487	1488	1489	1490
1491	1492	1493	1494	1495	1496	1497	1498	1499	1500
1501	1502	1503	1504	1505	1506	1507	1508	1509	1510
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1551	1552	1553	1554	1555	1556	1557	1559	1559	1560
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DARE Certificate

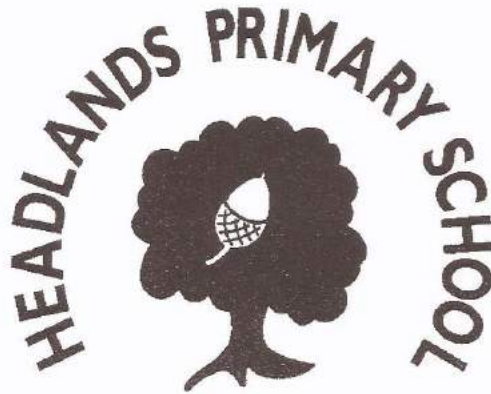
Awarded to

In recognition of succeeding to continually demonstrate the 'Core Values' at Headlands Primary School

Determination **A**chievement **R**espect **E**njoyment

Class _____ Date _____

Signed _____ Mr D Smith, Headteacher



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DARE Certificate

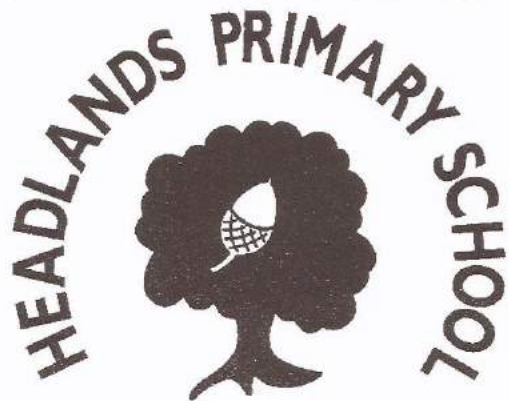
Awarded to

In recognition of succeeding to continually demonstrate the 'Core Values' at Headlands Primary School

Determination Achievement Respect Enjoyment

Class _____ Date _____

Signed _____ Mr D Smith, Headteacher



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DARE Certificate

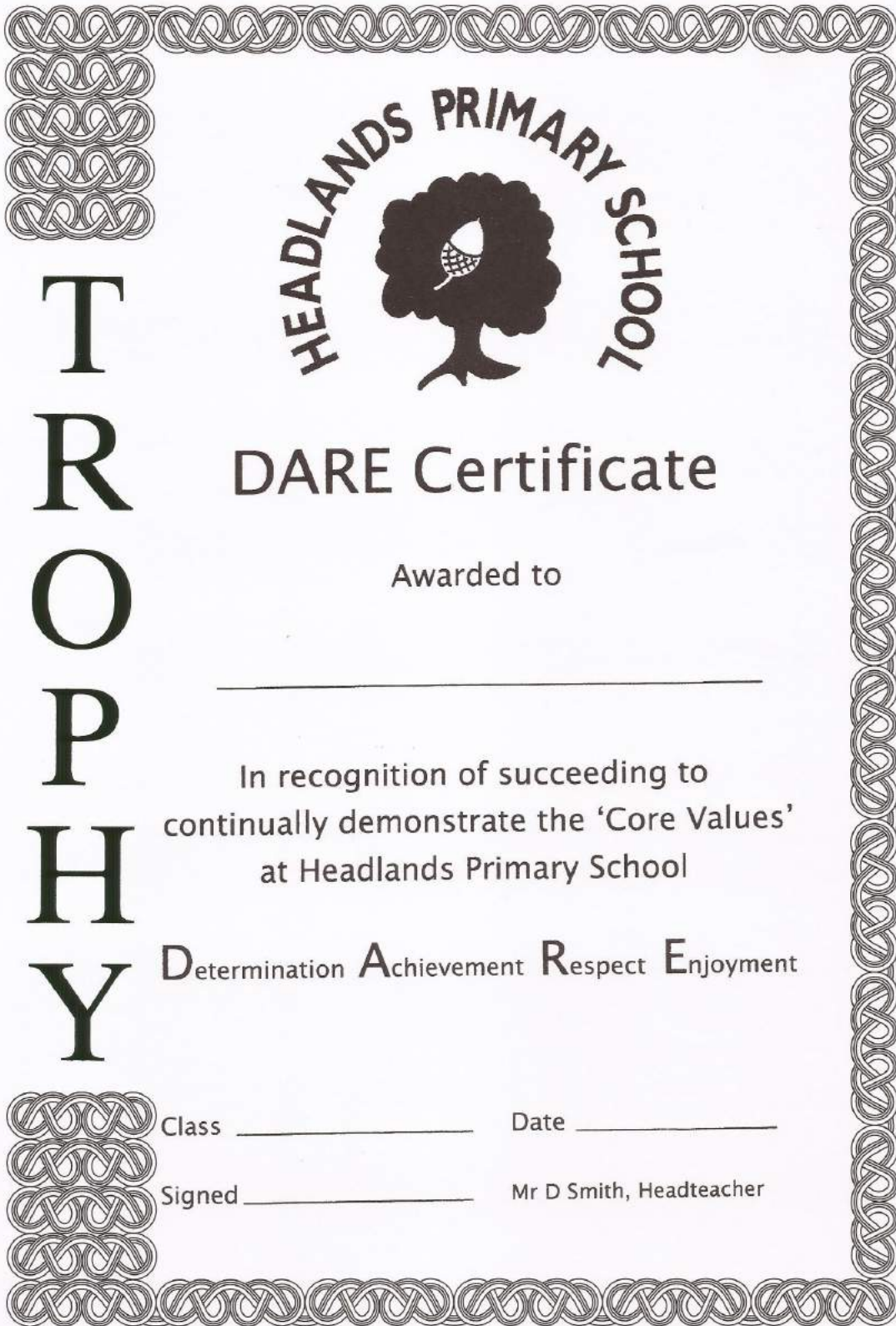
Awarded to

In recognition of succeeding to continually demonstrate the 'Core Values' at Headlands Primary School

Determination Achievement Respect Enjoyment

Class _____ Date _____

Signed _____ Mr D Smith, Headteacher



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DARE Certificate

Awarded to

In recognition of succeeding to continually demonstrate the 'Core Values' at Headlands Primary School

Determination **A**chievement **R**espect **E**njoyment

Class _____ Date _____

Signed _____ Mr D Smith, Headteacher

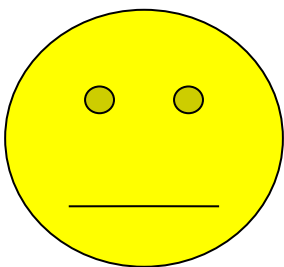
Our school rules

- I will always try my best in all of my work
- I will always use kind words and kind hands and feet
- I will look after my own property and that of others
- I will look out for and support everyone around me

If you break the rules:

Once - Your name will be put on the board- this is a WARNING!

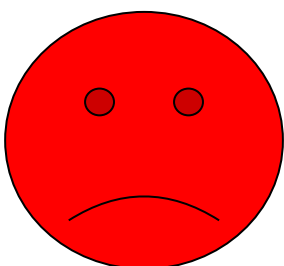
Once - Your name will be put on the board- this is a WARNING!



After 3 warnings, you will spend some of your free time reflecting your behaviour.



Over time, if your conduct does not improve you will be sent to the Phase leader. You will miss your free time and your parents/ carer will be informed. The Head Teacher/ Deputy Head Teacher will be informed at this time.



If you continue to do the wrong thing or if you hurt another person, swear or make a racist and/or discriminatory comment you will go straight to the Head Teacher/ Deputy Head Teacher and your parents/carers will be informed by letter. Sanctions will be determined at the time.

ABC Behaviour Sheet

Name of child –

Date & time	Antecedents	Behaviour	Consequences
Additional comments			

Headlands Primary School Conduct incident report (LEVEL 3)

Date _____

Name of child (victim):	Age:	Year:
Name of child (perpetrator):	Age:	Year:
Name of person investigating the incident:		
Description of the incident		
Actions taken:		

Outcome:

Parents/ carers informed of child (victim)	Yes	
Parents/ carers informed of child (perpetrator)	Yes	
Reported to governors	Yes	

_____ (Head Teacher/ Deputy)

Date _____

TO BE SECURED BY HEAD TEACHER