



Behaviour & Relationships Policy

September 2025

Approved By:		Date:
Last Reviewed On:	September 2025	
Next Review Due:	September 2026	

Lowerplace Primary School

Behaviour and Relationships Policy

This policy applies to all staff and all pupils at Lowerplace Primary School.

(Exceptions to the policy are on page 5)

Ethos:

At Lowerplace Primary School, we are committed to creating a calm, safe and happy learning environment that is productive and purposeful in supporting all children to achieve the highest possible standards in all that they do.

We aim to achieve this through a focus on positive relationships. We understand the importance of building positive relationships between all of our staff and children and know that relationships and behaviour are key to achieving our goal as follows:

- Positive relationships = positive behaviours
- Positive behaviours = positive relationships

Our aim is to ensure that everyone at our school is treated with the highest level of respect. Respect (having due regard for the feelings, wishes and rights of others) underpins all decisions we make at our school.

We are committed to teaching children to identify positive and negative behaviours and to ensure that all children have a voice. We teach children to self-regulate their emotions and behaviours through modelling and supporting through co-regulation strategies using the 5 Point Scale and by reflecting on how we can react and respond to things that can affect our conduct.

We ensure that all children understand that all behaviours and all of the choices we make result in a consequence, whether that be a positive consequence or a negative consequence.

- Positive behaviours = positive consequences
- Negative behaviours = negative consequences

The purpose of positive consequences is to reward and encourage better relationships and to promote further positive behaviours. Children are taught that good choices in life make good things happen.

The purpose of negative consequences is to deter children from making further negative behaviour choices. Children are taught that negative behaviours do not result in rewards but children are supported to make better choices.

This policy guides staff to teach children our core behaviour values of **Ready, Respectful and Safe**. These values (school rules) are displayed throughout school and all children understand the expected behaviour that relates to the values (see Appendix A1).

Ready

**Be ready for school and ready for learning
(wear school uniform, be classroom ready, follow instructions)**

Respectful

**Be respectful and kind to everyone
(have excellent manners, respect school environment and property)**

Safe

**Be safe in and out of school
(walk safely throughout school, play safely, keep safe out of school and online)**

Aims of this policy:

- To provide a clear set of Behaviour for Learning Rules to be consistently used throughout the school;
- To encourage all pupils to develop independence, self-discipline and responsibility towards themselves and others by embedding a restorative approach;
- To work with families and professionals (Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS), Rochdale Additional Needs Service (RANS) etc) to support the development of positive behaviour;
- To identify and support at the earliest opportunity pupils who need additional support in managing their behaviour;
- To ensure that children who have SEND (or other identified vulnerabilities requiring specific programs to support their behaviour) have personalise behaviour plan (BP) shared with staff and parents.

Role of parent

We aim to work in partnership with families to promote positive, respectful behaviour. All children and their parents / carers, on admission to the school, will be asked to complete a "Home-School Agreement" which outlines the behaviour expectations at Lowerplace. We ask all families to support the school in adhering to the **Ready, Respectful Safe** expectations above. Parents are always welcome in to school to discuss behaviour issues and concerns.

Role of pupil

To take responsibility in respecting the whole school community and to always be the best that they can be. To follow the school's behaviour for learning rules always; to work hard to achieve their best and to make excellent progress in all that they do. **To use the 5 Point Scale to self-regulate and to reflect on how to change unwanted behaviours.**

Role of staff

Every adult working in our school will have consistently high expectations of behaviour from all pupils at all times. All adults are expected to maintain the highest standards of personal conduct and to ensure a consistent approach to the management of behaviour by:

- being an excellent role model in promoting kind, courteous and respectful behaviour always;
- **teaching and modelling co-regulation strategies using the 5 Point Scale;**
- **ensuring a proactive approach is taken in order to reduce incidents that will then require a reactive approach. This includes engaging children in learning and in play, as well as closely supervising at all times;**
- adopting a restorative approach when behaviour incidents do occur;
- applying the school's systems of rewards and consequences with fairness and consistency
- being proactive by ensuring that lessons are planned at the appropriate level for pupils' abilities and that engagement and challenge is always good;
- using set scripts to manage behaviour: Lowerplace Walk, 4S Line, Show Five, Quiet Hands, make the right choice etc (see Appendix C below);
- recognising that some pupils will have needs that mean they can struggle to regulate their emotions and behaviour, and provide a supportive approach to help these pupils manage themselves;
- remaining in control of emotions and speaking to children calmly, with authority (firmly and fairly) rather than shouting at children;
- aiming to de-escalate conflict using a range of strategies that do not confront or shame children;
- showing vigilance and taking proactive action whilst on playground duty as well as in the school building / dining hall / assemblies / corridors etc.

At Lowerplace, we ensure behaviour is a high priority as follows:

- Every classroom has an RRS display (Ready Respectful Safe) which includes the 5 Point Scale and all behaviour posters and strategies in line with the environment expectations. This must be referred to daily at regular intervals and is integral to the promotion of positive behaviour for every child;
- Behaviour is on the agenda at regular phase meetings and SLT meetings;
- Staff are trained in Team Teach positive handling as the need occurs;
- Inclusion staff are trained in delivering small group interventions;
- Staff are trained and have regular updates in how best to support children with additional needs;
- Regular staff meetings and team meetings on behaviour with updates on individual pupils requiring additional support being shared in a timely manner;
- Staff sharing information and concerns on CPOMs;
- Contacting parents / carers with concerns.

Exceptions to the Behaviour and Relationships Policy

There may be some children whose needs will need to be managed through an adapted version of this policy with additional strategies in place from the OAP offer (Ordinarily Available Provision), for example:

- Pupils with Special Educational Needs (SEND). The SENDCO will liaise with staff and families where a personalised approach may be needed to support children whose behaviours are related to an additional need. This may be done through the EHCP process or through an individual Behaviour Plan (BP);
- Pupils who are subject to complex and difficult lives outside of school. The Designated Safeguarding Leads (DSLs) will liaise with staff and families where a personalised Behaviour Plan (BP) may be needed;
- Pupils who have suffered bereavement, trauma or adverse childhood experiences (ACES). DSLs will work with staff and families to devise and appropriate Behaviour Plan (BP)

Internal Inclusive Provision (IIP)

In addition to a high standard of OAP, a range of other resources, including staff, have been developed to support these children through IIP:

- Internal Inclusive Provision (IIP). This consists of Blossoms in EYFS / KS1, the Lowerplace therapeutic inclusion room and also the Our Space provision situated in KS2. Through this provision, we have a team of highly skilled staff who support children through personalised timetables. This is done within these settings, in the classroom and through interventions as needed;

- A range of emotional literacy interventions through our trained ELSA (Emotional Literacy Support Assistants). These interventions are targeted at supporting children with anxiety, low self-esteem and other issues that may impact on a child's ability to self-regulate their behaviour.
- Lunchtime calm clubs in both KS1 and KS2 for children who find the busyness of a playground difficult to manage. These calm clubs are managed by highly skilled support staff who aim to ensure a consistent approach to de-escalating negative behaviours. Children are able to self-refer on a regular basis or as needed and staff are able to signpost children who may need a quieter environment in order to self-regulate over lunch time.

School systems to support behaviour

These are split into actions that:

- Re-enforce positive behaviours;
- Deter children from negative behaviours.

Re-enforcing and promoting positive behaviours:

- Behaviour for learning rules are displayed in all learning areas and throughout school;
- The 5 Point Scale is displayed around school and regularly referred to in order to support regulation appendix A2;
- Class charters are displayed in each class (developed by all members of the class and worded in positive language). These are agreed and signed by all pupils;
- Lowerplace strategies to support positive behaviours are used consistently throughout school (Appendix B, Appendix J for lunchtime strategies);
- Class Conduct Chart (green, amber and red chart, Appendix E) is used to promote positive behaviours. Children who remain on green each week will have Golden Time. Children remaining on green for the whole year will be awarded with an end of year treat;
- Class Dojos are awarded for individual positive behaviour choices. These are awarded interactively and children receive a prize when they reach 50 Dojos (see below and Appendix I for guidance);
- 2 children in each class are nominated by their teachers each week to receive Star certificates which are awarded in our celebrations assembly for excellent behaviour and learning each Friday;
- Good news post cards are sent home by teachers and Assistant Headteachers;

- House points are awarded for excellent team behaviour and community spirit (house point totals are announced weekly in assembly and a house points treat is awarded for the winning house each term);
- Lowerplace Superstars trophies are awarded weekly in KS1 and KS2 assemblies for the classes with the highest number of stars awarded for **excellent conduct moving around school in a 4S line**;
- The Golden Bin is awarded weekly in KS1 and KS2 assembly for the classroom that is the tidiest and therefore most respectful of their environment;
- Good roles models can apply for and are appointed to the roles of class monitors, house captains, vice captains, school council, wellbeing ambassadors and playground buddies;
- Children are sent to Headteacher, Deputy Headteacher or other members of SLT to share examples of excellent work and impeccable behaviour;
- Special Headteacher and Deputy Headteacher certificates are awarded for exceptional behaviour;
- PING messages are sent to families when children have been recognised as going above and beyond with their behaviour and conduct.

Daily Class Conduct Chart: All children start each day with a fresh start and a positive approach. The green, amber, red chart is used to promote positive behaviours with the goal being to remain on green each day. At the end of each week, those children making consistently positive behaviour choices are rewarded with Golden Time. Children who remain on green consistently will be rewarded with a Good To Be Green Treat at the end of the year. These treats are chosen by the children of Lowerplace through our School Council. (See below for how amber and red are used as consequences for negative behaviour choices)

<p>Green Good To Be Green</p>	<p>Amber Adjust and Alter Behaviour</p>	<p>Red Reflect And Restore</p>
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Class Dojos: These are points awarded on the online Class Dojo reward system. They are awarded for children who demonstrate individual positive behaviour choices over and above what is expected and to reward effort and achievement.



For every 50 Dojos achieved, the children collect a prize from the Dojo shop. Children also have the option of ‘banking’ their Dojos so that they can exchange for prizes worth 100 and 150 Dojos etc. Assistant Headteachers are responsible for ensuring a consistent approach to the awarding of Class Dojos within their key stage / team. There is a display in each hall to promote the Dojo award system and Dojo shop.

Star certificates: Two children from each class are chosen by their class teacher in recognition of excellent learning behaviour, effort and achievement across the curriculum. These are presented during the Friday celebrations assembly.

Lowerplace superstars: Classes are awarded stars each day for excellent conduct moving around school in a 4S line including in assemblies, other learning environments, the dining hall and when lining up. The Lowerplace Superstars Trophies are awarded weekly in KS1 and KS2 assemblies for the classes with the most stars. All children will be actively encouraged and reminded to walk on the left when travelling through school modelling the Lowerplace 4S line. Children will line up in a 4S line- Straight, Safe, Silent and with a Smile. Children will be still if not walking. Staff will consistently model this as they travel throughout school. (Appendix K1 4S line and stars chart appendix K2)

The House Points System: This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

Children are allocated a house when they start Reception or when they join the school at a later stage. Siblings are placed in the same house and remain a member of this house throughout their time at the school.

Teaching and non-teaching staff also belong to a house and they encourage and support the children in positive team building through the house system. The role of the Headteacher is to remain impartial and to support all houses in achieving their best and is therefore not a member of any house.

All children are allocated to one of six houses:



They are colour coded and reflect different areas of the curriculum and diversity in cultures.

There is a house captain for each house (year 6 pupils) and a vice captain to support (year 3). These children have been elected democratically by the houses they serve. Their role is to represent their house and to be a positive role model for the house they lead. They support collection, counting and announcing of house points and liaise with SLT about the awards the children would like for positive behaviour.

Rewarding House Points - any member of staff can award House Points to any house member, at any time and for any reason if they are “caught being good”. House points will be awarded as five house points for collective positive behaviour choices, good manners, kindness and team work. Assistant Headteachers are responsible for ensuring house points are awarded fairly and consistently within their phase (Appendix H)

Recording House Points - the points for each house are clearly displayed in all classrooms. They are totalled up and the scores are added to the school house points excel document and announced in celebration assembly each week (Appendix H)

A house points display is visible and updated weekly by House Captains / SLT in each hall. Each term, a reward that is accessible for all age groups will be given to the house with the most points with an announcement in assembly and celebrated in the school newsletter. Children choose these rewards through communication with their house captains.

Consequences to deter negative behaviours:

The approach taken to support children at Lowerplace is a **restorative approach** which empowers our children to take ownership of their behaviour and encourages self-discipline and responsibility to other learners and staff in the school community. We do not use the terms punishment or sanction but instead use the terms and consequence and rewards. All situations are used as an opportunity to learn and improve.

The restorative approach is used to empower pupils to take ownership of their behaviour encouraging self-discipline and responsibility to others. This supports the development of listening, communication, empathy, awareness of self and others and also encourages conflict resolution skills.

Retributive (punitive) measures such as blame, guilt, public shaming etc are not used. Instead the focus is on restorative practices of repairing the harm caused. All experiences are used as opportunities to learn.

Hierarchy of actions to address negative behaviours:

- ‘The look’ and other non-verbal gestures of disapproval as set out in Lowerplace strategies to support positive behaviours are used consistently throughout school (Appendix B);
- Quiet reminder of rule and support including redirecting children to task;
- Use of class conduct chart (green, amber, red) which is a document not publicly displayed in the classroom (Appendix E). This is to ensure children’s self-esteem is preserved;

Green Good To Be Green	Amber Adjust and Alter Behaviour	Red Reflect And Restore
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AMBER - Children are supported and reminded to make positive behaviour choices. If they do not respond to this support, their name is moved to amber following verbal warnings and support to improve. Names on amber are added to the weekly class conduct tracker in order to monitor patterns in behaviour.

RED - When children continue to make the wrong behaviour choices despite additional support, their name is moved to red. Names on red are added to the weekly class conduct tracker in order to monitor patterns in behaviour. Red behaviours raise concerns and are added to the school system CPOMs.

Children on red will miss their next playtime or dinner time to reflect on their behaviour and discuss how to restore relationships affected by their behaviour. Children on red before morning play will stay with their class teacher / TA to reflect, children who are moved to red during or after playtime will attend lunchtime reflection with SLT. Children moved to red after lunch will stay with their class teacher to reflect the following morning at playtime.

If children are added to red more than 3 times in a week, behaviour letters (Appendix L) instigated as follows:

- **Behaviour letter 1:** Class teacher sends letter home to make parents / carers aware of repeated negative behaviour choices despite support. This can include a telephone / end of day discussion. Upload on CPOMs;
- **Behaviour letter 2:** Class teacher sends letter home to make parents aware of continued negative behaviour choices – parents / carers are expected to attend a meeting to discuss behaviour at with the class teacher. A behaviour plan (BP) is drafted involving parent and child with an agreed review date. These are uploaded onto CPOMs;
- **Behaviour letter 3:** Assistant Headteacher sends a letter home to make parents aware of serious behaviour concerns. Parents / carers are invited to a further meeting to review the child's BP with class teacher and AHT. This will be uploaded on CPOMs;
- Other behaviours letters and meetings with SLT will follow if behaviour concerns continue. There are specific letters to address behaviours such as fighting, racism and homophobic language. These will be sent out for one / each incident. This is in line with the Equalities Act 2010. (See Appendix L for behaviour letters)
- Headteacher and Deputy Headteacher will oversee all behaviour. If there are no significant improvements in behaviour, this may lead to internal suspension or fixed term suspension. The Headteacher will consider each case on an individual basis in accordance to the severity of the incident and the child's individual needs. A review of the behaviour strategies including the voice of all involved will implemented prior to the incident;
- Headteacher, Deputy Headteacher and SENDCO will refer to Fair Access Team and other relevant agencies where appropriate;

Behaviour at playtimes and dinner times

All behaviour expectations apply outside of the classroom and children are taught to engage in positive relationships and play. All playtimes and dinner times are supervised by staff who encourage the children to engage in positive behaviours. Quiet areas are available for those children who prefer less noise, for example Calm Clubs, reading area, KS2 library, creative stations.

Children making negative behaviour choices at lunchtime and playtime will be supported by staff to make better choices in the same way as above, including reminders and redirection task. If children do not respond to reminders and support, they will be asked to take some time out on the bench on the playground to re-regulate. If children do not respond to this support or if behaviours are more serious, they will be accompanied to reflection inside (at playtime this will be to their own classroom, at lunch time this will be to SLT reflection in the Orange Room or Phiz Lab)

More serious behaviour

- Aggressive behaviour, particularly at playtimes and lunchtimes, will result in the child missing their next playtime and lunchtime play and will be supervised in reflection with a member of SLT. Pupils may be asked to leave clubs, including those before and after school, if the Headteacher deems the behaviour serious.
- Bullying, aggression, racist or homophobic incidents, serious incidents and other criminal behaviours could result in fixed term or permanent exclusion **without** previous sanctions.

Exclusions and fixed term suspensions

The Headteacher can issue a permanent exclusion in line with Rochdale Local Authority policy and procedures; this guidance has been updated and includes new template letters – September 2024

If a child continues to make the wrong choices after consultations with parents and going through their individual behaviour plan, then they may be suspended for a fixed period decided by the Headteacher in line with the Rochdale Local Authority exclusion guidance. Each decision is based on the individual circumstances of that case.

In addition to the fixed term suspensions previously stated, children may be instantly suspended from school for a fixed period of time as a result of extreme or significant negative behaviour. As above, this will be in line with the Rochdale Local Authority exclusion guidance. Each decision is based on the individual circumstances of each case.

Following any fixed term suspension, a re-integration meeting will be held with every effort being made to continue to work in partnership with parents/carers to help the child to manage the child's behaviour. The Local Authority and / or external agencies may also be involved as appropriate.

Permanent exclusions

If a child's behaviour remains a danger to them and others, then a permanent exclusion may be considered. Lowerplace school follows the Rochdale Local Authority policy and procedures on permanent exclusions.

Recording of behaviour incidents

Serious or persistent poor behaviour will be recorded on CPOMs and shared with parents as appropriate. SLT will monitor this carefully and provide additional support where needed.

Information on daily class conduct charts is transferred to weekly class conduct trackers and given to Assistant Headteachers weekly to enable them to follow up appropriately.

Behaviour Plans

A behaviour plan will be written for any child who repeatedly needs additional support in managing their behaviour. This can be as a result of serious concerns / incidents or following the issuing of behaviour letter 2. These plans are written by the class teacher following advice and support from the behaviour team and SENDCO and the voice of the child and parent / carer is gathered.

Behaviour plans may include a personalised timetable or program of support and intervention including ELSA sessions and support through Lowerplace IIP. Where needed, further advice and support through Alternative provision (AP) and Fair Access may be sought.

Behaviour plans are reviewed regularly, at least half termly, and the voice of the child and parent / carer will be included when deciding on any further strategies to support behaviour.

Monitoring of behaviour

Behaviour incidents and patterns causing concern are reviewed weekly in behaviour team meetings with the Deputy Headteacher, SENDCO and TA4s working within the IIP as ELSA and SEMH support. Strategies to further support key children through Ordinarily Available Provision (OAP, eg key routines) and IIP are discussed, with additional support and interventions for children being put in place in a timely manner.

Children and their parents / carers will be involved in any review of behaviour plans and decisions to provide additional support and / or intervention.



Ready

Be ready for school and ready for learning

(Wear school uniform, be classroom ready, follow instructions).

Respectful

Be respectful and kind to everyone

(Have excellent manners, respect school environment and property).






Safe

Be safe in and out of school

(Walk safely throughout school, play safely, keep safe out of school and online).

Appendix A2 – 5 Point Scale (for display)

Resources for this display are saved on TEAMS

I f e e l				
5		Out of control hurting myself or others		
4		Shamed Annoyed very frustrated Angry		
3		Frustrated Confused Worried Nervous		
2		Happy & at peace Challenged		
1		Happy In control Calm Okay		
Level		I feel right now...	I can...	



Appendix B – Lowerplace strategies to support positive behaviours

Common practise and lowest Level Strategies	Tick (s)	Comments
Visual timetable		
Using the five point scale to support regulation		
Organised environment / routines evident		
Calm environment		
Positive language used		
Strong adult presence		
Rules / charter displayed		
Reflection table in use		
Behaviour Log in use		
Smile		
Point and tap work		
Finger to lips		
Open hand / show five		
Wink		
Nod		
Praising good choices / proximal praise		
Shake head		
Thumbs up/down		
The look		
Finger to eye		

Medium Level Strategies	Tick (s)	Comments
Now and next		
Redirect to task		
Acknowledge/ apologise if needed		
Refer to the rules		
Causal question		
Firm and fair reminders to expected conduct		
Prompt remind		
Take up time expecting compliance		
Tactical ignoring with proximal praise		
Positive reframing		
Use of humour if appropriate		
Redirect and expect compliance		
Use of scripts (eg What should you be doing?)		
Maybe you are and I need you to...		
Language of choice, consequences, positive		

High Level Strategies	Tick (s)	Comments
IBP targets		
Redirection to supportive colleague/another class		
Moved to another part of the classroom		
Isolated from others in the classroom		
Given different tasks to others in the room		
Hierarchy of school strategies		
Exit from the classroom		
Positive handling as per plan		

Appendix C - behaviour scripts

It is important that we have some consistent scripts that are used by all staff that all children understand. This is to support children in having an easier approach through a bank of familiar strategies.

Scripts that work well will be shared and discussed at phase meetings with a view to being included as a Lowerplace script.

- Use the five-point scale language consistently to co-regulate and to teach self-regulation strategies. Use language that is age appropriate to establish where a child may be on the five-point scale and what we can do to respond, e.g a child may say “I am upset and on a 3 on the five-point scale,” responded with “Do you need to take a break / have a drink etc” (These are usually child specific and identified on behaviour plans)
- Show Five (appendix D) - The teacher says “Show five” or uses open hand gesture, children all respond by showing:
 1. eyes on teacher
 2. listening ears
 3. no talking / mouths still
 4. hands in basket / empty of objects
 5. sat still / ready to learn (correct posture will depend on carpet sitting / cross legged in EYFS / correct table posture for older children)

Show Five posters are visible in learning places to remind children of expected response.

- Show me you are ready for learning – used in conjunction with Show Five above
- Quiet Hands – if children offer contributions in class / halls, shouting out should be discouraged by suggesting only quiet hands will be heard.
- Lowerplace Walk / 4S line -Children will walk on the left when travelling through school modelling the Lowerplace Walk. When lining up, children are expected to do so in a 4S line –*Straight, Safe, Silent* and with a *Smile*. Still is an expectation when the children are not walking in a 4S line.
- Make the right choice / What is the right choice? - Children are encouraged to take ownership of all choices they make – right and wrong choices. Children are guided with a conversation such as “ignoring B is the right choice”, “refusing to do your work is the wrong choice”, “which choice are you going to make?” etc
- Will this make things worse or better? -Children should be supported to consider their actions and the possible consequences of how they will deal with a problem.

- Are you following the behaviour for learning rules? - Children should be supported in self-regulation. Younger children and those with additional needs may need support and direction to where / what they should actually be doing.
- How can you solve the problem? - Children should be supported to think about solutions.
- How can we make this better? – children are supported to problem solve in a positive way to resolve an issue.

Show 5



EYES

looking

EARS

listening



Insert photo of good group example here

MOUTH

quiet (no voice)



HANDS

empty and still



FEET and LEGS

still



Appendix E – Daily Class Conduct Chart



Class Conduct Chart

Class:

Staff:



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Appendix G – guidance on awarding House Points

- Staff have been consulted in naming the 6 Houses.
- All children will be taught, as quickly as possible, which House they are in and the colour this represents.
- Only the school office can allocate a pupil to a House.
- Children will need to practice lining up in Houses and sitting in their House space in assembly. There will be colour coded areas in each hall to support pupils.
- HPs will be awarded in FIVES or TENS, eg good lining up, 10 HPs, good sitting in assembly, 15 HPs. They must not be awarded in groups of more than 50, 50 being for impeccable team behaviour of the highest standard.
- Class HP charts will be laminated and visible at the front of all classrooms (attached below).
- Children will be taught to (and be trusted to) tell their class adults to add HPs they have earned.
- Whole school HP charts will be displayed at the front of both halls and referred to in all assemblies.
- HPs will be totaled up each week and collected on Thursday afternoons by Year 6 pupils supported by the Learning Mentor.
- HP winners will be announced in assemblies on Friday and an award will be placed on the HP hall display with a weekly running total.
- At the end of each half term, house captains and vice captains will support the Learning Mentor in counting up the totals from each week to identify the half termly winner.
- A reward, as chosen by School Council and agreed by SLT, will be awarded at the end of each half term.
- Kinesthetic HP charts (e.g lego, marble jars) will be introduced in classes as the children get used to the new system. This will be in consultation with School council Representatives from each Year group.

Appendix H – House points chart for classroom display



House Points



Class:		Teacher:	
Attenborough			
Glennie			
Johnson			
Salim			
Turing			
Zephaniah			

Appendix I - guidance on awarding Dojos and using the Dojo shop

- The online Class Dojo system will keep a running record of Dojos awarded for each child.
- Class teachers will be responsible for awarding Dojos and AHTs will take responsibility for ensuring the system is fair across their phase.
- Children will be able to exchange 50 Dojos for a prize worth 50 Dojos from the Dojo shop.
- There will be a range of prizes in the shop, with some prizes costing 50 Dojos, and more lucrative prizes costing 100 and 150 Dojos. This will encourage children to save, be patient and appreciate that bigger rewards come with saving.
- Class teachers and TA are responsible for keeping a record of when a child has gained 50 dojos and whether they have redeemed a prize or are saving.
- There are posters on the RRS display in each classroom to promote Dojos and they must be regularly referred to as a positive behaviour strategy.



***We earn Class Dojos
when we are working
hard to be the best
we can be.***

Appendix J – Strategies to support positive lunchtime behaviours



Common practise and lowest Level Strategies	Tick (s)	Comments
Staff directing a range of games and activities		
Using language and support consistent with the five point scale		
Organised playground / routines evident including 4S lining up		
Calm playground, kindness evident		
Positive language used		
Strong adult presence including staff talking to and observing safety of children		
Smiles and positive language used by staff		
Open hand / show five		
Non verbal praise including wink, nod, thumbs up		
Praising good choices / proximal praise		

Medium Level Strategies	Tick (s)	Comments
Now and next used verbally		
Redirect to task		
Acknowledge/ apologise if needed		
Refer to the rules		
Causal question		
Firm and fair reminders to expected conduct		
Prompt remind		
Take up time expecting compliance		
Tactical ignoring with proximal praise		
Positive reframing		
Use of humour if appropriate		
Redirect and expect compliance		
Use of scripts (eg What should you be doing?)		
Maybe you are and I need you to...		
Language of choice, consequences, positive		
Playground reflection zone used (flag area)		

High Level Strategies	Tick (s)	Comments
SLT lunchtime Reflection used		
IBP targets referred to		
Redirection to supportive colleague		
Hierarchy of school strategies		
Positive handling as per plan		

Appendix K1



At Lowerplace

we line up and move around school in a

4S line

Straight

Safe

Silent

Smiling



(We also stand **still** when we are not walking)

Appendix K2 – Lowerplace Superstars



LOWERPLACE SUPERSTARS



Who can get the most stars for ALWAYS lining up and travelling around school how they should be?

CLASS:	Monday	Tuesday	Wednesday	Thursday	Friday
Coming in to school and going home line					
Coming into and out of assembly					
Walking on the corridor					
Lining up in class					
Going down to and lining up in dining hall					
Changing for and doing PE					
On the play-ground / 4S lines					

**A maximum of 2 stars can be awarded per session, however not all sessions occur everyday*

Appendix L - Behaviour letters



Kingsway Rochdale OL16 4UU

Telephone: 01706 648174

Fax: 01706 710283

Website: www.lowerplace.rochdale.sch.uk

Headteacher: Ms K Martin

Date:

Behaviour letter 1 – repeated negative behaviours

To the parent / carer of

It is with regret that we have to inform you that your child has been displaying **repeated negative behaviour choices** this week at school. Despite continued reminders and support, your child has been moved to red on the class conduct chart three times this week.

All behaviour incidents are dealt with in line with the Lowerplace behaviour policy, available to view on the school website. We will continue to support your child to make positive behaviour choices and expect an improvement in their behaviour at school.

Please discuss your child's behaviour with them and encourage them to improve their behaviour at school. We thank you for continuing to work alongside us in order to promote consistently good behaviour throughout Lowerplace; we value your continued support in ensuring all of our children are safe and happy at school.

Kind regards

.....
Class Teacher





Kingsway Rochdale OL16 4UU

Telephone: 01706 648174

Fax: 01706 710283

Website: www.lowerplace.rochdale.sch.uk

Headteacher: Ms K Martin

Date:

Behaviour letter 2 – continued negative behaviours

To the parent / carer of

It is with regret that we have to inform you that despite our previous letter outlining repeated negative behaviour choices, your child **continues to engage in negative behaviour choices**. Despite reminders and support, your child continues to move to red on the class conduct chart.

We therefore request you to attend a meeting with me on to discuss the behaviour concerns and to draft a **behaviour plan for your child**. The aim of the plan is to identify with you the support we are giving to your child and to put strategies in place to help them improve their behaviour.

If this meeting time is not convenient, please let me know so that a mutually convenient time can be arranged as soon as possible.

All behaviour incidents are dealt with in line with the Lowerplace behaviour policy, available to view on the school website. We will continue to support your child to make positive behaviour choices and we expect an improvement in their behaviour at school.

Please continue to discuss your child's behaviour with them and encourage them to improve their behaviour at school. We thank you for continuing to work alongside us in order to promote consistently good behaviour throughout Lowerplace; we value your continued support in ensuring all of our children are safe and happy at school.

Kind regards

.....
Class Teacher





Kingsway Rochdale OL16 4UU

Telephone: 01706 648174

Fax: 01706 710283

Website: www.lowerplace.rochdale.sch.uk

Headteacher: Ms K Martin

Date:

Behaviour letter 3 – serious behaviour concerns

To the parent / carer of

It is with regret that we have to inform you that despite the support in place for your child through the behaviour plan drafted with you, your child continues to display repeated negative behaviour. This now constitutes **serious behaviour concerns** and a meeting with myself (Assistant Headteacher) and the class teacher is needed.

Please can you attend a meeting on to discuss the behaviour concerns and to **review the behaviour plan in place for your child**. The aim of the meeting is to discuss with you the support we are giving to your child and to identify how we can further support an improvement in behaviour.

If this meeting time is not convenient, please let me know so that a mutually convenient time can be arranged as soon as possible.

All behaviour incidents are dealt with in line with the Lowerplace behaviour policy, available to view on the school website. We will continue to support your child to make positive behaviour choices and we expect an improvement in their behaviour at school.

Please continue to support your child to improve their behaviour at school. We thank you for continuing to work alongside us in order to promote consistently good behaviour throughout Lowerplace; we value your continued support in ensuring all of our children are safe and happy at school.

Kind regards

.....
Assistant Headteacher





Kingsway Rochdale OL16 4UU

Telephone: 01706 648174

Fax: 01706 710283

Website: www.lowerplace.rochdale.sch.uk

Headteacher: Ms K Martin

Date:

Behaviour letter 4 – continued serious behaviour concerns

To the parent / carer of

It is with regret that we have to inform you that despite the individual targeted behaviour support in place for your child, your child continues to display repeated negative behaviours in school.

Please can you attend a meeting with the Headteacher / Deputy Headteacher on
..... to discuss the behaviour plans we have drafted and reviewed with you. The aim of the meeting is to discuss with you the seriousness of these concerns and how we can ensure a rapid improvement in behaviour.

If this meeting time is not convenient, please let me know so that a mutually convenient time can be arranged as soon as possible.

All behaviour incidents are dealt with in line with the Lowerplace behaviour policy, available to view on the school website. We will continue to support your child to make positive behaviour choices and we expect a significant improvement in their behaviour at school.

Please continue to support your child to improve their behaviour at school and to realise the potential impact of their actions. We thank you for continuing to work alongside us in order to promote consistently good behaviour throughout Lowerplace; we value your continued support in ensuring all of our children are safe and happy at school.

Kind regards

Ellen Bullock Deputy Headteacher

Karen Martin Headteacher





Kingsway Rochdale OL16 4UU

Telephone: 01706 648174

Fax: 01706 710283

Website: www.lowerplace.rochdale.sch.uk

Headteacher: Ms K Martin

Date:

Behaviour letter – racist incident

To the parent / carer of

It is with regret that we have to inform you that your child has been involved in an incident of **racism** at school. Such behaviours are unlawful, unkind and are not tolerated at our school.

Your child will be missing playtime tomorrow to reflect with an adult on why this behaviour is not acceptable. The reflection will include talking about how to make positive behaviour choices in the future.

All behaviour incidents continue to be dealt with in line with the Lowerplace behaviour policy, available to view on the school website.

We thank you for continuing to work alongside us in order to promote consistently good behaviour throughout Lowerplace; we value your continued support in ensuring all of our children are safe and happy at school.

Kind regards

Ms E Bullock
Deputy Headteacher





Kingsway Rochdale OL16 4UU

Telephone: 01706 648174

Fax: 01706 710283

Website: www.lowerplace.rochdale.sch.uk

Headteacher: Ms K Martin

Date:

Behaviour letter – homophobic insult

To the parent / carer of

It is with regret that we have to inform you that your child has been involved in an incident of **homophobia** at school. Such behaviours are unlawful, unkind and are not tolerated at our school.

Your child will be missing playtime tomorrow to reflect with an adult on why this behaviour is not acceptable. The reflection will include talking about how to make positive behaviour choices in the future.

All behaviour incidents continue to be dealt with in line with the Lowerplace behaviour policy, available to view on the school website.

We thank you for continuing to work alongside us in order to promote consistently good behaviour throughout Lowerplace; we value your continued support in ensuring all of our children are safe and happy at school.

Kind regards

Ms E Bullock
Deputy Headteacher





Kingsway Rochdale OL16 4UU

Telephone: 01706 648174

Fax: 01706 710283

Website: www.lowerplace.rochdale.sch.uk

Headteacher: Ms K Martin

Date:

Behaviour letter – physical aggression incident

To the parent / carer of

It is with regret that we have to inform you that your child has been involved in an incident of **physical aggression (fighting)** at school. Such behaviours are unlawful, unsafe and are not tolerated at our school.

Your child will be missing playtime tomorrow to reflect with an adult on why this behaviour is not acceptable. The reflection will include talking about how to make positive behaviour choices in the future.

All behaviour incidents continue to be dealt with in line with the Lowerplace behaviour policy, available to view on the school website.

We thank you for continuing to work alongside us in order to promote consistently good behaviour throughout Lowerplace; we value your continued support in ensuring all of our children are safe and happy at school.

Kind regards

Ms E Bullock
Deputy Headteacher

