

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



Park Primary School Policy

Ensuring every individual achieves their very best through high expectations for all: with a focus on aspiration, confidence, creativity and care.

Park Primary's Relationships and Positive Behaviour Policy

| | |
|---|-------------------------------------|
| Member of Staff Responsible | Victoria Loughran/ Clare Broadhurst |
| Position | AHT/ DHT |
| Dated (approved by the Governing Board) | 25/11/2020 |
| Date of next review | Autumn 2 2023 |

Our School Vision

At Park Primary School we believe that learning should be challenging, creative and fun. We all work hard to ensure that our school is a safe and happy place. We are a school where difference is celebrated and everyone is given the opportunity to shine.

Our School Aims To:

- Strive for excellence in all that we do.
- Provide a curriculum that is rich and varied, where academic achievement and achievement in creative arts are equally celebrated.
- Recognise every child's individual talents and needs.
- Encourage a love for learning where each child is given opportunities to be the best that they can be.
- Work in partnership with parents and carers and others.

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- Promote a school ethos where each child feels valued, respected and proud of themselves, their school and their local community.

Aims of our Relationships and Positive Behaviour Policy

This policy exists to provide a framework for supporting the ethos of Park Primary School and ensuring the happiness and learning of every individual in our community.

It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encouraging increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with cooperation and involvement from parents and carers.
- Helping our children develop appropriate self esteem.
- Encouraging our pupils to cooperate with one another and with the adults in school.
- Helping create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Ensuring that everyone is clear about their role when managing a pupil's behaviour.
- Making the children aware of unacceptable behaviour.
- Allowing all children equal opportunities to learn.
- Allowing all adults in school equal opportunities to fulfill their role.
- Rewarding and encouraging positive behaviour.
- Using sanctions where appropriate in accordance with this policy.
- Educating children to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.

Relationships

At Park Primary, effective relationships underpin everything we do. Relationships are built on the values of: care, compassion, trust and integrity. All staff and pupils have high expectations of behaviour and it is an expectation and understanding that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

Relationships can be challenging but, as a school community, we aim to enable staff, children and their families to resolve their own conflicts restoratively.

We are:

- careful about what we say and how we say it;

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- non-judgemental - we separate the deed from the doer;
- focused on everyone understanding the impact of actions and words- therefore taking responsibility for everything we say and do;
- committed to understanding and appreciating each other; revelling in our differences and similarities.

Our aim is to build a Park community within which there is a deep sense of belonging; whether that is to the: school, class, team or group. Inter- connections and connections to Park's values will increase self worth, confidence and therefore resilience. We focus on positive behaviours and intrinsic motivation; an effective and strong relationships' network, which all feel a part of, supports confidence, care and resilience. This increases one's capacity for emotional intelligence, empathy and appreciation.

Therefore, building strong relationships across our entire community is at the heart of everything we do at Park. It is something we pride ourselves on and strive to continuously develop.

Parents and Carers as Partners

At Park we view parents and carers as partners in a child's learning and development. A key part of this policy is ensuring that staff form strong working relationships with parents and carers where key information about the child and their wellbeing can be shared between the two parties.

Positive Behaviour Systems

In order to promote a child's self esteem, we recognise positive behaviour and we praise progress in children's learning behaviours. The learning behaviours, also known as Park's Learning Powers, that we focus on are Concentration, Perseverance Exploration, Risk-taking, Creativity and Collaboration.

Praise and Encouragement

Actions may include:

- smile, nod, thumbs up, specific 'well done for...', verbal praise
- pointing out good behaviour e.g. 'I like the way...', tell another adult verbally
- informing the child's parents of progress in their learning behaviours

It is essential all members of staff praise children's positive learning behaviours. Children need the verbal praise and feedback to feel their achievements and successes have been recognised and valued.

Classroom Positive Behaviour Systems

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All classes need a positive behaviour system. This can be as simple as a star on the board with children's names written underneath when they display positive learning behaviours or make progress in a learning power that they are working on.

Teachers can develop and use their own positive behaviour systems within their classes. Examples of such behaviour systems include: Star of the Day, Traffic Light systems and Good to be Green. Teachers are discouraged from using individual prizes to reward behaviour; we believe praise and learning are rewards themselves.

School Positive Behaviour Systems

Star of the Week

This is a consistent positive reward throughout the school. One child in each class will be awarded Star of the Week, alongside one child chosen from each phase by the Assistant Head Teachers. The children's achievements will be celebrated and recognised in our weekly Achievement Assemblies. Stars of the Week are invited to have lunch with the Head Teacher.

Children should be awarded Star of the Week for achievement and actions linked to our Learning Powers.

House Points

In the interests of encouraging healthy competition, we operate a House Point system. The whole school is allocated a House which they will be in for their Park life. The Houses are named after trees – Sycamore (yellow), Birch (blue), Oak (green) and Maple (red).

House Points (HPs) are awarded to children for displaying Park's values. They can be awarded by all members of staff, at any time in the school day. They are recorded through a Class Dojo app/ website that all adults in school have access to.

- 5 HPs will be awarded for any noteworthy display of a value.
- 5 HPs will be awarded when a child is Star of the Week.
- 5 HPs will be awarded when the children are given an award or certificate from a member of the Senior Leadership Team.

Each week, the House Points are collated and the House Captains announce the totals in the Star of the Week assembly.

At the end of each term the House with the highest number of points will have the opportunity to donate £50 to their chosen charity.

Termly Awards

Each term a class will have two Stars of the Term. One Star of the Term ought to be awarded for achievement/ progress and the other for attitude. The Star of the Term Awards are presented in a special assembly at the end of the term. 100% Attendance Awards are also given to children

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who have achieved 100% Attendance for the term.

Annual Achievement Awards

At the end of each academic year, the following awards are presented:

Life of the Class Award, English Award, Mathematics Award, Creativity Award, Zawdie Bascom Sports Award, 100% Attendance Award

Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

In School Factors

The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, fire drills, etc

The Child

- Tired due to lack of proper rest
- Hungry due to insufficient or inappropriate food
- Poor or inappropriate social skills
- Need for attention from teacher or parent

The Adult

- Offering poorly differentiated curriculum leading to either frustration or boredom ●
- Lack of knowledge of pupils
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Poor dictation
- Lack of clarity in explaining expectations for behaviour or subject
- Lack of or confusing instruction on subject matter
- Lack of professional development
- Teacher stress

Out of School Factors

Family Circumstances

- Child's position in the family
- Child's relationship with parent/siblings/grandparents etc
- Divorce/ bereavement

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- Mental health problems
- Family trauma
- Alcohol or drug addiction

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

Positive Behaviour Management Strategies

Listed below are a range of strategies which are proven to have been effective in positive behaviour management. Please see scripts appendix for further support.

- **Positive Feedback**- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the "look".
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Redirection**- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering. ●
- **Physical Proximity**- move closer to a disruptive pupil.
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations**- e.g. "When we go back into the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?" ●
- **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

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- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Levels of Actions

It is important to recognise that some actions are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

| Low Level | Moderate Level | Serious Level |
|-----------|----------------|---------------|
|-----------|----------------|---------------|

| | | |
|---|---|--|
| Noisy e.g. talking/ shouting Failing to keep on task | Running in corridors Pushing in line Telling lies (persistent) Bad language (one off) Unkind remarks | Use of or in possession of drugs/solvents Violent outbursts verbal or physical Leaving school without permission |
| Leaving seats without permission Constantly shouting out Poor effort | Borrowing without permission Refusal to cooperate Threatening/aggressive behaviour | Disregarding staff Vandalism e.g. damage to school property/ graffiti |
| Distracting others Time wasting Leaving work area untidy Telling lies (one off) | Serious assault and fighting | Bullying, racist, homophobic or discriminatory language. |

Sanctions and Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Park Primary School recognise that it may be necessary to employ a number of sanctions to enforce our School Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

1) General Classroom Management Strategies

This stage of the policy relates to children's behaviour and regulation, which is dealt with using the class teacher's repertoire of positive behaviour management strategies within the classroom

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as well as their strong relationships with the children they teach.

2) Talk to the Child (verbal warning)

This stage of the policy relates to children's behaviour, which persists after general strategies have been exhausted. This will relate to a child who is dysregulated and their behaviour is becoming disruptive to the lesson or other children. At this point, the teacher will talk to the child and allow them to reflect upon the behavioural choices they are making. With regard to bullying, staff need to implement procedures to confront bullying in any form, to take all reports of bullying seriously and to listen to all parties involved in incidents.

3) Thinking Time

Each class should have a designated Thinking Time Space. At this stage of the policy children are told, or offered the opportunity, to take some Thinking Time. This could be because they are dysregulated and need some space to be calm, or they have made a poor behaviour choice and need some time to think and reflect. Your Thinking Time Space should have quality texts and resources to aid children in self-regulating. You may choose to use the reflection sheet at this time to support children in this process or it may be more appropriate for the teacher to verbally discuss their reflection with the child. This is not to be used as an easy answer for all the behaviour in your class or as a threat or punishment. It should be used to encourage all children to take responsibility for their own behaviour and as an opportunity to redirect behaviour. It should be used only if an individual's behaviour continues to disrupt the lesson or others after ongoing chances and a formal warning. It may also be used for children who need time out to calm down, if a confrontational or aggressive incident (not initiated by them, otherwise ref. stage 4) has occurred in class or in the playground, before they rejoin the lesson. It may also be used by pupils who have been bullied and need to report the incident either verbally or by filling in an incident sheet. In the case of racist incidents, these are recorded in the Racist Incident folder on Google Drive and the member of staff who has been approached deals with the incident immediately.

Red cards are deemed 1st, 2nd or 3rd within each term.

A child starts each half term with a 'clean slate'.

4) 1st Red Card

This step should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently recurs within a period of time. At this stage of the policy individuals are directed to the Phase Leader for that phase who will decide upon giving a 1st Red Card (detailing the behaviour in question). They will remain with the Phase Leader for a period of reflection time. During this time the Phase Leader for that phase will talk to the child and support them to reflect on their choices using an appropriate format. The Phase Leader for that phase and the child will then discuss issues with the class teacher and/or Inclusion Leader if applicable. The child will then be asked to return to class and discuss the issue with their class teacher at lunch or at the end of the day. To make the child accountable for

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their actions, they will be asked to catch up on any part of the work they missed during their personal time i.e. break or lunch time (subject to teacher availability). The Class Teacher should then send the 1st letter home **detailing the child's behaviour** and ensure that the reply slip is returned and kept on record.

Any issue involving an accusation against a member of staff should be referred to the Head or Deputy.

5) 2nd Red Card

This stage should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently recurs within a period of time. At this stage of the policy individuals are given a 2nd Red Card (detailing the incident and/or behaviour in question) and are directed to the Assistant Head Teacher for that phase, or collected by, the Assistant Head or Deputy Head and taken to the Assistant Head Teacher for that phase who will talk to the child and support them to reflect on their choices using an appropriate format. The child will then be asked to return to class and apologise to their class teacher and/or peers. To make the child accountable for their actions, they will be asked to catch up on any part of the work they missed during their personal time i.e. break or lunch time (subject to teacher availability). The Assistant Head Teacher for that phase will contact the child's parents/carers and arrange a meeting to discuss the behaviour, which the child, the child's parent/carer and the Class Teacher are to attend. The Assistant Head Teacher for that phase should then send the 2nd letter home **detailing the child's behaviour**, as well as date and time of the arranged meeting, and ensure that the reply slip is returned and kept on record. In the case of a bullying issue, the parents of victims and bullies are contacted immediately.

6) 3rd Red Card

This stage should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently recurs within a period of time, OR the teacher feels that the child's behaviour is extreme enough to warrant an immediate 3rd Red Card (internal exclusion) before going through the other stages.

At this stage of the policy individuals are given a 3rd Red Card (detailing the incident and/or behaviour in question) and are directed to the Assistant Head Teacher for that phase, or collected by the Inclusion Manager, Assistant Head or Deputy Head and taken to the Assistant Head Teacher for that phase who will talk to the child and support them to reflect on their choices using an appropriate format. The Assistant Head Teacher will contact the child's parents/carers and inform them that a 3rd red card has been issued and an internal exclusion has been arranged. The Class Teacher should then send the 3rd red card/internal exclusion letter home **detailing the child's behaviour** and the duration of the internal exclusion and ensure that the reply slip is returned and kept on record.

The Internal exclusion space will be arranged at the time. It will be inside the office of either the Head, Deputy or Assistant Headteacher. The exclusion will take the form of the child completing

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their work in a specified area of the school. The child will have no contact with their class – including dinner time. Following the exclusion, the child will be brought back to class, at which point the teacher will support them in returning to the classroom. If need be, the Assistant Head or member of SLT will remain with the child in order to settle them back into routine.

If a child's negative behaviour persists after this stage then the behaviour needs to be addressed as **persistent negative behaviour**.

Persistent Negative Behaviour

Class teachers, Phase Leaders or Assistant Head Teachers who have concerns about children who display persistent negative behaviour will bring them to the attention of the Assistant Head (Inclusion). If it is felt necessary a further meeting will be held with the parents, class teacher, Assistant Head (Inclusion) and a further member of SLT if need be. An IEP or Pastoral Support Plan will be drawn up based on meeting the needs of the child and addressing their behaviour. In line with maintaining a calm and purposeful school, the child will remain at stage 6 and will be required to continue with attending internal inclusion for negative behaviour. If the behaviour persists and 3 internal exclusions have taken place during an identified time period (normally half a term) then in consultation with parents/carers and at the discretion of the Head Teacher, the child will be placed on a fixed term exclusion for persistent negative behaviour.

7) Fixed Term Exclusions

Please refer to the Newham Exclusions Policy.

[Exclusions and Alternatives to Exclusion LBN September 2020](#)

SEND

At Park Primary, we have a number of pupils who have SEND. It is necessary that all children, regardless of their needs, abilities or skills have a safe and positive learning environment. Where possible, children with SEND will follow the same classroom management strategies when displaying unwanted behaviour. If this is not possible or suitable, then the professional judgement of the Inclusion Lead and/or SENDCo will be used to adapt the strategies for the individual child. This may include the use of Social Stories; scheduled sensory breaks; social skills groups and if necessary involvement from outside agencies etc.

Early Years

Positive relationships & use of positive praise

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Early Years practitioners at Park build positive relationships with children, parents and carers right from the start, where children feel happy and secure in their environment and where everyone feels valued and listened to. Before children come into our care, parents and carers are the main facilitators in teaching children how to deal with behaviours and emotions and because of this, we view them as partners and work closely with them.

Negative language is avoided and instead, specific, positive praise is used regularly throughout the day so that children learn what positive behaviour looks like and how this can help to build relationships. For example, *"I noticed that when you were finished playing with that toy, you let your friend play with it. That was a really kind thing to do and has made your friend happy."* Staff encourage children to notice positive behaviour in their peers, through circle time discussions, where they reflect on things their peers have done and how this has had a positive impact on their own feelings and emotions.

Managing feelings & emotions

Staff understand that very young children are unable to regulate their emotions, such as fear, anger or distress, and require sensitive adults to help them to do so. Staff will observe situations and listen to a child when they try to tell them about situations that have arisen. Staff empathise with children and offer comfort to intense emotions so that children know they are being cared for. Staff will then offer support to help resolve issues. Staff regularly discuss and label their own emotions and link these to feelings we get in our bodies, such as having *'butterflies in our tummies when we are nervous or excited'*. Staff model how certain situations can make them feel and model how to resolve issues. For example, *"I just dropped my pen when I was using it to write. It's made me feel annoyed and frustrated. I am going to take a deep breath to calm down and then I will carry on with my writing when I am ready. I might want to play with something else until I am ready and that's ok."*

Routines & boundaries

Very clear routines and boundaries are put in place so that the children understand what is expected of them at all times. To avoid issues arising from children feeling dysregulated, any changes to daily routines are explained to children and terms such as 'now' and 'next' are used so the children know what to expect. Visual timetables are used and referred to throughout the day.

Negative behaviours

Staff understand that there is always a reason behind negative behaviours and it is not simply because a child is 'naughty'. Staff do not single out children or humiliate them in any way. Staff do not shout or raise their voice (other than to keep children safe). When a negative behaviour is displayed, staff take into account a child's age, level of development and the particular circumstance surrounding the behaviour. The following structure is followed:

- Warning given & explanation around why the behaviour is negative. The child is supported to resolve issue
- Name moved down on the behaviour chart to the 'sad cloud' teacher to speak to the child about why their name has been moved and what they can do to go back to the sunshine.
- If negative behaviour persists, the child is given 'thinking time' and their name goes to the

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'thunder cloud'. They sit next to an adult if possible, or in the 'thinking area'. Child given sand timer of no more than a few minutes. Discussion with an adult when thinking time has ended

- Talk to parents/carers at the end of the day to inform them

Red cards are not used in EYFS as this is too abstract for children of this age group.

Parents/carers are always informed of negative behaviour so that they can speak with their child

and reinforce expectations. If the negative behaviour continues, parents/carers will be invited to attend a meeting with the class teacher and AHT for EYFS, where support will be offered and ideas suggested on how to support positive behaviour at home. Strategies will be shared for how in-school support will be given.

Lunchtime and Playtime

For the behaviour policy to be successful, the classroom and playground need to follow the same stages and use the same strategies.

1) General management

2) Verbal warning- given by midday supervisor, LSA or SLT member on duty. Children may be asked to apologise if their behaviour has upset another child.

3) Thinking Time - At this point, give the individual a quiet verbal warning allowing the child to reflect upon the behavioural choices they are making. The warning needs to be specific to the behaviour the child has shown rather than about the child. At this point the midday supervisor or LSA will attempt to find the member of SLT on duty to inform them. The Thinking Time will need to be in the playground away from the peers they had been playing with.

4) Red Card

This step should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently recurs within a period of time. At this stage of the policy individuals are directed to the member of SLT on duty who will attempt to investigate the incident as far as possible. They will then refer the child to the Phase Leader for that phase who will decide upon giving a Red Card. They may be asked to sit outside the staffroom, remain in the playground/dinner hall or go to another appropriate space.

During this time the member of SLT on duty (or Phase Leader for that phase) will talk to the child and reflect on their choices using an appropriate format (and write a letter of apology if necessary). The member of SLT on duty will be available after lunch until 1:45pm to help resolve any issues after lunch or cover the phase leader so they can speak to the child involved. The SLT member on duty should then send the 1st 2nd or 3rd red letter home **detailing the child's behaviour** and ensure that the reply slip is returned and kept on

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record. The SLT member on duty will also ensure the child's teacher is aware of what has happened.

Appendix

Thinking sheets

My Choices

What happened?

What choice did I make? _____

What did I do?

What choice should I have made? _____

What should I have done?

What choice will I make next time? _____

What do I need to do now? _____

Signed _____

Signed _____ (Teacher)

Scripts

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Park Primary School

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Tel: 020 8534 4065 Email: info@park.newham.sch.uk
Emergency school contact no: 07514 670459

Head Teacher- Natasha Ttofalli, Interim Deputy Head Teacher-Clare Broadhurst

Date_____

Dear Parents / Carers,

This is a letter regarding the behaviour of _____.

Today _____ was issued with his/her 1st Red Card warning for inappropriate behaviour and asked to leave the classroom/playground to see the Phase Leader.

The school views this as a serious matter and feels it necessary to inform you so the matter may be discussed with your child and the Class Teacher.

After discussing the behaviour detailed below with your child please sign and return the slip. If you have any further concerns please make an appointment to see the Class Teacher.

Yours sincerely,

Assistant Head Teacher

.....

I am aware of _____'s behaviour and have discussed the issue with

him/her. Signed : _____ Date : _____

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



Park Primary School

Mathews Park Avenue, London E15 4AE
Tel: 020 8534 4065 Email: info@park.newham.sch.uk
Emergency school contact no: 07514 670459

Head Teacher- Natasha Ttofall, Interim Deputy Head Teacher-Clare Broadhurst

Date_____

Dear Parents / Carers,

This is a letter regarding the behaviour of_____.

Today_____ was issued with his/her 2nd Red Card for inappropriate behaviour and asked to leave the classroom/playground to see the Phase Leader.

The School sees this as a serious matter and feels it necessary to inform you so the matter may be discussed with your child as well as the Class Teacher and the Phase Leader.

Please sign and return the slip below to the Class Teacher when you attend the meeting on_____ at _____.

Yours sincerely,

Assistant Head Teacher

.....

I am aware of _____'s recent behaviour and will discuss the issue with him/her, the Class Teacher and the Head Teacher.

Signed : _____ Date : _____

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



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Mathews Park Avenue, London E15 4AE
Tel: 020 8534 4065 Email: info@park.newham.sch.uk
Emergency school contact no: 07514 670459

Head Teacher- Natasha Ttofalli, Interim Deputy Head Teacher-Clare Broadhurst

Date_____

Dear Parents / Carers,

This is a letter regarding the behaviour of_____.

Today_____ was issued with his/her 3rd Red Card for unacceptable behaviour in serious breach of the school's behaviour policy and asked to leave the classroom/playground until further notice. _____ breached the school's behaviour policy as detailed below.

The School sees this as a very serious matter and feels it necessary to internally exclude _____ for a period of _____ days, for the health and safety of all concerned. He/she will return to class on _____.

Please sign and return the slip below to the Class Teacher to indicate your understanding and agreement. Please be aware that should inappropriate behaviour continue, further action will be taken.

Yours sincerely,

Mrs N. Ttofalli
Head Teacher

.....

I am aware of the severity of _____'s recent behaviour and will discuss the issue with him/her to ensure it doesn't reoccur.

Signed : _____ Date : _____

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



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Mathews Park Avenue, London E15 4AE
Tel: 020 8534 4065 Email: info@park.newham.sch.uk
Emergency school contact no: 07514 670459

Head Teacher- Natasha Ttofalli, Interim Deputy Head Teacher-Clare Broadhurst

Date: _____

Dear Parents/ Carers,

This is a letter regarding the behaviour of _____.

Today _____ received an internal exclusion for unacceptable behaviour in the classroom, in serious breach of the school's behaviour policy. _____ breached the school's behaviour policy as detailed below and discussed on the phone.

The school sees this as a very serious matter and feels it necessary to internally exclude _____ for a period of ____ day/s, for the health and safety of all concerned. _____ will return to class on _____.

Please sign and return the slip below to the class teacher to indicate your understanding and agreement. Please be aware that should inappropriate behaviour continue, further action will be taken.

Yours sincerely,

Mrs N. Ttofalli
Head Teacher

.....

I am aware of the severity of _____'s recent behaviour and will discuss the issue with him/her to ensure it doesn't reoccur.

Signed: _____ Date: _____