



Behaviour Policy

Reviewed - Autumn 2018

Review Date - Autumn 2019

Policy belongs to Children's Learning Committee

Statement of general principles of behaviour at Thorpe Church of England Primary School

The behaviour of all pupils at Thorpe Church of England Primary School is expected to reflect and support the distinctive Christian ethos of the school. Rewards and sanctions used as actions coming out of the Behaviour Policy are expected to complement, support and assist the distinctive Christian aims of the school where children are cherished and nurtured to flourish academically and spiritually.

In addition, Thorpe Church of England Primary School Behaviour Policy will have regard to the current law of the land with reference to Surrey County Council's Children's Plan, respect, fairness and social inclusion, promotion of equality in all its forms, commitment to improved outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, and promoting the welfare of pupils and good relations across the school community. Vulnerable pupils, including looked after children (children in Public Care), children with SEN, physical or mental health needs, will receive behavioural support according to their need.

This Behaviour Policy is drawn up in response to the Education and Inspections Act 2006, Section 7. It underpins the ethos expressed in our mission statement, the aims of the school, the teaching and learning policy, the single equality scheme, the race equality policy and, indeed by consistent practice in all areas of school life. At Thorpe Primary School we provide a framework of expectations and rules which provide a structure within which relationships can develop in a positive way. These expectations are included in our Home School Agreement. Parents are expected to support the school with all aspects of their child's behaviour.

Mission Statement

Our school is committed to ensuring that the school environment provides all pupils and staff with access to learning and wellbeing through an established sense of community cohesion, cooperation and mutual respect. The school strives to develop an ordered, trusting, supportive and caring school that bases its practice upon a shared understanding of others. Promotion of these commitments is through setting consistent, predictable and high expectations of behaviour throughout the school. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

1. Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. It is important to note that teachers have the power to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside of school.

This policy extends to all members of the school community and has been devised in agreement with staff, pupils, governors, parents and carers.

This Behaviour Policy aims to

- ensure expected standards of behaviour are shared with the school community.
- ensure all adults and pupils understand, support and promote the principles underpinning the policy.
- ensure boundaries, sanctions and rewards are consistent and understood by all

- enable pupils to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards each other and adults.
- allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each others' company.
- maintain high standards of appearance and orderliness around the school, encouraging pupils and adults to take a pride in themselves, their school and the wider community.
- ensure effective learning opportunities for all
- ensure inclusive practice and equality of opportunity

2. Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, '*Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2016)*' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Pupils are expected to:

- to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
- know the Behaviour Policy and engage in discussions about it
- participate in discussions in school, and at home, that are aimed to develop an understanding of the Behaviour Policy
- adhere to the Behaviour Policy whilst in school, on off-site visits, and to and from school.
- support other members of the school community in promoting the expectations of good behaviour
- ensure school work and homework is well presented, completed to a high standard, and handed in on time. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher or tutor who will work with them to draw up a support plan

Parents and carers are expected to:

- indicate that they will respect and support the school's expectations and the authority of the school staff.
- know the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school.
- ensure their child(ren) adhere to the school's expectations that they are in school on time, appropriately dressed, rested and equipped.

We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and all other members of our community. If a parent/carer has concerns we will always listen to them and seek to address them.

However, abusive, threatening or violent behaviour will not be tolerated. If such behaviour occurs we will follow the procedures outlined in the Surrey County Council guidance - 'Keeping Schools Safe'.

Staff (this refers to paid staff only unless the head teacher says otherwise) in school are expected to:

- set high standards of professional behaviour, politeness, self-discipline and respect to all.
- listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- discipline pupils at any time the pupil is in school or elsewhere under their charge

- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management
- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).

Governors are expected to:

- refer all matters regarding discipline to the Head teacher who, in consultation with relevant parties, will investigate all issues.
- know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

School expectations that apply at all times to pupils, staff, parents, volunteers and visitors

- Always be on time.
- Maintain a good attendance. Pupil regular attendance is expected by law and the school takes attendance very seriously. A register is taken at the start of each session and disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in the school Attendance Policy.
- Unauthorised absences will be managed by in line with the school Attendance Policy. Keep your appearance smart and tidy. pupils are expected to wear regulatory school uniform at all times to and from school
- The school does not allow extremes of hair fashions ie. Children should not have lines, patterns, shaved heads or obvious dyeing of the hair. Please check with school first if you are unsure.
- Children should not wear nail varnish or nail extensions.
- Children should not wear make-up.
- Mobile phones in school are discouraged. However school recognises that there may be some individual circumstances/occasions when parents may wish their child to bring a phone to school. In this situation parents should inform school of their request and on arrival at school the phone should be handed directly to the office in a named bag/container for safe keeping.
- Be polite and respectful at all times.
- Be considerate of all others within your environment.
- Take care of your environment. keep it tidy and place litter in the bin.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- The following items are not allowed in school
 - alcohol
 - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
 - items that can be smoked, such as cigarettes, cigars
 - matches, lighters
 - chewing gum
 - weapons
 - material that is inappropriate or illegal for children to have, eg that is racist or pornographic

3. Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers. As in-line with legal requirements, staff will discipline the pupil on the school premises or in a place where the pupil is under the lawful charge of the staff member.

3. Behaviour Management

(See Appendix 2 for record of ABC Concerns - to be filed by child's class teacher and used to pre-empt behaviours and Appendix 3 for Steps to Success)

School Expectations - Thorpe's Golden Rules

These have been compiled in consultation with all pupils. These expectations occur in all classrooms and in all areas of the school.

1. We look after each other and our school.
2. We respect others and ourselves
3. We tell the truth and learn from our mistakes.
4. We try our best and don't give up.

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity. To do this, adults and pupils

- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- acknowledge and celebrate the talents, gifts and differences between individual pupils
- are always asked to do the best they can. Staff members' will teach and facilitate this behaviour.
- praise and reward appropriate behaviour
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice, restorative conversations, use of a timer or timescale.
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships

Rewards (See Steps to Success in Appendix 3)

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Individual Rewards

The following rewards are available for use by all staff:

- Verbal praise
- Stickers for the pupil to wear
- Dojo points
- Reading certificates
- Sharing work with the class
- Star of the week
- Sending pupils to the head teacher or SLT member to be praised
- Certificates are awarded for good work, good behaviour and effort.
- End of year certificates for attainment, effort and good attendance

Whole Class Rewards

- Golden Time is earned through a variety of ways across the school. (Eg the acquisition of marbles in a jar, each marble being worth one minute of Golden Time)

Team Rewards

- Every pupil is a member of a team (Mars, Saturn, Neptune, Venus). They can earn team points by following the behaviour expectations. The team points are counted up at the end of the week, with the winning team achieving a silver cup with ribbons in the colour of the team attached. This will be displayed in the school's reception area.
- Also termly mufti days will be awarded to the winning team for that term.
- Sports teams and other teams representing the school are given performance awards during Celebration Assemblies.

Lunchtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. These are reinforced through rewards such as

- Verbal praise
- Team points
- Responsibilities
- Stickers
- Going first in the line

Sanctions and Consequences

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The school does not issue whole class sanctions.

A paid member of staff, or a member of staff who has authorisation from the Headteacher (for instance, parent volunteers on a school trip), has the authority to issue sanctions. The sanction, by law, must be issued whilst the pupil is under charge of a member of staff and in proportion and be reasonable, taking into account the pupil's age, any SEN or disability they may have, safeguarding issue and any religious requirements affecting them.

See Steps to Success in Appendix 3 and Exclusion Policy.

5. Inclusion

The school has an inclusion area which will be used to place pupils who have displayed behaviours that warrant this sanction in line with the Behaviour Policy. As with all other sanctions, the school will ensure health and safety, safeguarding and the pupil's welfare are addressed. Periods of inclusion will be for a maximum of one school day. The time spent in inclusion will be used constructively, with class teachers preparing work for pupils to complete. If the behaviour is challenging at least 2 members of staff will be present.

6. Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and E-safety policies copies of which can be obtained from the school office or on the school's website.

7. Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy.

8. Transition

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We make available to selected pupils the Transition Programme run by the Behaviour Support Service.

We have good communicative relationships with local senior schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side. Ex-pupils to come back to talk to the current Year 6 about what secondary school is like.

9. Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

10. Physical Contact With Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in a bound, page-numbered significant incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Headteacher (See Appendix 1). Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm, the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this. Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

11. Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (an Allegation Against Staff Policy is available).

12. Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/carers and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

13. Recording Incidents

Incidents will be recorded on CPOMs if the use of force has been applied. Incidents will be recorded on CPOMS and a log will also be kept when an incident has occurred which has resulted in personal injury, damage to property of a serious nature, or when a pupil has been searched. In addition all incidents that fall into the Amber/Dark cloud or Red zone are recorded in the whole school incident log or child's individual behaviour log. Parent letters will be sent if a child has been in the incident log several times. See Appendix 3

14. Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

15. Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community, from classroom and playground observations, questionnaires from parent/carers, staff and pupils, formal data such as the number of pupils receiving sanctions, number of individual behaviour plans in place and through specific monitoring by staff and governors.

16. Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

17. Relationship With Other School Policies

This policy must be read in conjunction with the school's Teaching and Learning, Absence and Attendance, Anti-Bullying, Complaints, Safeguarding, E-safety, Exclusions, Inclusions, Medication, Race Equality and SEND Policies, as well as the Home-School Agreement.

This policy will be reviewed annually and will be publicised in writing to all staff, parents, pupils and governors. It will be available from the school office as well as through the school's website.

18. Supporting Documents

As well as the policies and documents referred to within this policy, the following documents have been used in order to provide compulsory and legal guidelines for managing behaviour in school.

- Behaviour and Discipline in Schools. Advice for head teachers and school staff. January 2016
- The Education Act 2011
- Education and Inspections Act 2006
- Use of Reasonable Force. Advice for Headteachers, staff and governing bodies. July 2013 (available at
- Screening, Searching and Confiscation. February 2014
- The Equality Act 2010

Appendix 1

Positive Handling and Physical Intervention recording and reporting form

Child's name		Class/group	
Date and time of intervention		Time span	
Location		Report Compiler	

Name of staff involved	
Name of witnesses (staff)	
Name of witness (CYP)	

Reasons for interventions	(Please tick)
Prevent or disrupt a criminal offence	
Prevent personal injury or injury to others	
To prevent damage to property	
To prevent disruption to learning and good order	

Antecedents (a concise description of events leading up to the incident/intervention)

De-escalation techniques used			
Tactical ignoring		Reminder of consequences	
Verbal advice/support		Language of choice	
Distraction		Time out offer	
Appropriate humour		Time out directed	
Rule reminder		Support from additional adult	
Other techniques used (detail)			

Nature of physical intervention (School to insert language relevant to training received)

Please ensure that this record is made available to Local Authority Officers and are kept for 7 years. This form should be completed in order to record all physical interventions that may be carried out at our school. However, if an injury is sustained by a child or member of staff, the County Council Incident report (OSHEN) should be completed and submitted online to Surrey County Council.



Thorpe Church of England Primary School

Faith, Love and Excellence

Headteacher: Mrs Helen Southgate MA

The Bence, Rosemary Lane, Thorpe, Egham, Surrey TW20 8QD

T. 01932 562329 Email. admin@thorpe.surrey.sch.uk Website. www.thorpe.surrey.sch.uk Twitter @thorpecofe

Behaviour Letter

Date:

Dear Parents/Carers

I am writing for your support with’s behaviour.

During this half term, your child’s behaviour has not been acceptable. As you have been aware from the pink slips your child has brought home, they have attended the lunchtime Time Out room to reflect on their actions on several occasions.

It is vital for the happiness and welfare of all our children that they follow the School’s Golden Rules and adheres to the Steps to Success.

Please note that we take ‘persistent disruptive behaviour’ or ‘aggression/rudeness towards another child or adult’ very seriously and this may lead to ***fixed term exclusion***.

Please discuss your child’s behaviour with them to reinforce the need for them to follow the School’s Golden Rules.

Thank you for your support.

Yours sincerely

On behalf of,

Mrs H Southgate

Headteacher

Please sign the slip below and return to school.



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Child’s Name:

Child’s Class:

Date:

I have received the Behaviour letter signed signature of
parent/carer

Appendix 2

ABC Behaviour Chart

This ABC Chart can be used to record behavioural concerns.

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.

Day, date & time	Antecedent	Behaviour	Consequence	Notes

Appendix 3 Steps to Success KS1

Start here...



					Star Award	Platinum Award
			Rainbow	Sun Award		
Red Zone	Dark Cloud	Cloud				
Inappropriate behaviours	Inappropriate behaviours	Not following the Golden Rules				
<p>Persistent Dark Cloud behaviours, as well as:</p> <ul style="list-style-type: none"> severe assault on anyone/ fighting incidents of bullying throwing furniture very serious challenge to authority ie to authority towards HT or SLT persistent disruptive behaviour 	<p>Persistent Cloud behaviours including:</p> <ul style="list-style-type: none"> refusal to follow adult requests hurting others deliberately creating a disturbance telling lies deliberately throwing objects leaving the class without permission taking things that don't belong to you/damaging property offensive language or name calling rough play that marks a child 	<p>Low level inappropriate behaviours, following a warning, including:</p> <ul style="list-style-type: none"> calling out stopping others from learning interrupting when the others are talking not listening being unkind being rude making inappropriate noises rough play 	<p>Rainbow</p> <p>Children start here morning and after lunch</p>	<p>Consistent good behaviour</p> <p>Good effort and attitude in class on the playground or in the community</p> <p>Following the Golden Rules:</p> <ul style="list-style-type: none"> Look after everyone and everything Use kind hands and feet Use good manners Follow instructions Always try our best Respect each other through our words and actions. 	<p>Outstanding behaviour and attitudes to learning</p> <ul style="list-style-type: none"> Consistent effort to follow the Golden Rules. Leading by example. Showing excellent resilience with all aspects of learning. 	<p>Consistently Outstanding behaviour and always leading by good example.</p>
Consequences			Rewards			
<ul style="list-style-type: none"> Persistent dark cloud behaviour, child spends time in a lower year group Red zone behaviour, child sent to Assistant Head or Head Teacher and parents called. Headteacher agree a plan with teachers and parents to improve behaviour Time Out/ Internal inclusion/ Fixed Term Exclusion / Permanent Exclusion 	<ul style="list-style-type: none"> Time out in inclusion room (YR, Y1 – 5 mins: Y2 – 10 mins) Teacher will speak with parents at the end of the school day. Persistent Dark Cloud behaviour – teachers will agree a plan with parents to improve behaviour (including behaviour chart or log) Assistant Headteacher will monitor. 	<ul style="list-style-type: none"> Warning given initially. Opportunity to go back onto the Rainbow Discussion with class teacher Persistent Cloud behaviour – move to Dark Cloud consequences. 		<ul style="list-style-type: none"> Praise Chance to move to the star Team Points 	<ul style="list-style-type: none"> Golden time Praise On the star [golden star sticker] Certificate at Achievements' Assembly Headteacher award Team points 	<ul style="list-style-type: none"> Name in Golden Book and announcement in Achievements' Assembly Name added to 'Platinum Board' in entrance hall Headteacher writes comment in Home school link book

Steps to Success KS2 July 2017

Start here



					Gold	Platinum
			Green Zone		Silver	
			<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Green Zone Children start here morning and after lunch</p>		Consistent good behaviour	Outstanding behaviour and attitudes to learning ✓ Consistent effort to follow the Golden Rules. ✓ Leading by example. ✓ Showing excellent resilience with all aspects of learning.
					Yellow Zone	
			Amber Zone			
Red Zone			Not following the Golden Rules			
<p>Inappropriate behaviours</p> <p>Persistent Amber behaviours, and/or the following:</p> <ul style="list-style-type: none"> • severe assault on anyone/ fighting • incidents of bullying • throwing furniture • very serious challenge to authority ie to authority towards HT or SLT • persistent disruptive behaviour 			<p>Inappropriate behaviours</p> <p>Persistent Yellow behaviours and/or the following:</p> <ul style="list-style-type: none"> • refusal to follow adult requests • hurting others • deliberately creating a disturbance • telling lies • deliberately throwing objects • leaving the class without permission • taking things that don't belong to you/damaging property • offensive language or name calling • rough play that marks a child 		<p>Low level inappropriate behaviours:</p> <ul style="list-style-type: none"> • calling out • stopping others from learning • interrupting when the others are talking • not listening • being unkind • being rude • making inappropriate noises • rough play 	
Consequences – may include:			Rewards – may include:			
<ul style="list-style-type: none"> • Persistent Amber behaviour, child spends time in a lower year group • Red zone behaviour, child sent to Assistant Head or Head Teacher and parents called. • Headteacher agree a plan with teachers and parents to improve behaviour • Time Out/ Internal inclusion/ Fixed Term Exclusion / Permanent Exclusion 			<ul style="list-style-type: none"> • Warning given initially. • Opportunity to go back onto the Green Zone • Discussion with class teacher • Persistent Yellow behaviour – move to Amber Zone consequences. 		<ul style="list-style-type: none"> ✓ Praise ✓ Chance to move to Gold Zone ✓ Team points 	
<ul style="list-style-type: none"> • Time out in inclusion room (10 mins with) • Teacher will speak with parents at the end of the school day. • Persistent Amber behaviour – move to Red Zone consequences and teachers will agree a plan with parents to improve behaviour. 			<ul style="list-style-type: none"> ✓ Golden time ✓ Praise ✓ Star sticker ✓ Certificate at Achievements' Assembly ✓ Headteacher award ✓ Team points 		<ul style="list-style-type: none"> ✓ Platinum Certificate given during Achievements' Assembly and Headteachers' Award and wristband. ✓ Teampoint 	