



Academy Specific Behaviour Appendices

These appendices are to be read alongside the Trust Care, Support, Guidance and Behaviour Policy.

The pages below outline the academy specific details discussed within the main body of the Trust policy.

In our academy we have three rules.

Be in the right place, at the right time, doing the right thing.

Academy Specific Praise:

We firmly believe in positive reinforcement and as such we have the following strategies in place for praise:

- Dojo points
- Star of the Week Awards
- Verbal Praise
- Notes/Messages home
- Stickers
- Visit to the Headteacher/another staff member
- Star of the Day
- Kindness slips

Dojo points are rewarded on a child by child basis and children are able to spend these in the point shop weekly.

Each class has two stars of the week; one of the awards is linked to an improvement in behaviour/attitude to learning or consistently good behaviour, one is linked to effort/achievement in work.

The daily star award is linked to the 'Board of Recognition'. The board is evident in each classroom and has a focus of a specific behaviour that the class are looking to improve. Eg kindness to others, lower volume level. Names are added to the board as the chosen behaviours are seen. One of the children on the board is then awarded the 'Star of the Day'. The child who is the 'Star of the Day' receives a certificate and also a sticker, they also have the honour of sitting on the star cushion the following day.

Dojo Guidance	Points
Star of the Week	50
Star of the Day	25
4+ Reads per Week	10
Homework completed	10
Exemplary behaviour/effort in learning	10
Specific achievement eg work	5
Exemplary behaviour/attitude to learning/behaviour around the academy	5
Academy job- awarded by Mrs Finn/Admin Team- weekly	25

One Approach – Good to be Green

All classes and teachers use the traffic light system called 'Good to be Green'. This system is in place for the whole school. A very few specific pupils may also have a bespoke behaviour system that runs alongside the whole school policy. Any bespoke systems/procedures are created in conjunction with the inclusion team, parents and the child.

The expectation is that all children start the day on green and that this 'green behaviour' will be reinforced throughout the day through praise. e.g., "This table are demonstrating the green standard of behaviour, they are all sitting how we expect..." Each lesson, pupils start on green, and the minimum expectation is that they finish the lesson on green.

Amber is used as a warning to those children who don't display green behaviour, for example: talking when it is not appropriate. Pupils should be moved to amber temporarily and it should be made clear to the pupil at this point what they need to do to be put back on green, "To be green you need to" See Appendix 2 for more information around 'amber behaviours'

Red should be used when children choose not to show green behaviour, where children have been persistently in amber and failed to get back into green or where the behaviour has escalated. Pupil's names should be moved back to green as soon as they display green behaviour. Pupils in red should be given direct intervention to support them in being able to 'get back into green'. See Appendix 2 for more information around 'red behaviours'.

Language – Insistent, consistent and persistent

All adults are insistent consistent, and persistent in their adherence to and reinforcement of the behaviour policy. Consistency in the language used will ensure that expectations are clear.

Examples of language used by adults:

- You need to
- Well done, that is the green standard of sitting/walking/listening etc.
- To be in green you need to.....
- In our academy we.....

The academy lead for behaviour is Mrs Finn.

Some children may have individual plans for behaviour due to specific identified needs eg autism, attachment etc. Where this is the case consequences and outcomes will be tailored to their individual needs and may not directly follow the guidance below.

Appendix 2: The use of consequences		
		The role of the adult
Green	Dojo points, positive messages home, positive verbal praise, move onto the star, stickers, visits to other staff members. Daily headteacher visit one child per class per day minimum.	Positive praise and rewards.
Supporting Self Regulation		
	During the early stages of negative behaviour the child may become dysregulated. This could display in a range of ways eg: refusal to follow instructions/listen, low level disruption, withdrawing from conversations/group tasks, head on the table, staring into space figeting etc.	Offer reassurance- use PACE/PLACE + VRF <ul style="list-style-type: none"> - Try to engage the pupil and let the know you are there to listen when they are ready to talk. - Encourage identification of feelings and if appropriate suggest strategies. - Change of face may be necessary at this point. - The calm corner can also be used as a tool to support dysregulation at this stage.

<p>Warning Rule Reminder (Amber)</p>	<p>Child should be told that they are showing Amber behaviour at this point. Remind the pupil of the expected behaviours using the behaviour sentence stems.</p> <p>Continue to offer the strategies available.</p> <p>The language for this may need to be simplified based on the child and their needs.</p> <p>If undesirable behaviour continues at this point, remind the pupil of the behaviours they need to display.</p> <p>Explain clearly that the next step will be going into red and will result in a consequence due to their choice.</p>	<p>Follow Amber guidance along with:</p> <p>Offer reassurance- use PACE/PLACE + VRF</p> <p>Try to engage the pupil and let the know you are there to listen when they are ready to talk.</p> <p>Encourage identification of feelings and if appropriate suggest strategies.</p> <p>The calm corner can also be used as a tool to support dysregulation at this stage.</p> <p>Behaviour sentence stems:</p> <p>I noticed that.....</p> <p>You need to ...</p> <p>I need to see you ...</p> <p>I expect ...</p>	<p>Wonder – Wonder into what’s going on for child and their experience</p> <ul style="list-style-type: none"> - I wonder what’s going on for you right now..... - I wonder if you don’t like what I’ve asked you to do.... - I wonder if you’re finding it tricky..... - I wonder if you need an adult’s attention right now... - I’m wondering what we can do differently <p>Imagine – imagine into their experience and possible thoughts and feelings</p> <ul style="list-style-type: none"> - I imagine if you’re finding things tricky, you’re feeling quite frustrated. - I imagine when you really want to do something, and an adult says no you can feel angry or frustrated. I’m sorry, I know how hard it is for you when I say no. - I imagine you’re finding it tough to stop because you’re really enjoying doing that. <p>Notice – Notice what you see</p> <ul style="list-style-type: none"> - I notice when you really need to say something you shout out, and its quite loud. - I notice when things get tricky for you to start tap the table. - I notice when you are outside with your friends you hard to manage because what we see is..... <p>Name the emotion: “Its ok to feel (name the emotion), It’s not ok to...”</p>
<p>Stage</p>		<p>Role of the adult/support:</p>	<p>Suggested Consequences at each stage:</p>

<p>Red (C1)</p>	<p>All occasions where pupils enter red must be recorded on CPOMS.</p> <p>Pupil is told that their behaviour is red.</p> <p>Children who continue to showcase behaviour that is not expected are placed into Red.</p>	<p>Offer solutions and reminders on how they can improve their behaviour.</p> <p>Possible de-escalation techniques/strategies: Strategies to support children who have gone into red:</p> <ul style="list-style-type: none"> • De-escalation walk with teaching assistant or member of the wellbeing team • A period of time spent supported at a desk outside of the classroom • Time to calm down using the calm corner in the classroom. • Use of fidget/fiddle toys to de-escalate behaviour <p>Discussion with child and class teacher to repair and restore the relationship.</p>	<p>Please note that consequences must be appropriate for the age and stage of the child. Therefore, some of the consequences below may vary on a case by case basis.</p> <p>Time owed of 5 minutes to the member of staff to enable a discussion about the incident and allow completion of a reflection sheet.</p> <p>Any learning missed by the child should also be completed.</p>
<p>Red (C2)</p>	<p>At this point the pupil should leave the classroom and <u>go to paired class for the rest of the session to have time to reset their behaviour.</u></p> <p>Pupils going to a paired class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class.</p> <p>Any continuation of behaviour whilst in paired class would result in further consequence.</p>	<p>Offer solutions and reminders on how they can improve their behaviour. Offer de-escalation techniques using 'WIN.'</p> <p>Discussion with child and class teacher to repair and restore the relationship.</p> <p>Discussion with Parent/Carer at home time regarding behaviour choices.</p>	<p>Children who have been sent to paired class will miss the entirety of their breaktime or lunchtime plays (dependent on time of day.) and are expected to complete a reflection sheet along with any missed learning.</p>
<p>C3 Red (C3)</p>	<p>Given for significant unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, threatening behaviour, foul and abusive language/body gestures and fighting. for significant unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, threatening behaviour, foul and abusive language/body gestures.</p> <p>C3 may also be given for ongoing behaviours from C1 + C2.</p>	<p>Offer solutions and reminders on how they can improve their behaviour. Offer de-escalation techniques using 'WIN.'</p> <p>Discussion with child and class teacher to repair and restore the relationship.</p> <p>Discussion with Parent/Carer at home time regarding behaviour choices.</p> <p>Discussion with child and STAFF MEMBER to repair and restore the relationship.</p> <p>Ongoing or reoccurring C3 incidents may result in:</p>	<p>Detention Issued after school (45 minutes) or loss of whole of the lunchtime period.</p> <p>Reflection sheet completed during detention. Phone call and meeting with parent/carer by Behaviour Lead if there are multiple incidents over a period.</p> <p>Parents/Carers contacted to discuss with a view to monitoring behaviour and developing interventions where appropriate. Red 3 could also occur for persistent continuation of Red 1/Red 2 behaviours</p>

		<ul style="list-style-type: none"> • Daily check in with Thrive Team or member of SLT. • Behaviour Lead implement behaviour monitoring. • Implementation of a relational behaviour plan 	
Red C4	Attempted assault of staff with/without injury attempted but unsuccessful breakage or damage to property.	<p>Offer solutions and reminders on how they can improve their behaviour. Offer de-escalation techniques using 'WIN.'</p> <p>Behaviour Lead: As part of period of seclusion and or detention reflection sheet to be completed and discussions with Behaviour Lead to activate behaviour plan. External support may also be sought. Repair and restore conversation led by Behaviour Lead with staff member involved and child. Daily check ins by Behaviour Lead/SLT Relational Behaviour Plan implemented. Fortnightly monitoring (along with parents/carers) and daily check ins.</p>	<p>Period of seclusion in house in a partner class and after school detention. The Behaviour Lead alongside SLT have the right to escalate incidents through the behaviour policy as needed. Parents/Carers informed and requested to come into the academy to discuss behaviour and possible strategies with the inclusion team/member of SLT. Activation of behaviour plan/external agency involvement.</p>
Red C5	<p>Physical/sexual assault, damage to property, proven allegation of bullying/racism.</p> <p>Bringing prohibited items into school e.g., knife, cigarettes, vapes and drugs.</p>	<p><u>HoA/SLT and Behaviour Lead</u> Meeting with Parent/Carer along with appropriate consequence. Parents to attend meeting with the Head of Academy/SLT member in the HoAs absence and the Behaviour Lead.</p> <p>Actions with behaviour lead as per Red 4 including pre and post exclusion planning. External agency support activated.</p>	<p>Sanctions range from a period of internal seclusion, seclusion at another sister academy to a possible 5-day fixed term exclusion. This will be dependent on the severity of the incident and any other behaviour incidents that have also occurred.</p> <p>If Red 5 behaviour is persistent and severe then the school will follow the exclusion arrangements and if necessary with a possible permanent exclusion.</p> <p>As previously stated, these consequences may not be appropriate for all and where children have a recognised SEND need they may vary.</p>

Playtimes and Lunchtimes.

Expectations remain equally high at break and lunchtime periods.

	All red behaviour must be logged on CPOMS by the adult who has witnessed the incident/incidents with follow up given as an action.		Consequence
C1	<p>Refusal to follow given instructions after reminder and use of VRF's and PLACE/PACE or WIN</p> <p>Unkind behaviour to others despite reminders/rough play.</p> <p>I wonder.....</p> <p>I imagine.....</p> <p>I notice.....</p>	<p>Discussion with child about the reason for the consequence along with what they need to do to repair any upset.</p>	<p>5 minute walk around with the adult who gave the instruction and the child did not follow.</p> <p>Those 5 minutes should be used for a restorative conversation about the child's behaviour.</p> <p>Where pupils have continued behaviour they have been spoken to about they will need to stay with the staff member for the remainder of the lunchtime duty.</p>
C2	<p>Continuation of behaviour at C1 or where another child has been hurt due to overzealous play.</p>	<p>Restorative conversation also still held as this point.</p> <p>If unable to walk around with the adult to be sent into class teacher (playtime) or to Mrs Finn or SLT member (lunch)</p>	<p>Walk around with staff member for the duration of the playtime.</p>
C3	<p>Any incident when another child has been deliberately hurt (not part of over excitable play)</p> <p>foul language has been used</p> <p>or a continuation of C1 + C2 behaviours.</p>	<p>Loss of playtime/lunchtime.</p> <p>Child sent in to Behaviour Lead or SLT.</p> <p>Multiple incidents will lead to a period of behaviour monitoring.</p> <p>Behaviour Lead to facilitate repair of relationship.</p>	<p>Loss of play and lunch for at least one day (depending on severity of the incident.)</p> <p>Sent in to Behaviour Lead or SLT member if behaviour lead is unavailable.</p> <p>Discussion with parent/carer about behaviour by behaviour lead.</p> <p>Period of behaviour monitoring may be entered if multiple incidents occur.</p> <p>Period of behaviour monitoring and the use of relational support plans may be entered if multiple incidents occur.</p>

At our academy, we aim to work in partnership with Parents/Carers, where parents/carers do not agree or do not support the consequences that have been issued by the academy, they will be invited in for a meeting to discuss this further. Where an agreement cannot be reached there may be a further escalation through the consequences given eg. Parent/carer does not support the child attending a seclusion at a different academy, the academy may then issue a fixed term exclusion.

