



Positive Behaviour Policy

At Wyke Primary Academy we are committed to providing a caring and secure environment where all children (irrespective of race, disability, sexual orientation, gender and religious belief) can learn and thrive. Children are expected to show care and concern for themselves, other people, the academy and everything in it. We recognise that every member of our academy community has a responsibility towards encouraging positive choices and creating a shared sense of responsibility that results in good behaviour in our academy. We will always take a considered and sensitive approach to behaviour management, so that we can support all our children to become citizens of the 21st Century who will contribute positively to society and manage themselves and their environment in a thoughtful and considerate way.

The academy takes a positive attitude towards behaviour and consequences, creating an atmosphere of trusting, friendly and supportive relationships. Appropriate behaviour is encouraged through a mixture of high expectations and an effective policy, underpinned by our Academy Values, see Appendix 1.

It is the responsibility of children, all staff, Academy Council and parents to ensure that high standards of behaviour are maintained, and that cooperation and high expectations are at the centre of our beliefs. Clear expectations and boundaries underpin our approach and are a positive, motivating and an integral part of our ethos, encouraging children to care for one another and themselves.

Aims

- To foster a caring, family atmosphere, with a sense of community underpinned by our Academy values
- To provide a safe and secure environment for all our children and staff, so that they can work and learn together to enable them to experience responsible and independent learning and encourage self-discipline
- To be positive in our approach to promote considerate, respectful relationships between all members of the academy community
- To have a consistency of approach across the whole academy, modelling what is meant by good positive behaviour and recognising this and rewarding it
- Support children to develop appropriate and relevant social skills
- Allow children to develop and demonstrate positive abilities and attitudes
- Support children to appreciate the consequences of their actions and choices
- Resolves behavioural problems in a sensitive and consistent manner

- Create an interesting stimulating, learning, friendly environment which children value and feel part of
- Exercise zero tolerance in the case of bullying, racism, homophobia, fighting and aggression, cultural and religious intolerance

Rights and Responsibilities

The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

At Wyke Primary Academy, we teach the children about their rights and also to appreciate that with every right they have a responsibility. In terms of behaviour, our children know they have the right to learn in a calm, supportive and purposeful atmosphere. They have a right to feel safe at school, to have friends and to play. Children understand they have the responsibility to conduct themselves in a way that does not infringe upon the rights of others.

Green behaviours set the standard for expected behaviour. We expect all children to understand, respect and follow our Green Behaviours and consistently demonstrate our Wyke Values.

Responsibilities of Children

- To understand and implement the Kite Values
- To always try their best
- To learn to the best of their abilities and to allow others to do the same
- To always treat others with respect
- To respond appropriately to the instructions of staff and other adults working in our academy
- To take care of property and the environment in and around our academy
- To always cooperate with children and adults
- To help formulate and comply with the class charters
- To move sensibly, safely and silently in and around academy
- To share in celebrating the achievements of all members of our academy
- To expect nothing less than green behaviour and always aspire to go above and beyond

Responsibilities of Staff

- To support children's learning taking account of individual need and ability
- To treat all children with respect and kindness
- To maintain high standards of expectation of behaviour and learning and remove any barriers that may hinder this
- To always support children to learn from mistakes and make good choices
- To comply with the academies policies and procedures to ensure constancy and accurate record keeping, sharing information appropriately and timely
- To always be a good role model
- To provide an interesting, relevant and challenging curriculum that motivates and inspires
- To use sanctions and boundaries clearly and consistently
- To identify, praise and share appropriate behaviour and achievements to develop a deep sense of self-worth in all children
- To attend appropriate training and keep up to date with CPD and professional reading to inform and enhance practice

Responsibilities of Parents

- To endorse the Kite Values
- To liaise closely with the staff team and share anything that may affect children's learning and well-being at school
- To show an interest in all that their child does at school
- To offer help and support with learning at home, including the completion of home learning
- To encourage independence and self-discipline in their children
- To establish good communication with academy staff and support the positive behaviour strategies
- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
- To work in partnership with academy staff to address and review any behaviour issues with their children

Responsibilities of Academy Council

- To ensure that Wyke Primary Academy is a safe, happy place in which children learn and thrive
- To ensure that the academy has a Positive Behaviour Policy with procedures in place that operate in accordance with The Kite Academy Trust and Government guidance
- To ensure that the Positive Behaviour Policy is made available to parents/carers
- To ensure that the Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from Kite Academy Trust and locally agreed inter-agency procedure
- To ensure that staff undertake appropriate behaviour management professional development
- To review the impact of Positive Behaviour Policy within the annual monitoring cycle and feedback to the Academy Council

Our Behaviour Ethos

At Wyke Primary Academy, children behave well. We have developed a positive and restorative approach to whole academy behaviour. This means that good behaviour is recognised celebrated and rewarded and inappropriate behaviour is addressed in a respectful manner allowing for discussion with all involved and valued.

We have considered our behaviour approach to meet the needs of all children including those children with SEND, so that all children feel they belong in the academy community and high expectations are maintained with all children. This system is designed for the children to strive to be 'Good to be Green'. Staff members have a responsibility for developing positive relationships with children through greeting them, establishing clear routines, communicating expectations of behaviour using a variety of non-verbal communications, highlighting and promoting positive behaviour. To have a plan to deal with low level disruptions, to provide interesting, challenging and well-paced lessons that are suitable to the child's needs that motivate and engage the interest of them, thus reducing the likelihood of negative behaviour.

We have a duty to use 'best endeavour' to meet the needs of those with SEND and we should as far as possible anticipate likely triggers of misbehaviours and put in support to prevent these. This could include short planned movement breaks, adjusting seating plans adjusting uniform with pupil with sensory issues or severe eczema. Staff members encourage good behaviour through praise,

recognition of good choices and by modelling. Our philosophy is to *'Catch them doing the right thing'* in order to model expectations for all children. We praise and recognise behaviour which is *'Above and beyond'* our expectations.

Most children at our academy are motivated by and respond to praise. We recognise that some behaviours are more likely associated to with particular types of SEND, such as a pupil with speech and language and communication needs who may not understand verbal instructions. Behaviour will often need to be considered in relation to a pupil's SEND need, although it does not follow every incident of misbehaviour will be connected to their SEND.

Our Wyke Values are central to our whole academy ethos. It is expected that Wyke children will uphold the good reputation of the academy when walking to and from the academy or on a visit with an academy group, both through their behaviour and conduct. The behaviours identified below have been discussed and categorised with the children; each class discussed a wide range of appropriate and inappropriate behaviours and they graded them accordingly.

Our expectation of behaviour at Wyke is *'Good to be Green'* behaviours

It is essential that Children at Wyke Academy understand what is meant by *'Good to be green'* behaviour and that the rules we expect them to follow are clear and understandable. These are shown in our class charter and our academy rules.

- ✓ We follow instructions first time
- ✓ We will treat everybody with how we would like to be treated ourselves
- ✓ We will keep hands, feet and unkind words to ourselves
- ✓ We will respect everybody, including ourselves
- ✓ We will care for our academy and everything in it
- ✓ We will be good learners and allow everyone to learn together
- ✓ We greet others with a smile and give them eye contact
- ✓ We will always listen to whoever is talking
- ✓ We will wear the correct uniform at all times
- ✓ We move transition in silence

We believe that this policy ensures that children learn to expect positive praise and rewards with agreed ways to reward good behaviour for children who are consistently *'good'* and fair and consistently applied sanctions when deserved. So, children can feel good about themselves and the academy, we give a range of rewards for good behaviour, example of which are listed (but not limited) below:

- Verbal praise and encouragement
- Stickers
- Positive messages/notes home to parents
- Marbles in the jar (leading to a class rewards when full)
- Star Awards
- Mrs Wisnia's Big Book of Brilliance

Above and beyond

We identify and celebrate the behaviour of the children who go 'Above and Beyond'. Children who have been identified as going 'Above and Beyond' are included on their class' Weekly Scroll. Children receive a raffle ticket when their name is added to the scroll. Raffle tickets are drawn on a Friday, giving children the chance of hot chocolate time with the Head Teacher on the Friday afternoon.

Celebration Assembly

Once a week we have Celebration Assembly, where the whole academy celebrates children's excellent learning behaviours and outstanding and sustained achievements. Children at Wyke are encouraged to celebrate the success of others as well as their own. Star Award certificates are usually awarded for outstanding learning achievements and children's excellent learning behaviours are celebrated by their inclusion in *The Big Book of Brilliance* and participation in 'special' lunch with the Head Teacher. Success in extra-curricular activities and activities which take place outside academy are shared with the community during the assembly. Contributions to academy life and the wider academy community are also included through the presentation of weekly Lunch and Playground Charter Champion awards.

Yellow, Orange and Red Behaviour

The children and staff at Wyke Primary Academy classified behaviours using a colour code; Above and Beyond, Green, Yellow, Orange and Red behaviour (see Appendix 2). Classification of behaviours gives a clear structure to children and adults, which clearly describes the management of behaviour and actions at each stage.

Management of Yellow, Orange and Red Behaviour

Making mistakes is an integral part of learning in all its forms. Children are supported to learn from their behaviour choices in a discreet way and we support them to accept responsibility. Most children respond to a positive approach where their efforts are acknowledged and they strive with adult support to improve their behaviour and make the right choices.

Children are individuals and consequently our response to inappropriate behaviour will be tailored to the needs of each child. Occasionally, children with social, emotional, behavioural and/or learning difficulties need different strategies to support them in reaching the same expected behaviours (for further details, see Appendix 3).

Care is taken to emphasise the behaviour not the child. Often simply talking to the child is the most effective way of dealing with a problem. Adults at Wyke Primary Academy know the children well and can identify behaviour that is out of character. If a child's behaviour choice has had a negative impact on another child, adults will support them to hold a restorative conversation, if appropriate.

Children in KS2 may be given an Orange Behaviour Reflection Sheet (Appendix 5) to support their thinking, prior to the restorative conversation.

Restorative Approach

The academy staff employs a restorative approach to pupil discipline founded on 4 Rs-

RESPECT – listening to other opinions and learning to value them

RESPONSIBILITY – taking responsibility for your own actions

REPAIR – discussing how to repair harm

RE-INTEGRATION – working through a process that solves the problem

Taking responsibility, showing respect and telling the truth are all key in this approach. All parties share what their involvement was, how the incident of conflict has affected them and to agree what needs to be done for things to be put right. It aims for a win-win outcome from incidents of conflict.

The use of restorative practices helps to:

- reduce violence and bullying
- improve behaviour
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

‘Making the right choice’ is a strategy that we use throughout the academy. Restorative practice uses language that is familiar to children from Early Years to Year 6, to understand the antecedents, behaviour and consequences (ABC) of any behavioural action and address this. In this way pupils are supported to make the right choices and are more likely to avoid repetition of unacceptable behaviour.

The staff team use this script for the restorative conversation which they may adapt, according to the situation.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

If a child behaves in a manner that does not meet the expected standards of behaviour expected at Wyke Primary Academy, The Ladder of Support and Consequence guides the support and response to the management of yellow, orange and red behaviours.

(see Appendix 2 for details)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (children will be taught the definition) STOP.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying and social. Details of our academy's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

Vulnerable Groups

We recognise that some children need a more individual approach to support with behaviour issues and to understand how to make the right behaviour choices. We may use a range of strategies including:

- Supported time out opportunities
- Modified timetables
- Social skills groups
- Targeted interventions
- Home-School Link Worker
- Behaviour Support Plan

(See Appendix 3 for further details)

Monitoring

Staff monitor all behaviour discreetly, using weekly class behaviour trackers (see Appendix 4) and CPOMS. This enables teachers and senior leaders to identify patterns to provide early and appropriate intervention and support. Tracking also enables those children who consistently behave in the expected way to be identified and recognition for that is given as described above. Class teachers analyse patterns of behaviour continuously, the Head Teacher and Senior Leadership Team on a weekly basis and our Mental Health and Wellbeing Leader will oversee this on a half-termly basis to gain a wider academy perspective. This will feed into curriculum provision updates, professional development and policy review.

Time Out

Where the behaviour persists and results in more than one red incident in a short period of time the pupil may be given Time Out where they work away from their peers for the remainder of the session or day. Restorative practices will take place with a view to allowing empathy and good behaviour choices to develop. Following this, children will be expected to complete learning assigned for that day to ensure they do not fall behind. For KS1 a Time Out will last for 1 hour, for KS2 it will be 3 hours. Time Outs will only start when the child has shown they are ready to learn.

Isolated Day (Internal exclusion)

At the discretion of the leadership team, three Time Outs may result in an in-academy isolated day (internal exclusion day). There is a maximum of three isolated days in any six-week period (excluding holidays); any incidents beyond this may result in a fixed term exclusion. Children will not attend clubs at lunchtime or after school on these days.

Suspension and Exclusion

Suspension or permanent exclusion will only be used as a last resort. It will be used where there is a serious breach of the academy's behaviour policy and where allowing a child to remain in the academy would seriously harm the education or welfare of the child or others in academy.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the academy community.

If this is necessary a subcommittee of the Governors may be convened to investigate and report to the main Academy Council as appropriate. Parents have the right of appeal to the Academy Council against any decision to exclude their child.

Off-site behaviour

It is expected that Wyke Primary Academy pupils will uphold the good reputation of the academy through their behaviour choices, when walking to and from the academy or on a visit with an academy group.

The power to discipline beyond the school gate

The Headteacher has the right to discipline pupils beyond the academy gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the academy. The Headteacher, in dealing with an incident outside the academy will consider the following:

- If the behaviour has repercussions for the orderly running of the academy.
- If the behaviour poses a threat to another pupil, staff member or member of the public.
- If the behaviour could adversely affect the reputation of the academy.

The Headteacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they consider it is appropriate. If the Headteacher considers the misbehaviour is linked to the pupil being at risk of immediate harm, then the academy's safeguarding policy will be followed.

Misconduct of family members (parents and carers) on academy site

In the event of a family member displaying misconduct on academy property the Headteacher will give the adult involved a written warning about the behaviour or, in a serious breach of misconduct, may exclude the family member from physically coming on site for a fixed period of time. See Code of Conduct for Families.

Misconduct of staff members

In the event of a staff member being accused of misconduct the Headteacher will follow the DfE guidance with regard to dealing with allegations of abuse against teachers and other staff.

Use of physical intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a pupil is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent any injury. Such events are recorded and signed by a witness. Staff who are likely to need to use physical intervention will have received accredited training in the Team Teach approach.

Parent/Carer concerns

If a child's parent or carer is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – via email or call the school office

- If the matter remains unresolved the parent or carer can arrange an appointment to see a member of the SLT or Headteacher.
- If, after talking with teachers and/or the Headteacher, the parent/carers still has concerns, then they should contact the Chair of Governors.

Searching, screening and confiscation

Searching can play a critical role in ensuring that the schools a safe environment for all children and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and maintain high standards of behaviour through which children can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspects that the children may have prohibited items listed below.

The list of prohibited items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit and offence, or
- To cause personal injury to, or damage to property of; any person (including the pupil)
- Any specified in regulations:
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

When a pupil is searched at least two members of staff will be present. Children will be searched by a staff member of the same sex. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at academy
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children with medical conditions at academy

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a academy's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online

Review

This policy, will be reviewed and evaluated annually by the Academy Headteacher and Governing Body. It should be read in conjunction with:

Anti-bullying Policy
Safeguarding and Child Protection Policy
Code of Conduct for Families
Equality and Diversity Policy
Restrictive Physical Intervention Policy

Date agreed by staff: February 2023

Reviewed: September 2023

Next review: September 2024

Signed:

T. Wisma

Appendix 1



KITE ACADEMY VALUES

AIR Values

Aspiration

Integrity

Respect

Appendix 2

Ladder of Support and Consequence

<p>Examples of behaviour:</p> <ul style="list-style-type: none"> • Consistently making those around you proud of YOU! • Consistently helping other people without being asked or wanting a reward • Sustained extra contribution to learning and lessons • Always seeking to find good solutions to problems • Reliably staying calm when it was tricky to stay calm • Consistently having a growth mindset when faced with tricky challenges • Sustained improvement in effort • Some outstanding learning where the pupil has really pushed themselves 	<p>Above and beyond</p> <p>Children are displaying outstanding behaviour and attitudes to learning and are recognised for this behaviour.</p> <p>Weekly Scroll Star Award Big Book of Brilliance Charter Champions Marbles in the jar (class reward)</p>
<p>Examples of behaviour:</p> <ul style="list-style-type: none"> • Consistently following the school/class charter • Displaying our school values of: Responsibility, Co-operation, Peace, Freedom, Honesty, Love, Kindness, Caring, Friendship, Respect, Fairness and Trust 	<p>Step 1: Green, expected behaviour</p> <p>Our Green behaviours and School/Class Charters are being followed.</p> <p>Children are focused on learning and have good relationships with others and enjoy all aspects of school life.</p>
<p>Examples of behaviour:</p> <ul style="list-style-type: none"> • Swinging on a chair • Ignoring an adult • Tutting • Shouting out/interrupting • Unkind comments • Eye rolling • Talking out of turn • Spoiling other children's games • Playing physical games 	<p>Step 2: Yellow behaviour</p> <p>Private conversation with the staff member who identified the behaviour.</p> <p>Explain to the child the behaviour they have displayed. Warning to be given and verbal reminder of the expected behaviour to enable the child to continue to be focused on learning and enjoy all aspects of school life.</p>
<p>Examples of behaviour:</p> <ul style="list-style-type: none"> • Further non-compliance with disrupts the learning of others • Persistent yellow • Answering back • Teasing • Choosing not to follow instructions • Walking away when being spoken to by an adult • Disturbing own and others' learning • Showing off to make others laugh • Disrespectful comments and actions • Rough play 	<p>Step 3: Orange behaviour</p> <p>Private conversation with the staff member who dealt with the incident.</p> <p>5/10 (age dependent) minutes time out reflection at break/lunchtime.</p> <p>Catch up on missed learning during this time and complete reflection sheet (KS2), if appropriate.</p> <p>Parents informed by the class teacher at the end of the day, in person or on the phone.</p> <p>Behaviour recorded on weekly class monitoring sheet</p>

Examples of behaviour:
<ul style="list-style-type: none"> • Persistent orange • Dangerous behaviour- hitting, kicking, fighting • Bullying (proven) • Deliberate damage to property • Stealing • Biting • Racist/ Homophobic comments • Spitting • Inappropriate language • Inappropriate touching • Refusing to follow instructions from an adult in class

Step 4: Red behaviour
<p>Conversation with a senior member of staff and parents will be informed.</p> <p>Whole playtime/lunchtime will be lost.</p> <p>Behaviour recorded on CPOMS.</p> <p>If there is a repeated red behaviour in a short period of time, a Time Out may be given, where the child works away from their peers for the remainder of the session/day.</p>

If further red behaviour occurs within 2 weeks or a third red behaviour incident in an academic year, move to Step 5.

Step 5: Red behaviour
<p>An Individual Pupil Risk Assessment will be written and an Individual Behaviour Support Plan will be agreed and shared with parents. This will be written in conjunction with the Inclusion Leader.</p> <p>Behaviour continues to be supported and monitored over 4 weeks, recorded daily and shared with family weekly.</p> <p>If the plan is deemed effective, it may be in place for longer.</p>

If targets are not met and behaviour does not improve, move to Step 6

Step 6: Red behaviour
<p>When progress has not been made a Pastoral Support Plan (PSP) will be written in conjunction with the pupil, parents or carers of the pupil and outside agencies e.g. Educational Psychologist, STIPS, AsIST. This will run for a period of 8 weeks.</p>

If behaviour does not improve, move to Step 7

Step 7: Red behaviour
<p>Parents will be informed by letter that their child is not allowed to be taught in class. They will have no access to the playground at the same time as the other children or extra-curricular clubs.</p>

If behaviour does not improve, move to Step 8

Step 8: Red behaviour
<p>Parents will be informed by letter that their child is not allowed to come to school for a set period of time.</p> <p>Learning will be sent home.</p>

If behaviour does not improve, move to Step 9

Step 9: Red behaviour
<p>Parents will be informed by letter that their child cannot return to Wyke Primary Academy.</p>

Appendix 3

Additional support

It is recognised that some children need a more individual approach to independently display positive behaviour.

To do this we offer the following approaches:

- Time out opportunities
- Modified timetable
- Social skills groups
- Targeted interventions
- Home Academy Link Worker
- Behaviour plan

Pupil Support

The academy recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Individual Behaviour Support Plan

This is a structured plan to gain a clearer understanding of a child's behaviour when it is agreed a more focused approach is needed to support the child to make positive changes to their behaviour. This involves completing a close monitoring of a child's behaviour throughout the academy week. This gives detail on an individual's strengths and areas for development. This plan will be implemented and monitored by the class teacher on a daily basis. It will be reviewed on a weekly basis by the class teacher and pupil in liaison with a member of the Senior Leadership Team. The child will be removed from the plan when they have a success rate of 90% over a four-week period. After the first two weeks there will be a review meeting to talk about the progress the child has made and working towards coming off the plan. However, if they have not shown any progress at the end of the four-week period the child will have a further two weeks to change their behaviour before a referral for more specialised support is considered.

Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

Pastoral Support Plans (PSPs)

Where there are more serious behavioural concerns, the academy, in conjunction with the pupil, parents or carers of the pupil and outside agencies e.g. Educational Psychologist and Behavioural

Support, will work together to draw up a PSP. This will run for 8 weeks addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress and may be extended if required.

From this, a Behaviour Plan for use in the classroom is drawn up to help the pupil with their future behaviour. This is a positive behaviour plan. Comments for every lesson and playtime are made and the pupil can also collect points/rewards on their behaviour plan.

The behaviour plan is shown to parents to read and sign. The frequency of this is personalised for each pupil.

The behaviour plan will run for 8 weeks after which time staff and parents will decide whether to resume normal monitoring or continue. This will be fed back into PSP meetings.

Appendix 4

Behaviour Steps - Class Weekly Record

Year Group:	Above and Beyond	Step 3: Orange Behaviour (record child's name and brief description of behaviour)	Step 4: Red behaviour (record child's name and <u>record detail of incident on CPOMS</u>)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

At the end of the week, make a copy of the sheet. Give the copy to HT and file the original in your class information folder.

Appendix 5

Step 3: Orange behaviour KS2 Time Out Reflection (5 minutes)

Name _____ Year Group _____ Date _____

I am at ORANGE because....

- What happened?
- Did anything happen before?
- What were you thinking and feeling at the time?
- Who has been affected and in what way?

What do you think needs to happen to make things right?

I am going to.....

Children in KS2 should complete this record during Time Out (Step 3: Orange). Please retain completed record sheet in class folder for reference. (It does not need to be sent to HT)

Appendix 6

Class record (used discretely with a child)

Above and Beyond	Yellow
Orange	Red

Appendix 7

Class display

