



Diocese of Norwich  
Education and  
Academies Trust

# Kingfisher Partnership

## Behaviour Policy

<b>Policy Type:</b>	<b>Academy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
<b>Approval Date:</b>	<b>Autumn 2018</b>
<b>Date Adopted by LGB:</b>	<b>24.9.18</b>
<b>Review Date:</b>	<b>Autumn 2019</b>
<b>Person Responsible:</b>	<b>Executive Head Teacher</b>

# The Kingfisher Partnership

## Our Vision Statement

We are all children of God, each with our own unique gifts and potential. We provide an environment rooted in respect and Christian values, where every individual can flourish.



Core Values:  
Respect

Friendship

Creativity

## Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Head teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

## Policy Statement

This behaviour policy has been written with reference to Department of Education's current guidance; Behaviour and discipline in schools July 2013, Use of reasonable force July 2013. This behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

We take Pride in the successes and achievements of everyone in our school and we all share a responsibility to make it the best place it can be. We are committed to restorative practice in implementation of this policy.

## Academy Commitments to positive learning environment (Linked to our Core Values)

Friendship:

- We will use kind words or praise not put downs

Creativity:

- We will talk quietly and stay on task
- We will 'have a go' at everything and always try our best

Respect:

- We will always listen and follow instructions
- We will keep hands feet and objects to ourselves



The above will be discussed at the beginning of each year, with all children involved as a class contract, which they will all sign and display in their classroom.

## General Principles

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the Head teacher, school staff, parents and pupils when developing these principles.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

## Our Principles

- The welfare, well-being and development of children and staff are paramount in our academy.
- All members of our academy will show respect and courtesy towards each other.
- The academy and parent/carers will work together to encourage and support children to be responsible positive citizens.

- Parent/carers will support the academy's aim to develop positive social behaviour through expectation, recognition, rewards and sanctions.
- The governing body and Head teacher will deal with allegations against academy staff quickly to protect and support those involved. (See Safeguarding Policy). Disciplinary action will be taken against pupils who are found to have made false/malicious accusations against school staff.
- All staff will look to enable children to improve their behaviour whilst promoting a positive learning environment.

## **Aims**

The aims of the behaviour policy are to:

To ensure that all pupils are treated fairly, shown respect and to promote good relationships.

- To refuse to give pupils attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships with parents, carers and all stakeholders.
- To ensure that excellent behaviour is a minimum expectation for all.

## **Roles and Responsibilities**

In line with the Education and Inspections Act the governing body, in consultation with the Head teacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. The Head teacher must publicise the behaviour policy, in writing, to staff, parent/carers and pupils once a year (see the academy's website).

Staff will:

1. Refer to Partnership Mission statement and academy vision (displayed in classroom)
2. Model and teach positive behaviours and build relationships. Know their classes well and develop relationships with all children around the school.
3. Empower children to self-regulate. Make best use of 'PATHs' to teach and model to children self-control, emotional understanding, and problem solving
4. Plan lessons which engage, challenge and meet the needs of all students.
5. Ensure praise outweighs anything negative by at least a 5:1 ratio.
6. Meet and greet at the door.
7. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with children.
9. Never ignore or walk past children who are not following our partnership commitment to positive learning.
10. Deliberately and persistently "catch" children doing the right thing and praise them openly in front of others
11. Sustain a passion for learning that breaks through the limiting self-belief of some children.
12. Relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.

## **Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site, particularly at times of mass movement.
- Celebrate staff and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support teachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess academy wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

The Head teacher will be responsible for the academy's policies and procedures and may delegate aspects of its day to day implementation and management to a designated member of the academy's leadership team. There will be support for staff faced with challenging behaviours.

The governing body, Head teacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parent/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the academy. All parent/carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour, to join with their child/ren, academy and agencies to seek solutions to any difficulties incurred. School staff will always aim to work closely with parents/carers to keep them informed of their child's attainment, progress and behaviour. To this end, if a member of staff has any concerns relating to a child's behaviour, they will liaise with parents and carers at the earliest opportunity.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

Kingfisher Academy are committed to ensuring that all pupils will receive support and intervention when needed. Our SENDCo leads on matters involving student and family support. Please refer to appendix I for our universal entitlement structure.

### **Powers to discipline**

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Decisions to discipline children for behaviours outside of school will be considered carefully and in liaison with parents/carers, and if relevant, the police.

Teachers, teaching assistants and all other paid staff with responsibility for pupils will model positive behaviour. All paid staff (unless the Head teacher says otherwise) have the authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or fail to follow a reasonable instruction.

In our academy, staff will follow agreed procedures and strive to use restorative practice to build relationships, promote discipline and prevent further harm and conflict occurring.

### **Recognition and Rewards**

We promote good behaviour by recognising and reinforcing positive attitudes and achievement. We assume the best and aim to catch them getting it right!

Children respond to positivity, this is shown by:

- Non-verbal acknowledgement and props; smiles, thumbs up, clapping etc
- Specific verbal praise
- Stickers

- Certificates and awards in celebration assembly
- Presentations
- Individual rewards as part of a child specific plan
- Team/Table points/ whole class rewards
- MERITS

We recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

### **Whole School Approach:**

We will support all pupils to follow our academy Values.

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct (refer to our behaviour scale). At all times the pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices. If reminders are needed we will use:

#### Positive Phrasing

Come sit next to me for a story

#### Limited Choice

Would you like to sit on the chair or bean bag?

#### Disempowering the behaviour

You can listen to the story from there

#### Consequence

We will check you understand the story before going out for break time

Suggested script:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Pupils may have their behaviour monitored by teachers to show progress towards agreed targets. At Kingfisher we make sure that this is done discreetly.

**This policy will support the majority of our children. In some cases children will need a differentiated behaviour support approach to specifically help and support their needs.**

## **BEHAVIOUR SCALE (appendix 5)**

Our Behaviour Scale is a whole school approach to behaviour management. Each classroom displays a copy of this scale for reference. At all times staff will praise the behaviour we want to see.

1. Pupils are encouraged and supported to be **Green** in each session. If a pupil is experiencing difficulties in maintaining positive behaviour staff will actively seek ways to redirect their behaviour so that it is back on track eg. Through Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2. Some pupils will need reminder of the expectations friendship, creativity, respect - delivered privately wherever possible. Repeat reminders if necessary. Staff will deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. **(move to light green)**
3. If the pupil continues to misbehave staff will give the pupil a verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Staff will continue to use strategies to support the pupil to make a good choice **(Move to yellow)**
4. If this is not successful staff will instruct the child to have Time Out for a short amount of time (usually 3 minutes) This is to give the learner a chance to reflect away from others. Staff will speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so **(Move to orange)**.
5. if the pupil is disruptive or not following the school rules following return to the class they will be asked to work in another room for the remainder of the lesson. This will be recorded on a pink form **(Pink)**.

All pupils must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. However serious breaches will result in a pupil being moved to 'PINK' and appropriate sanctions put in place in line with our behaviour pathway.

A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from SLT who will support the reparation process. This could lead to a Formal Meeting with the teacher, pupil and Head of School recorded, with agreed targets that will be monitored over the course of two weeks. This will be shared with parents as appropriate. (Appendix 1 and 2)

At Kingfisher Partnership we want children to succeed. To this end, if a child shows that they have reflected on their behaviour during their Time Out and are calm and in a position to learn then the expectation is that they should return to green and have a fresh start. At the start of the afternoon children should return to green as a fresh start for the afternoon.

It is not expected that any child should spend the majority of their school day out of class. Each class's scale also allows for praising children working beyond expectations by moving 'up' from green to blue or even purple.

**Please refer to our behaviour pathway (Appendix 4).**

### **Restorative Practice**

Our aim is to develop a positive focus on improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties.

All staff should focus on de-escalation and preventative strategies.

Restorative practice is an approach that focuses on the needs of the persons involved instead of the decision to punish. Restorative approach builds respect by;

- learning to listen to others opinions and learning to value them,
- taking responsibility for your own actions,
- developing the skills to identify solutions that repair harm and
- ensuring behaviours are not repeated.

Staff will THINK, PLAN and RESPOND if de-escalation is needed.

All staff will use the following script:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

### **PATHs (appendix 3)**

All staff within Kingfisher Partnership have been trained to use PATHs. PATHs teaches children self-control, emotional understanding, and problem solving – both at home and at school, staff will use this approach when reminding children about behaviour expectations and when de-escalating any problems. Part of this system also supports children's learning around controlling his or her behaviour and address problems by doing 'Turtle' or if older, by following Traffic Light.

There are 3 steps for doing the Turtle/Traffic Light sequence:

1. Tell yourself to stop! (Fold your arms across your chest.)
2. Take a deep breath
3. Say the problem and how you feel. (For example, "I feel...because....," as in "I feel angry because my friend is not sharing the toys.")

### **Consequences and Sanctions**

Academy staff with responsibility for pupils can impose any reasonable sanction in response to misbehaviour. Sanctions will be proportionate and reasonable with attention to pupil's age, any special educational needs, disability, religious or cultural requirements. Reasonable penalties need to be related to the behaviour in order that the pupil can learn from it. Staff will endeavour to use restorative practice following an incident. Sanctions are linked to the **Behaviour Scale and Pathway**.

- Exclusion – The Executive Head teacher will decide whether to exclude a pupil. This can be for a fixed number of days or permanently. When making this decision the Head teacher will take into account all circumstances, the evidence available to them and consider the needs of both the pupil and whole Academy community. Parent/carers have the right to make representation to the governing body and the governing body will review the exclusion.
- Screening and searching – All staff have the right to ask children to empty pockets/bags. If it is felt necessary to physically search a child, a member of the Senior Leadership Team should be informed to authorise the search. Where possible, the search will be carried out by two members of staff of the same sex as the child.
- Confiscation - Staff are able to retain pupil's property as a sanction. 'Latest Crazes' may be among items that are confiscated. If lawful and appropriate, property will be returned to the pupil or parent/carers at the end of the day. Staff are protected from liability for damage to,

or loss of, any confiscated item if they have followed school procedures to place the item in an envelope with child's name on it, in a locked drawer/cupboard.

### Use of physical intervention

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- to comfort or reward a child
- to direct or steer a child
- for activity reasons (for example in drama, physical games)
- in an emergency to avert danger to the child, other persons or significant damage to property
- 

In our Academy staff are trained in Norfolk Steps and the Head teacher holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder. Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the person's and/or other people's best interests for staff to intervene physically.

If a person is identified for whom it is felt that restrictive physical intervention is likely, then an Individual Risk Management Plan will be completed. This plan will help the person and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. Involving family carers and the child to ensure they are clear about what specific action the staff may take, when and why.

#### Example risk management plan

Name	DOB	Date	Review Date
Photo	Potential triggers and reduction measures		
What we want to see		Strategies to maintain	
First signs that things are not going well		Strategies to support	
Where this behaviour leads next		Strategies needed	
What we are trying to avoid		Interventions necessary	



### Pupils Conduct Outside the School Gate

If a child's conduct outside of the school gate is witnessed by a member of staff, reported to the school by a member of the public and the child is identifiable as a pupil of the school, teachers have a statutory power to discipline the pupils in line with the school sanctions and consequences.

### Involvement of outside agencies

The Academy works alongside parent/carers to meet the needs of the child. A Pupil Support Framework will be developed for pupils presenting on-going behavioural difficulties. Where relevant and with parental agreement, support plans around the child will be developed.

### **Anti-bullying**

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy).

### **Equality**

All children will be treated equally and fairly throughout the implementation of this policy. The Head teacher will monitor incident logs and ensure that any apparent inequality of incidents is entirely attributed to the behaviours of those children, for example: if more boys/SEND/minority ethnic group are represented in the records.

### **Training**

Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

### **Monitoring**

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors.

### **Review**

The policy will be reviewed every year, depending on changes in circumstance or legislation.

### **Links to Other Policies**

- Anti-Bullying Policy
- Safeguarding Policy
- Harassment & Discrimination Policy including Racial Abuse

# Kingfisher Partnership Behaviour Policy – Summary

High quality behaviour for learning is underpinned by:  
Effective planning for learning

Relationships  
reward

Positive reinforcement and

Our Vision Statements:

*We are all children of God, each with our own unique gifts and potential. We provide an environment rooted in respect and Christian values, where every individual can flourish.*



**Ditchingham**



**Gillingham**

Our Partnership Mission Statement:

**Academy Commitments to positive learning environment** ([Linked to our Core Values](#))

Friendship:

- We will use kind words or praise not put downs

Creativity:

- We will talk quietly and stay on task
- We will 'have a go' at everything and always try our best

Respect:

- We will always listen and follow instructions
- We will keep hands feet and objects to ourselves

In Addition staff will:

1. Refer to Partnership Mission statement and academy vision (displayed in classroom)
2. Model and teach positive behaviours and build relationships. Know their classes well and develop relationships with all children around the school.
3. Empower children to self-regulate. Make best use of 'PATHS' to teach and model to children self-control, emotional understanding, and problem solving
4. Plan lessons which engage, challenge and meet the needs of all students.
5. Ensure praise outweighs anything negative by at least a 5:1 ratio.
6. Meet and greet at the door.
7. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with children.
9. Never ignore or walk past children who are not following our partnership commitment to positive learning.
10. Deliberately and persistently "catch" children doing the right thing and praise them openly in front of others
11. Sustain a passion for learning that breaks through the limiting self-belief of some children.
12. Relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.



Appendix I



# KINGFISHER ACADEMIES HOME SCHOOL BEHAVIOUR PLAN I

Childs name: class teacher: Parents name:

Date

Home rewards	School Rewards
Home consequences	School consequences

## Appendix 2



# KINGFISHER ACADEMIES BEHAVIOUR REPORT

Childs name:

class teacher:

Parents name:

Date

Target:

Adult in charge to record with sticker/star each session if improved behaviour for learning evidenced

Monday	Tuesday	Wednesday	Thursday	Friday

School/Home rewards consequences – refer to agreement

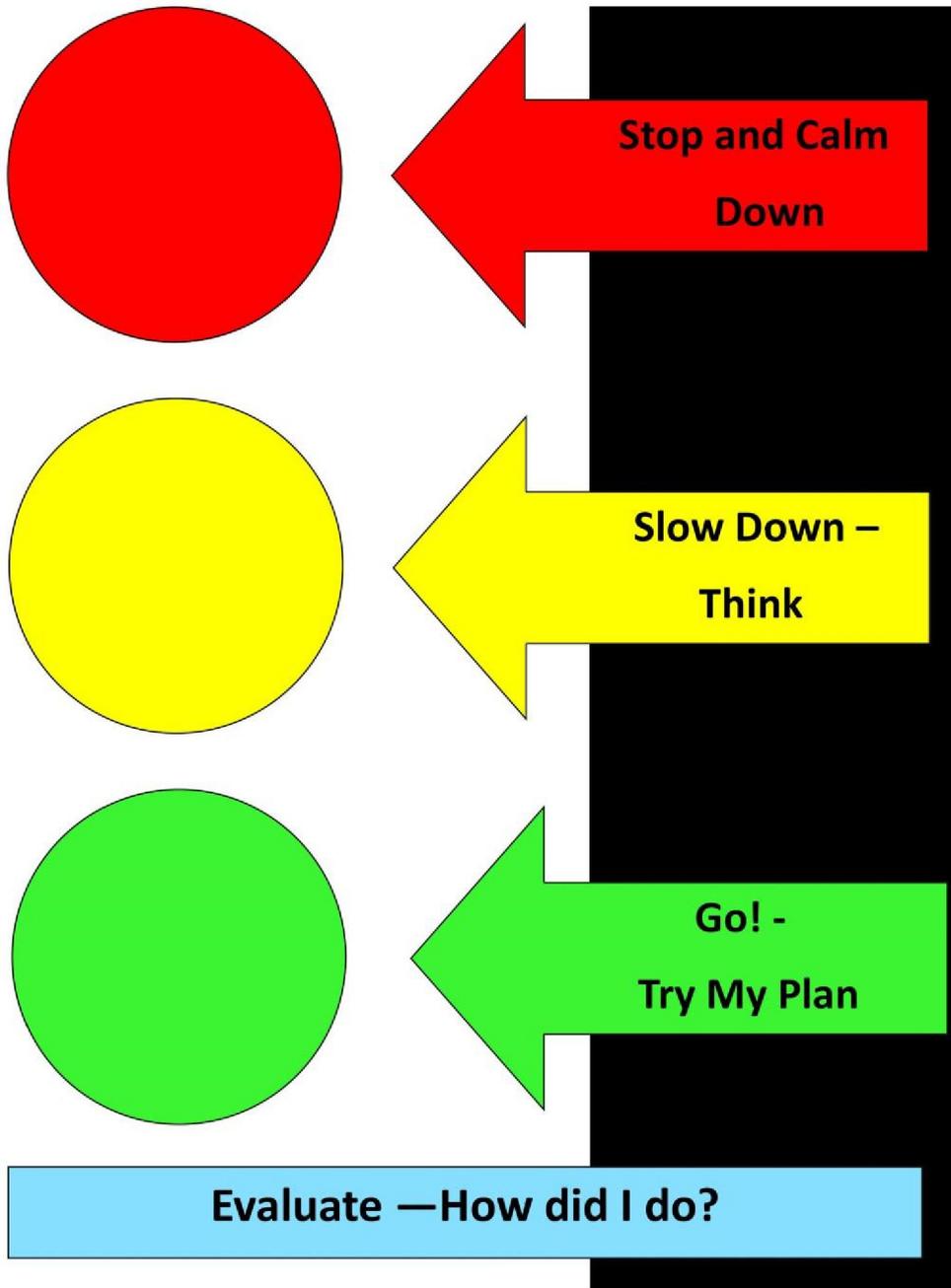
Review by Parent:

Signed:

Class teacher/senior leader review:

Signed:

# Control Signals



# Appendix 4



Kingfisher Academy Behaviour Modification Pathway



Positive Behaviour Path	Pale Green	Dark Green	Blue	Purple
	<ul style="list-style-type: none"> <li>Focus on learning is slipping</li> <li>Beginning to forget class rules/values</li> </ul>	<ul style="list-style-type: none"> <li>Levels of attainment raised</li> <li>Produce work of a higher standard</li> <li>Support learning of others</li> <li>Work/behaviour used as a model</li> <li>Pupils actively prevent bullying from occurring</li> <li>Shows respect and tolerance for others when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>Assessment scores improve-making progress</li> <li>Confidence and self-esteem increased</li> <li>Taking risks with learning</li> <li>Ability to listen and empathise with others</li> <li>Pupils consistently make better choices and support improved relationships</li> </ul>	<ul style="list-style-type: none"> <li>Confident in taking new challenges</li> <li>Learning behaviour is the only behaviour</li> <li>Learning and play is enhanced by relationships</li> <li>Able to mentor others</li> </ul>
Action	<ul style="list-style-type: none"> <li>Share good examples in Tuesday assemblies/PSHE</li> <li>Reminder of school rules/values</li> <li>Say what you expect to see</li> <li>Give take up time</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Head/class teacher certificates</li> <li>Class based rewards</li> <li>Feedback to parents at meetings</li> <li>Merits</li> <li>Praise</li> <li>Whole class rewards</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Head/class teacher certificates</li> <li>Teacher reward/prizes</li> <li>Head of school reward/prizes</li> <li>Merits</li> <li>Feedback to parents at meetings</li> </ul>	<ul style="list-style-type: none"> <li>Examination/test results</li> <li>Excellent outcomes to learning</li> <li>Weekly Head of School/class teacher awards</li> <li>Feedback to parents at meetings</li> </ul>
<p>All pupils to be given opportunity for take up time at each stage before escalating. All pupils offered support to move back up the behaviour scale. Clarity of 'Fresh start'.</p>				
Behaviour Modification Path	<p><b>YELLOW</b></p> <ul style="list-style-type: none"> <li>Failure to respond to verbal reminder</li> <li>Interrupting</li> <li>Talking</li> <li>Lack of attention</li> <li>Disinterest</li> <li>Name calling</li> <li>Lack of productivity in lessons</li> <li>Disruption of teaching and learning</li> <li>Failure to follow instructions</li> <li>Falling out with friends that disrupts learning/escalates</li> <li>Damage own/others/school property</li> <li>rough play</li> </ul>	<p><b>ORANGE</b></p> <ul style="list-style-type: none"> <li>Failure to respond to support/reminder &amp; take up time from YELLOW</li> <li>Disruption of teaching and learning</li> <li>Damaging own work</li> <li>Shouting/arguing angrily</li> <li>Refusal to settle</li> <li>Disturbing others</li> <li>Swearing</li> <li>Needing to be told by an adult that behaviour is unsafe</li> <li>Disrespect to adults &amp; pupils</li> </ul>	<p><b>PINK</b></p> <ul style="list-style-type: none"> <li>Failure to respond to support/reminder &amp; take up time from ORANGE</li> <li>Persistent disruption of teaching and learning</li> <li>Disturbing learning of other classes</li> <li>Shouting angrily Swearing/name calling</li> <li>Threatening another child or adult</li> <li>Deliberately hurting another child or adult</li> <li>Bullying/cyber bullying/Racist bullying/Homophobic bullying</li> <li>Not stopping when told they are being unsafe.</li> <li>Behaving in a way that means the class have to leave the room</li> <li>Behaving in a way that means an adult has to intervene for safety (refer to STEPS guidance)</li> <li>Deliberate damage to property</li> <li>Not staying where asked/wandering around school/entering certain areas without permission</li> <li>Encouraging others to not follow school rules</li> </ul>	<p><b>PINK +</b></p> <ul style="list-style-type: none"> <li>All 'Pink' behaviours may result in exclusion – fixed term or permanent – if they are severe or persistent. The final decision to exclude is that of the Executive Headteacher and is made following thorough investigation by all parties with consideration given to the circumstances. All decisions can only be made if there is sufficient evidence to support an exclusion as being reasonable and proportionate.</li> <li>Persistent and serious behaviour problems</li> <li>Violence, assault, threatening behaviour</li> <li>Sustained abuse</li> <li>Illegal behaviour</li> </ul>
Action	<ul style="list-style-type: none"> <li>Reminder of schools rules &amp; values</li> <li>Lesson planning-varying learning activities</li> <li>Seating plans</li> <li>Reference to class behaviour chart</li> <li>Apology where necessary</li> <li>Move to a quieter place</li> <li>Putting things back</li> <li>Differentiated class consequences</li> </ul>	<ul style="list-style-type: none"> <li>Reminder of schools rules &amp; values</li> <li>Work on own within class</li> <li>Sent to work elsewhere for set time with set work – either same session or at a planned time (as appropriate)</li> <li>Loss of maximum of 10mins play to repeat unsatisfactory work</li> <li>Stand alongside an adult for set time during play/PE (or use supervised time out space eg. Outdoor classroom)</li> <li>Directed not to take part in certain game during play</li> <li>Apology where necessary</li> <li>Refer to SENCo/Head of School if identify repeated pattern</li> <li>Consider conversation with parent if repeated</li> <li>Consider removal of additional privileges eg. Monitor role</li> <li>Differentiated class consequences – e.g. loss of 50% of class reward time</li> <li>Lesson planning-varying learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Pink behaviour form completed, SLT keep tally and monitor</li> <li>Use of appropriate strategies from previous categories</li> <li>Reminder of schools rules &amp; values</li> <li>Sent to work elsewhere for remainder of session with set work – either same session or at a planned time (as appropriate)</li> <li>Repeat unsatisfactory work –at home or during lunch</li> <li>If during playtime/PE directed to safe time out space as appropriate – use of card system if need adult assistance to escort pupil elsewhere</li> <li>Longer planned time out of class – authorised by Head of School – parent to be informed by class teacher</li> <li>Loss of time at break/lunch with an activity to complete</li> <li>Bespoke 'script' for pupil, referral for external support</li> <li>SLT/SENCO and teacher to meet parents if 5 pink forms in a term and consider behaviour plan.</li> <li>Refer to SENCo for referral to PSA for home/school support</li> </ul>	<ul style="list-style-type: none"> <li>On-going parent partnership</li> <li>Part-time timetables</li> <li>PRU/respite/support</li> <li>Fixed Term Exclusion</li> <li>Fixed term exclusion - lunchtime</li> <li>External support agencies</li> <li>Permanent Exclusion</li> </ul>

## Behaviour scale for every class

<p><b>PURPLE</b></p> <ul style="list-style-type: none"> <li>❖ Receive a merit or team point at the end of the day- may also include mini certificate home</li> </ul>
<p><b>BLUE</b></p> <ul style="list-style-type: none"> <li>❖ As Green but may also include: mini certificate home</li> </ul>
<p style="text-align: center;"><b>GREEN</b></p> <p>Strategies to encourage pupils to stay on green or move up:</p> <ul style="list-style-type: none"> <li>❖ verbal praise referring to what they did well</li> <li>❖ team points/class reward e.g. marble in jar</li> <li>❖ stickers</li> </ul>
<p style="text-align: center;"><b>PALE GREEN</b></p> <ul style="list-style-type: none"> <li>❖ Verbal warning</li> <li>❖ Further warning/discussion with pupil what might help the child to view their learning more positively</li> <li>❖ Reminder of our values and school rules as appropriate</li> <li>❖ Repeated unacceptable behaviour results in movement to the next stage.</li> </ul>
<p style="text-align: center;"><b>YELLOW</b></p> <ul style="list-style-type: none"> <li>❖ In class actions, e.g. moving the pupil to a different seat within the classroom</li> <li>❖ Repeated unacceptable behaviour results in movement to the next stage.</li> </ul>
<p style="text-align: center;"><b>ORANGE</b></p> <ul style="list-style-type: none"> <li>❖ Complete work in another classroom for 3 minutes.</li> <li>❖ Complete work/time for reflection about unacceptable behaviour during Lunchtime/playtime</li> <li>❖ 'time out' at a supervised space if in unstructured time such as break time e.g. stood with midday supervisor – <b>MUST BE REPORTED TO CLASS TEACHER</b></li> </ul>
<p style="text-align: center;"><b>PINK</b></p> <ul style="list-style-type: none"> <li>❖ Rest of session out of the class.</li> <li>❖ Any pupil showing repeated unacceptable behaviour is given an appropriate sanction such as: Repeating unsatisfactory work Completing additional, related work</li> </ul>

Writing a letter of apology where appropriate

Withdrawal of extra-curricular privileges where relevant (e.g. Kingfisher Champion Role).

- ❖ The sanction is reported to the Senior Leadership Team
- ❖ Parents may be informed.

