



# Bellevue Place

EDUCATION TRUST

## **BPET Behaviour Policy**

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2020
Renewal:	Every 2 Years
Review Date:	September 2022



## 1.0 Bellevue Place Education Trust – Our commitment

### *Learn. Enjoy. Succeed.*

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

**Our Mission** To grow hubs of like-minded, autonomous schools, well-supported, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

**Our Difference** We are leading the way in delivering high quality education through a skills-based curriculum, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with parents, who are our key partners in delivering the vision.

**Our Promise** Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn. Our focus is on all pupils, regardless of background or academic ability, focusing on pupils with Special Educational Needs as well as those who are more-able.

## 2.0 Introduction

The school consider it is vitally important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

This policy follows the guidance set out in the Equality Act 2010.

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehavior when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.



## Coronavirus (COVID-19)

Pupils and parents should be made aware that this policy and its sanctions apply if and when pupils are working in a virtual environment outside of the normal school setting.

### 3.0 Aims and Objectives

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum and therefore demand planning, tracking, recording and evaluating as part of the goal we have for high standards of conduct by means of encouraging personal development in pupils.

We aim:

- To ensure consistency and care;
- To be fair and be seen to be fair;
- To treat all with respect;
- To have clear expectations and strategies to ensure they are met;
- To build and rebuild self-confidence self-esteem and self-respect in pupils;
- To provide planned activities which motivate pupils academically and socially.

These objectives for behaviour are derived from the aims listed above.

### 4.0 General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
  - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
  - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

### 5.0 Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows



- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

The school acknowledges that children require a range of approaches for successful behavior management and therefore reasonable adjustments will be made where appropriate. For example, the policy and procedures may be amended where necessary for EYFS or children with SEND.

Conventions for social development represent the unwritten rules by which a learning community manages reasonable behaviour which has the good of the community uppermost.

Social conventions that we follow will be consistent with the following precepts:

- We understand it is normal to make mistakes;
- All should be sensible, thoughtful and kind to others;
- We should think before we speak or act;
- We should walk calmly around the building and grounds to be safe;
- We should help each other and get on with everyone;
- We should be respectful to others;
- We should tolerate reasonable difference and celebrate diversity.

In Halley House School if a child successfully applies these conventions, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- (i) Warm relationships;
- (ii) A stimulating and tolerant social environment;
- (iii) Positive role modeling;
- (iv) Doing what is right.

However, it is also important to have a reward system in place which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success we use the following as rewards.

- a) Non-Verbal Praise:  
Smiles, thumbs up and nods of approval.
- b) Verbal Praise:  
We believe that verbal praise is a most important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class. It can also be given to and by everyone.
- c) Marking Policy:  
Within class the way we mark as part of formative and summative assessment within Assessment for Learning will be used to build on success and provide encouragement by its associated comments and feedback, this will include behaviourally relevant aspects such as calm quiet effort and perseverance.



- d) **Privileges or Jobs:**  
Within each class there will be roles perceived by the children as the giving of responsibility as rewards.
- e) **Other forms of recognition:**  
Children will be rewarded with a variety of other forms of recognition for good behaviour. These may include, but are not limited to: stickers, certificates, notes home, team points, house points.
- f) **Sharing:**  
In recognition of a particular task or behaviour the pupil may share their success with others, for example:
- i) The class;
  - ii) The neighbouring class or teacher;
  - iii) A chosen adult.

The next level of sharing may be to the Headteacher or to the whole school at our Celebration Assembly once a week. The pupil will have the choice to come forward, or have their praiseworthy activity described by an adult.

## **6.0 Consistency**

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

## **7.0 Disincentives to Poor Conduct**

If a child breaks any of the social conventions there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. We consider it vitally important to remember at all times to identify early and target the behaviour, and not the child. As with the incentives, there will be different levels.

- a) **Non-Verbal Signal:**  
Holding eye contact, a shake of head, a slow walk to the child and remaining in proximity using position as a non-verbal signal.
- b) **Verbal Signal:**  
Usually this will be a reminder of the social conventions. At this stage it is usual that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.
- c) **Verbal Warning:**  
A clear concise message. “‘X’, if you carry on with ‘Y’ behaviour then ‘Z’ will happen.”
- d) **Time Out:**



A child will be required to move from their seat to a space available, where they will receive a clear explanation of the behaviour required for them to return to their original seat. This 'behaviour' may be the completion of task or a time period of appropriate action. For BPET schools this will be seen as an opportunity to rebuild positive relationships after a minor incident and will always be followed up with a conversation with an adult about making better choices next time.

- e) For more serious or repeated misbehaviour, the pupil may be referred to the Assistant or Deputy Headteacher or behavior lead who has oversight of the school pastoral care framework and who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident. From this stage onwards information about the incident(s) will be recorded on the child's file.
- f) We do not anticipate escalation to fixed term or permanent exclusion but if an incident warrants this level of consideration by the Headteacher then we will abide by all statutory and allied best practice requirements regarding exclusions.

In all the above strategies once the child has successfully completed their sanction, their modification of their own behaviour will always be acknowledged positively by school staff.

### **Behaviour charts**

For a number of children, behaviour charts with sanctions and rewards agreed with parents can be highly effective. These are put in place by a member of SLT following consultation with teachers.

This is used as a form of support for the child, ensuring that the school and the family work together to promote positive behaviour. They will be time limited and success will be measured and reviewed with the child and parents or carers.

### **8.0 Confiscation**

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
  - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
  - for example, pornography, tobacco, alcohol
- handing items to the police
  - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

### **9.0 Additional Strategies**

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.



## 10.0 Transition

Pupils will be supported in transition into school, between year groups and to secondary school through a planned transition programme. This will include meeting their new teacher and receiving information for parents about the expectations of the new setting or year group.

## 11.0 Physical Restraint

Corporal punishment is not used or threatened, nor any punishment which may adversely affect a child's well-being.

Physical contact may be used appropriately to comfort children who are hurt or upset. Be clear that this is being done for the good of the child. This should be done for as short a length of time as possible.

Physical contact can be appropriate in certain circumstances. For example, administering first aid, demonstrating how to point the toes in ballet by holding the child's foot.

In such circumstances, follow this guidance:

- Public place, not one to one situation
- Having consent of the child before you do it
- Justification must be that it is for the child's benefit

Physical intervention or restraint should be avoided and only used to avoid danger. For example:

- Taking a child's hand to prevent them from touching something hot or running into the road
- Physically stopping a child from throwing something or physically hurting someone else.

Under these circumstances physical restraint is allowable. It is essential that incidents are promptly reported to SLT so that it can be recorded appropriately. You should also ensure that parents are informed on the same day or as soon as reasonably practicable. (Refer to Positive Handling Policy which includes a proforma for recording incidents and a risk assessment form)

## 12.0 Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

## 13.0 Allegations of Abuse Against Staff and Other Adults Working in the School

If an allegation of abuse is made against staff, please refer to the 'BPET Dealing with Allegations of Abuse Against Staff Policy'

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role



however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the [BPET Whistleblowing Policy](#).

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance.

### **Malicious accusations**

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

### **14.0 Outside Agencies**

If, at any time, the Head Teacher or class teacher is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behaviour and will involve outside agencies, such as the Behaviour Support Team.

### **15.0 Behaviour Monitoring**

Formal sanctions will be recorded in the school Behaviour Log. The Assistant or Deputy Headteacher will review log entries on a weekly basis.

### **16.0 Behaviour Reporting**

We will report to parents and carers electronically and on paper regarding issues relating to their child(ren)'s conduct as and when appropriate.

### **17.0 Application**

This Behaviour Policy is for the benefit of all in our school learning community. If it is to be effective everyone must use it with confidence and consistency, and will be required to do so. However we recognise that there may be occasions when special considerations need to be applied and we expect teachers and support staff to use common sense and professional judgement.

### **18.0 Monitoring and Evaluation**

The Headteacher will review this policy statement every two years and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

### **19.0 Cross-references**

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

### **20.0 Approval by the Bellevue Place Education Trust Board**



This policy has been formally approved and adopted by the BPET Board and will be reviewed every two years.

## Appendix A - School Local Adaptation

### Stay on Green

All children are encouraged to make positive choices about behaviour and can influence the outcomes

All staff use a consistent approach to promote positive 'green' behaviours for learning

Children who regularly demonstrate positive behaviours for learning and follow school rules/expectations are recognised and rewarded

All children start each day on green and remain on green for demonstrating positive behaviours for learning

All adults continually reinforce/discuss what 'green' behaviour looks like on a daily basis, during assemblies and during PSHE/Circle Time lessons

Class displays identify children on green using name cards

Adults use specific verbal praise to reinforce positive 'green' behaviours for learning and behaviour expectations

All children ending the day on green earn 1 green point towards their class total

Children always have the opportunity to move back towards green if they have moved onto the other colour warnings (see sanctions below)

Adults should reinforce that 'green is good enough'

Children ending the day on green are awarded 'Green Time' at the end of each week

### Green Time

Children ending the day on green are awarded 'Green Time' at the end of each week

Green Time is a weekly whole-class celebration of positive behaviour for learning at the end of each week. Children who have earned Green Time celebrate with their peers, class teacher and class support staff

Children who consistently achieve behaviour expectations and demonstrate 'green' behaviour are acknowledged and their achievements/efforts celebrated through weekly Green Time



Classes decide in collaboration with their teachers what activities they would like during Green Time

Green Time lasts for 25 minutes and is celebrated every Friday afternoon

Children who end the day on one of the other colour warnings will miss some of their Green Time for that week (see sanctions below)

All children should get at least some of their Green Time so that no one misses their entire weekly celebration

### **Green Points**

Children awarded a green point to reinforce positive 'green' behaviour

Green points should be accompanied by specific verbal praise so children are aware of why they have earned their green point

Green points can be earned collectively as a class.

All green points are added together towards a whole class total.

Classes must collect enough green points to fill their jar to receive a reward.

Any adult can award a green point

Classes decide in collaboration with their teachers on what their whole class reward is. This can be weekly or half-termly depending on what is most appropriate for each class

Once received, green points cannot be taken away

### **Star Awards**

In addition to green points and staying on green, all children have the opportunity to earn one of the star awards beyond green

Adults should reinforce that 'green is good enough'

Star awards can be given out by any adult

Star awards should be used to reward effort and perseverance as well as achievements beyond the 'stay on green' behaviour expectations

Once a star award has been rewarded, it cannot be taken away, however children can still move up/down the colour warnings as appropriate

Each 'star' award earns a child an additional green point towards their class total

Star awards can also be linked to the HHS value of the week to reward children who have demonstrated one of the school values

There are no limits as to how many children can earn a star award each day/week

- Star – sticker and additional green point towards class total
- Shooting Star – sticker, additional green point towards class total and certificate to take home to show parents/carers
- Super Star – sticker, additional green point towards class total, certificate and special recognition during weekly Celebration assembly. Parents/carers are invited to attend these assemblies



### **Celebration 'Star of the Week' Assemblies**

Weekly celebration assemblies are held on Friday mornings with the whole school

Class teachers nominate 2 children each week to receive a 'Star of the week' certificate, celebrating their achievements and efforts during the week

Parents/carers are informed if their child is due to receive a certificate beforehand and are invited to attend the assembly

Names of 'Star of the week' pupils are celebrated and published in the school newsletter and is a 'Star of the week' display in the main school reception

The Headteacher or a member of SLT lead the weekly celebration assembly and children have the opportunity to come up to the front and collect their certificates from the Headteacher and celebrate in front of their peers

### **Sanctions and Consequences - Stay on Green**

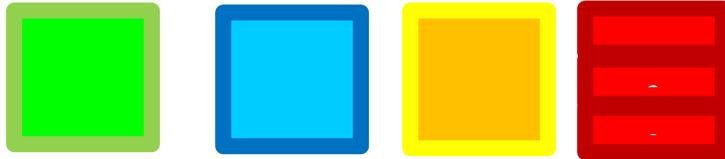


## Colour Warnings

All children start each day on green

Negative choices may see children moving down the colour warnings according to the school scale of sanctions (see below)

Colour warnings range from blue, yellow to red 1 2 or 3



All children have the opportunity to move back towards green if they are on a colour warning

Once children start to turn their behaviour around and begin to make positive choices about behaviour, they should move back towards green (back up the colour scale) as quickly as possible

For low-level or persistent behaviours, all children will receive verbal reminders, encouragement and warnings before moving onto a colour warning

Some behaviours may result in children moving straight to a colour warning further down the scale, depending on the seriousness of the behaviour (see scale of sanctions below)

Children ending the day back on green will earn all of their Green Time for the day (5 minutes each day, totaling 25 minutes at the end of the week)

Children who are unable to end the day on green will miss some of their Green Time at the end of the week

Class teachers monitor any accumulated Green Time across the week and inform a member of SLT

Green Time lasts for 25 minutes and is celebrated every Friday afternoon

Children missing Green Time will be collected at the start of Green Time by a member of SLT and removed from their classes during this time

Children missing Green Time will participate in a weekly HHS Values/Behaviour assembly led by a member of SLT and stay for their allocated missed Green Time before returning to class for the remainder of Green Time

Children ending consecutive days on a colour warning will have an accumulated total amount of missed Green Time as calculated below



All children should get at least some of their Green Time so that no one misses their entire weekly celebration

- Children ending the day on **blue** will miss 2 minutes of their Green Time
- Children ending the day on **yellow** will miss 3 minutes of their Green Time
- Children ending the day on **red 1** will miss 4 minutes of their Green Time
- Children ending the day on **red 2** will miss 5 minutes of their Green Time
- Children who are on **red 3** are subject to immediate SLT involvement as behaviour may result in an internal/external exclusion

### Scale of Sanctions

All staff are aware of a graduated scale of sanctions (see below) in line with the colour warnings

Children may move down the colour warning scale and their names are moved accordingly on their class SoG display

Children are encouraged to reflect on their behaviour choices with all staff facilitating restorative conversations

Children on a red 1 are sent to reflection area in their classroom and complete a reflection sheet (with adult support) as part of their reflective/ restorative process

Children on red 2 complete a reflection sheet (with adult support) in their partner/ neighbour class as part of their reflective/restorative process

Copies of reflection sheets are shared with SLT and parents/carers

Parents/carers receive daily feedback about their child's behaviour from the class teacher or a member of SLT

Stage	Hierarchical	Fast Track	Sanctions
<b>0</b> <b>Initial</b>	-Not settling quickly/lining up quickly -Not walking in line quietly/in correct order -Fiddling/fidgeting -Not looking at teacher -Not responding to whole class hands up signal or classroom transitions -Initial off task behaviour -Uniform/dress issues		No sanctions at this stage. Use behaviour management strategies.  Children warned that if behaviour continues they will move to blue.



<p><b>Blue</b></p> <p><b>2 warnings then move to Blue</b></p>	<p>Several repetitions of stage 0 behaviour even after teacher interaction OR:</p> <ul style="list-style-type: none"> <li>-Pushing into line</li> <li>-Dallying/dawdling</li> <li>-Silly noises</li> <li>-Talking with other pupils during transitions</li> <li>-Interrupting teacher when talking to whole class</li> <li>-Wandering about</li> <li>-Calling out</li> <li>-Interrupting other pupils</li> <li>-Bringing inappropriate items to school (eg sweets)</li> </ul>		<p><i>School staff are to confiscate any inappropriate items brought to school. Such items are handed to the Assistant Head in a labelled envelope. The child may collect the items by arranging to meet the Assistant Head with his/her parent/carer.</i></p> <p>Children warned that if behaviour continues they will move to yellow.</p> <p><b>Adults to use reflection strategies (restorative chat) to move children back towards green.</b></p>
<p><b>Yellow</b></p> <p><b>2 warnings then move to Yellow</b></p>	<p>Repetition of stage 0 or Blue behaviour</p>	<p><b>Move straight to Yellow</b></p> <ul style="list-style-type: none"> <li>-Deliberately creating a disturbance</li> <li>-Accidental damage through carelessness</li> <li>-Cheek/rudeness</li> <li>-Off-hand comments</li> <li>-Minor challenge to authority</li> <li>-Annoying other children</li> <li>-General refusal to do anything</li> </ul>	<p><b>Adults to use reflection strategies (restorative chat) to move children back towards green.</b></p> <p><b>Children may move from yellow, back to blue and then green if behaviour has improved, but is not yet green behaviour.</b></p>
<p><b>Red 1</b></p> <p><b>2 warnings then move to Red</b></p>	<p>Repetition of stage 0, Blue or Yellow behaviour</p> <p><b>Time away from the rest of the class (e.g. at table) to continue on with work (for up to 10 minutes), reflect and give child some space.</b></p>	<p><b>Move straight to Red 1</b></p> <p>Behaviour which poses a risk to others:</p> <ul style="list-style-type: none"> <li>-Deliberately throwing small objects with intention of breaking them or in the direction of others</li> <li>-Damaging school / pupil's property</li> <li>-Repeated refusal to do set tasks</li> <li>-Continued or more serious cheek / challenge to authority</li> <li>-Threatening behaviour</li> <li>-Swearing</li> <li>-Verbal abuse</li> </ul>	<p><b>Adults to use reflection strategies (restorative chat) to re-integrate children back to learning with the class and back towards green.</b></p> <p><b>Children complete reflection sheet in the reflection area.</b></p> <p><b>Classroom adults to complete behaviour log on Arbor.</b></p> <p><b>Once complete children move straight back to Yellow.</b></p>



<p><b>Red 2</b></p>	<p><b>If behaviour has not improved, children can continue reflection time in a partner class (up to 20 minutes)</b></p> <p><b>Children to complete a Reflection Sheet</b></p>	<p><b>Move straight to Red 2</b></p> <ul style="list-style-type: none"> <li>-Repeatedly leaving the classroom without permission</li> <li>-Inappropriate language</li> </ul>	<p><b>TA to escort child to partner class and collect pupil afterwards. Child to complete Reflection Sheet in the reflection area.</b></p> <p><b>If necessary, adult can remain with the pupil to help them complete the Reflection Sheet</b></p> <p><b>Reflection sheets given to SLT. Copy sent home to parents. Teachers must inform parents and talk through behaviour/Reflection sheets at the end of the day.</b></p> <p><b>Classroom adults to complete behaviour log on Arbor.</b></p> <p><b>Once pupil is back in class, adults to move them back towards green as soon as possible.</b></p>
<p><b>Red 3</b></p> <p><b>Requires immediate involvement of SLT</b></p>		<p><b>Straight to red 3</b></p> <p><b>Non-negotiable behaviour</b></p> <ul style="list-style-type: none"> <li>-Refusal to return to class</li> <li>-Intentional physical harm to another</li> <li>-Throwing large/dangerous objects</li> <li>-Serious challenge to authority</li> <li>-Vandalism/theft etc</li> <li>-Extreme danger or violence</li> <li>-Running out of school</li> <li>-Fighting</li> <li>-Continued or directed swearing (at others)</li> </ul>	<p><b>Member of SLT is immediately informed</b></p> <p><b>Classroom adults to complete behaviour log on Arbor.</b></p> <p><b>Highly likely in involve immediate contact with parents and/or exclusion</b></p>

### Missed Green Time reflection sheets

Three 'Missed Green Time' reflection sheets completed in one half term will result in a behaviour letter sent home to parents/ carers informing them of the situation and steps required for improvement.



## Red Reflection Sheet

Pupil Reflection Sheet

**Name**

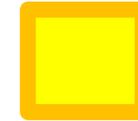
**Class**

**Date**

<b>What I did.</b>	<b>What I was thinking and feeling at the time.</b>	<b>What I have thought about since.</b>
<b>Who has been affected by my behaviour?</b>	<b>How it has affected me?</b>	<b>What I am going to do to fix things?</b>

Teacher comments and signature:

Pupil signature: \_\_\_\_\_



### Missed Green Time Reflection Sheet

Looking ahead

Name	Class	Date
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Why I have missed time from my 'Green Time'?	My behaviour has made me feel?	What I am going to do different next week?

Teacher comments and signature:

Pupil signature: \_\_\_\_\_



## Sanctions and Consequences - Stay on Green in the playground

All staff are aware of a graduated scale of sanctions (see below) in line with the colour warnings.

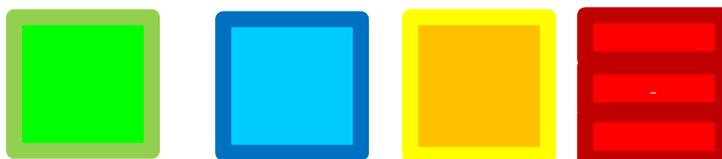
behaviour choices with a member of staff facilitating restorative conversations (if needed).

### Colour Warnings

All children start each playtime/lunchtime on green

Negative choices may see children being given a colour warning card according to the school playground scale of sanctions (see below)

Colour warnings range from blue, yellow to red



- Children receiving a **blue** card will miss 2 minutes of their playtime
- Children receiving a **yellow** card will miss 5 minutes of their playtime
- Children receiving a **red** card will miss 8 minutes of their playtime

Children are encouraged to sit in the reflection zone in the playground to reflect on their behavior.

Children who have received a red card are to complete a playground reflection sheet (with adult support) as part of their reflective/ restorative process in the reflection area.

Copies of reflection sheets are shared with SLT and parents/carers

Parents/carers receive daily feedback about their child's behaviour from the class teacher or a member of SLT

Negative behaviours are dealt with in the playground and not transferred into the classroom.

Stage	Hierarchical	Fast Track	Sanctions
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<p><b>0</b> <b>Initial</b></p>	<ul style="list-style-type: none"> <li>-Not lining up quickly</li> <li>-Not walking in line quietly/in correct order</li> <li>-Being stroppy with peers during games</li> <li>-Not able to cope with turn taking</li> <li>-Not responding to tidy up time</li> <li>-Shouting</li> <li>-Running around playground corners</li> <li>-Playing roughly with playground equipment</li> </ul>		<p>No sanctions at this stage. Use behaviour management strategies.</p> <p>Children warned that if behaviour continues they will move to blue.</p> <p>Use of positive reminders.</p>
<p><b>Blue</b> <b>2 warnings then move to Blue</b></p>	<p><u>Several</u> repetitions of stage 0 behaviour even after teacher interaction OR:</p> <ul style="list-style-type: none"> <li>-Pushing into line</li> <li>-Dallying/dawdling</li> <li>-Silly noises inside the lunch hall</li> <li>-repeatedly shouting at peers</li> <li>-Bringing inappropriate items to school (<i>eg sweets</i>)</li> <li>-Ignoring lunchtime staff instructions</li> <li>-running in the lunch hall</li> </ul>		<p><i>School staff are to confiscate any inappropriate items brought to school. Such items are handed to the Behaviour Lead/ Assistant Head in a labelled envelope. The child may collect the items by arranging to meet the Assistant Head with his/her parent/carer.</i></p> <p>Children warned that if behaviour continues they will move to yellow.</p> <p><b>Adults to use reflection strategies (restorative chat) to move children back towards green.</b></p>
<p><b>Yellow</b> <b>2 warnings then move to Yellow</b></p>	<p>Repetition of stage 0 or Blue behaviour</p>	<p><b>Move straight to Yellow</b></p> <ul style="list-style-type: none"> <li>-Deliberately teasing</li> <li>-Ignoring adult instructions</li> <li>-Persistent inconsiderateness or unkindness</li> <li>-Cheek/rudeness to peers and/ or adults</li> <li>-Play fighting</li> <li>-Minor challenge to authority</li> <li>-Annoying/ antagonising other children</li> </ul>	<p><b>Adults to use reflection strategies (restorative chat) to move children back towards green after their time out.</b></p>



<p><b>Red 1</b></p> <p><b>2 warnings then move to Red</b></p>	<p>Repetition of stage 0, Blue or Yellow behaviour</p> <p><b>Time away from the rest of the children to gather thoughts and calm down (for up to 8 minutes), reflect and give child some space.</b></p>	<p><b>Move straight to Red 1</b></p> <p>Behaviour which poses a risk to others:</p> <ul style="list-style-type: none"> <li>-Deliberately throwing small objects with intention of breaking them or in the direction of others</li> <li>-Damaging school / pupil's property</li> <li>-Continued or more serious cheek / challenge to authority</li> <li>-Threatening behaviour</li> <li>-Continued or directed swearing</li> <li>-Verbal abuse</li> <li>-Fighting or serious threat of physical violence</li> </ul>	<p><b>Adults to use reflection strategies (restorative chat) to re-integrate children back to learning with the class and back towards green.</b></p> <p><b>Children complete reflection sheet in the reflection area. If necessary, adult can remain with the pupil to help them complete the Reflection Sheet</b></p> <p><b>Playground adults to complete behaviour log on Arbor.</b></p> <p><b>Reflection sheets given to SLT. Copy sent home to parents. Teachers must inform parents and talk through behaviour/Reflection sheets at the end of the day.</b></p>
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**Playtime Reflection Sheet**



Pupil Reflection Sheet

**Name**

**Class**

**Date**



<b>What I did.</b>	<b>What I was thinking and feeling at the time.</b>	<b>What I have thought about since.</b>
<b>Who has been affected by my behaviour?</b>	<b>What I will do to first solve this issue.</b>	<b>What I am going to do different next time?</b>

Teacher comments and signature:

Pupil signature: \_\_\_\_\_