



The Trent-Rylands Federation



Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

POLICY FOR PUPIL BEHAVIOUR

- **THIS DOCUMENT IS** a statement of the process of managing behaviour successfully at Trent Vale Infant School and Beeston Rylands Junior School.
- **IT WAS DEVELOPED** in 2022-23 through a process of consultation with teaching staff, support staff, governors and pupils
- **IT WILL BE** continuously reviewed, updated and approved by the Governing Body, Headteachers, Staff and Pupils
- This policy will be **REVIEWED ANNUALLY**

| | | | |
|----------------|-------------|-------------|-------------|
| Date of review | Autumn 2024 | Autumn 2025 | Autumn 2026 |
| Signed | | | |

Introduction

Good behaviour is an essential condition for effective teaching and learning to take place. A sound approach to behaviour management is a vital foundation for the spiritual, moral, social and cultural development of children (SMSC). At the Trent-Rylands Federation we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be developed and supported. It is the responsibility of the parents/carers to share with the school in helping their children to behave well. We aim to foster an atmosphere and environment where children feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect.

1. Aims of the policy

- To promote good self-regulated behaviour for learning within school and in the wider community
- To enable children to understand the consequences of their behaviour and actions and take responsibility for their actions
- To enable all children to behave in a way which shows respect and care for themselves, others and their environment
- To help and support children in accepting and following school rules and behaving appropriately in school
- To value the diversity of our school community and to meet the needs of our children
- To promote consideration and respect for others and property within school
- To set high standards and have high expectations of all children
- To ensure children move safely around school
- To ensure the emotional and physical safety of everyone in our school
- To promote pride in our school environment
- To promote positive behaviour and to deal with unacceptable behaviour immediately

- To recognise and act upon any incidences of bullying or direct and in direct discrimination **immediately**
- To be consistent and fair and to give the children positive recognition and reinforcement to their school community.

Equal Opportunities

We believe it is the right of all children, regardless of their gender, ethnicity, physical or academic ability, skills, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We are committed to challenging stereotypes and discrimination. We recognise that children's behaviour can be variable and can be affected by the situation. At Trent-Rylands we feel it is important for all staff to have a whole school approach to promoting positive behaviour with clear and consistent expectations. In certain cases, a child may present challenging behaviour. For a variety of reasons, they may find it difficult to follow our Trent-Rylands rules. In these cases, the child will have a Behaviour Support Plan with specific behaviour targets and strategies. There will be clear and appropriate rewards and sanctions. These will have been agreed with the class teacher, Headteacher and parents and carers. The school is committed to its legal duties under the Equalities Act 2014 in respect of safeguarding and children with special educational needs. See also school's SEND policy.

2. Drivers and values

We have three drivers that shape our curriculum – **Possibilities, Responsibility** and **Community**. They come from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values.

We have interwoven these drivers throughout our curriculum and they are explored alongside and within the breadth of study. Pivotal to this policy is the driver **responsibility**.

Responsibility

We strive for children to have a strong sense of themselves and to understand what is right and wrong and why. We help children to relate to and help others: acting on somebody else's behalf if they need it. Alongside this we believe that children should have a strong sense of responsibility and duty to the world in which they live and to protect, sustain and future proof our environment. Even the smallest act can make a difference.



3. PROCEDURES, PROCESSES AND ROLES

All children are capable of behaving appropriately. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework.

At the Trent-Rylands Federation, individual effort is valued, and individuals are encouraged to develop self-discipline and a sense of their own worth. To support this development, the children are taught to understand the nature of behavioural expectations and how achievement can be valued. This teaching is centred on the 'Trent-Rylands Rules' which emphasise what we expect children to do as well as explaining what we do not expect them to do. We believe that the TR rules can help children to be successful learners by developing self-respect, self-control and respect for others individuality, cultures and beliefs.

Our Trent-Rylands Rules are always in effect and should be followed by **everyone** in the School community. All staff have a responsibility to ensure the children always follow the school rules. If they meet a child behaving inappropriately, they should address the incident with reference to the Trent-Rylands Rules. The school rules should be discussed regularly with the children to ensure that all children have a clear understanding as to their meaning. It is important that staff use the wording of the school rules with all children, to ensure consistency throughout the school.

Our Trent-Rylands Rules are:

- **We are gentle; we don't hurt others (tolerance/self-restraint)**
- **We are kind and helpful; we don't hurt anybody's feelings (empathy and compassion)**
- **We listen; we don't interrupt (respect)**
- **We are honest; we don't cover up the truth (integrity)**
- **We work hard; we don't waste our own or others' time (resilience and cooperation, determination)**
- **We look after property; we don't waste or damage things (responsibility)**

Children should be given strategies to cope in conflict situations without resorting to aggression. If someone upsets or hurts them, they should:

- Walk away
- Do NOT do the same things back
- Say "STOP IT, I DON'T LIKE IT"
- Tell an adult if you are hurt, sad or angry

3.1 Encouraged Acceptable Behaviours/ Habits

Whilst following the Trent-Rylands Rules it is also expected that all children and staff follow the expectations of behaviour in different areas of school. These are simplified when necessary to meet the needs of EYFS and KS1.

Classroom/carpet

We use our manners (please, thank you, good morning)
We look at and listen to the person speaking.
We put our hands up to show we would like to contribute.
We work hard and do our best.
We allow others to learn by not distracting them.

Playground and entering school BRJS

We take turns and share in the playground.
We sometimes win games, we sometimes lose; it doesn't matter.
We play gently and never play-fight.
We speak to an adult if we are upset or angry and accept their help.
We stop when the whistle is blown.
We walk sensibly into school.

Playground -PIP rules - TV

We help each other to play
We decide the rules together
We solve any problems by talking
We are always safe
We play fairly
We help to tidy away

Assembly

We walk into and leave assembly quietly.
We hold doors open for others.
We look at and listen to the person speaking.
We put our hand up if we want to say something.
We try our best to take part and share our ideas.
We are quiet at 0 when the adult counts back from 5.
TV: We allow others to learn by not distracting them.

Around school

We line up in register order and walk around school quietly.
We stay in our lines.
We hold doors open for others.

Toilet Routines

We only go to the toilets when we need to use them.
We leave the toilets clean and tidy.
We allow others their privacy.
We are quiet.

Lunch time- in the hall.

We line up quietly and keep our hands and feet still.
We use out indoor voices.

The Trent-Rylands Federation

We listen to adults' instructions.

We only talk to people sitting near us whilst we are eating.

We do our best to try different, healthy foods.

BRJS We take our time eating our food.

TV We always tidy up after ourselves.

These all work alongside our school values and are discussed regularly in class and whole school assemblies and discussed regularly with the School Council.

3.2 Rewards and Sanctions

In the EYFS and Key Stage 1 we aim for green behaviour. Green is keeping all of the Trent-Rylands rules. Teachers will always refer to behaviours they see with a colour reference so that children are clear about what is acceptable. “ Well done, walking sensibly is green behaviour- it keeps everybody safe”.

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| <p style="text-align: center;">Green behaviour</p> <ul style="list-style-type: none"> • Explicit green behaviour is displayed and discussed with children. Green behaviour is positively rewarded • Redirection - Non green behaviour results in a reminder of green behaviour and a redirection to draw attention to green behaviour . |
| <p style="text-align: center;">Amber</p> <ul style="list-style-type: none"> • If this behaviour continues the child is told they are showing amber behaviour • Correction- Verbal feedback linked to the school rules making it clear how the behaviour can be corrected. A clear verbal description of the solution and purpose. To make the child aware of their amber behaviour and clearly outline the consequences if they continue. • If a child continues to show amber behaviour then they will be told they are showing red behaviour. |
| <p style="text-align: center;">Red</p> <ul style="list-style-type: none"> • Children who show a first incident of red behaviour will have a 5-minute time out within their classroom. This may be for a build-up of amber behaviour or an instant red (e.g disrespect or physical incidents). A clear explanation by the adult will be given to the child prior to the time out. After the 5 minutes has finished, the adult will talk to the child about what has happened and discuss together how to move forward in a positive way. This will be recorded on the Class Behaviour Record. • If a child’s behaviour continues to be red, then they will be sent to a partner classroom for a 10-minute time out. A clear explanation by an adult will be given to the child. After the 10 minutes has finished, the adult will talk to the child about what has happened and discuss together how to move forward in a positive way. This will then be recorded on the Class Behaviour Record. • If a child’s behaviour continues to be red, or if there is an incident of extreme/physical behaviour or disrespect, then they will be taken to the Headteacher for a 15-minute time out. A clear explanation by the headteacher will be given to the child. This will then be recorded on the Class Behaviour Record. A conversation will be had to inform the parents/carers of their child’s behaviour. <p>If the behaviour has been very extreme parents will be contacted immediately by the school.</p> <p>Following a Instant red , there always needs to be a restorative conversation.</p> |

Restorative Conversation after an Instant Red

1. What happened? (Neutral, dispassionate language.)
2. What were you thinking/ feeling at the time?

3. What have you thought/ felt since?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently?

Play and lunch times

- Children may be asked to accompany a midday supervisor for an appropriate length of time in order to de-escalate any low level/amber behaviour.
- When red behaviour is reported by another child or witnessed by an adult, the adult will take the time to find the cause of the behaviour and understand the full story. Fairness and consistency are important to establish positive play and for children to understand the alternatives to their behaviour and the consequences of their behaviour. If the behaviour is established as being Red – then the child will have time out on the playground. Restorative conversations will follow this.
- If the behaviour is extreme the child will go straight to red and this may be having a time out outside on the playground or to the Headteacher's office as appropriate.
- At the end of playtime, the class teacher will be informed if a child in their class has been on red and this will be recorded on the Class behaviour record.
- At lunchtimes the MDSAs will record any children who go onto red on the lunchtime Behaviour Record. This will then be taken around all the appropriate classes so the teacher is aware of any incidents.

CHANCE CARDS

If an adult sees a pupil following a Trent-Rylands school rule and behaving properly inside or outside of the classroom they can award the child a chance card. The child writes their name and class on the card and posts it into the chance card box in the classroom.

During Superstar assembly each week the chance cards are collated in a big box and the Head teacher will draw out 15 chance cards whereby winners can choose a small prize. The chance cards are then placed in to the Super Cchance box for a ½ termly draw where the prizes are much bigger.

PROUD CLOUD

Proud Cloud Certificates are given to the class that has shown the best lunch time behaviour. The children collect up to 3 stars/ ticks daily from their MDS if they :

1. Walk and line up quietly - Corridor Creepers
2. Use inside voices
3. Listen to the adult
4. Eat sensibly and take our time
5. Tidy up after ourselves.

These are recorded on a chart outside the office and tallied up at the end of each week. A Proud Cloud certificate is given out in assembly. Certificates are monitored so that classes can be set individual goals if necessary.

STAR CHART

Each class have a star chart within their classrooms with room for 30 stars. These charts reward the children as a class for following the school rules and showing green behaviour. The aim of these stars is to show them that when they work together as a community and take whole class responsibility they have numerous possibilities for class rewards.

The class can receive stars from their class teacher, from other members of staff and also from the Head Teacher. They will be given for showing green behaviour in assembly, in the corridor, lining up times, tidy up times etc. They can be given up to 3 stars at any one time.

The class can then trade the stars for a reward that they have communally agreed. They made against small rewards, for example extra play to larger rewards such as a non – uniform day. The number of stars traded will match the reward and will be decided by the children.

SUPERSTAR CERTIFICATES

- 2 children are awarded 'Superstar certificates' each Superstar assembly by the class teacher. These are for children who have shown exemplary behaviour for learning, reading and for following the Trent-Rylands rules.
- The class teacher brings their Superstar certificates to Superstar assembly.
- Certificates are sent home.

AFTERNOON TEA

- Each week one child from each class will be given a green certificate and an invited to afternoon tea with the Headteacher.

This certificate is explicitly given for following the Trent-Rylands Way and following our values.

WORK TAKEN TO SLT

Each teacher will choose x2 children per week to go to the Headteacher's office to show work where a high amount of effort has been put in. The children will be rewarded verbally and with a special SLT sticker.

In Key Stage 2 we aim for a green card in the front of the class wallet all day. Green is keeping all of the Trent-Rylands rules.

A large wallet is displayed in the classroom and each child has their name in a section.

GREEN CARD

- We use a green card system displayed in a large whole class wallet.
- All children start on green at the beginning of each session (start of day and after lunch).
- If a child only has remained on their green card in their section at the end of the day they earn a class point.
- Class points earn children behaviour certificates.
- Extra class points can be earned throughout the day for keeping the Trent-Rylands rules.
- Children who stay on green all week will have their name placed into a raffle. 1 winner from each class will have afternoon tea with the Headteacher and be given a sticker.
- If a child has continuously had a green card in their section leading up to a 'Let's get' session they will have the opportunity to pick their chosen session first.



POINTS – based on staying on green all day and extra points can be given throughout the day

BEHAVIOUR CERTIFICATES

- **15 ticks – BRONZE** certificate
- **20 ticks – SILVER** certificate
- **25 ticks – GOLD** certificate
- **30 ticks – SUPER GOLD** certificate
- **30 ticks – PLATINUM** certificate
- **35 ticks – DIAMOND** certificate
- **45 ticks – HEAD TEACHER** certificate
- **45 ticks – SUPER HEADTEACHER** certificate

LET'S GET SESSION

We run 'Let's Get' Sessions linked to the behaviour system at the end of every half term. Children are given options to choose the activity they wish to take part in. The activities provide enrichment opportunities for the children and include activities such as football, sewing, cooking, ICT with many more offers from the staff. The children have the opportunity to practise, enjoy and learn something new.

Yellow card

- A child who is not showing green behaviour is given a warning. Adults must support the child to de-escalate the situation (a little intervention here could prevent a lot of disruption later).
- If they continue to misbehave then they move to a yellow card and an adult in the class will place a yellow card at the front of the class wallet.
- The child is supported by the adult again to de-escalate the situation. e.g, moving the child to a different place in the classroom.
- Positive praise is given as soon as possible and the green card is placed back at the front of the wallet.
- A yellow card is 2 minutes deducted from the 'Let's get' session.
- This loss of time, where this occurred and for what behaviour is recorded.

1 and 2 Red Cards

- If a child is on a yellow card and their misbehaviour continues, they will receive another warning. Again, adults must support the child to de-escalate the situation.
- If misbehaviour continues, then a red card will be placed at the front of the wallet by an adult.
- The child will be moved to a table by themselves for 5 minutes. This loss of time, where this occurred and for what behaviour is recorded.
- 5 minutes from the 'Let's get' session will be lost.
- The child's green card will be placed to the front of the wallet as soon as they return to their original place.
- If the behaviour continues then a second red card will be given and the child will take this card to the partner class for 10 minutes. Classes are partnered between lower and upper school. 10 minutes from the 'Let's get' session will be lost. The time loss and behaviour will be recorded by the class teacher.
- The child's class teacher has a brief discussion with them to mark the end of the consequence and ease reintegration.
- 2 red cards in one day will also result in missing the next available play in the partner class.
- If the class teacher feels that a child is moving to red too frequently, then this should be raised with the headteacher to decide the next course of action.
- Behaviour at this level is recorded by the class teacher and reviewed by the SLT at least every half term.

3 Red cards in one day

- It should be very rare for a child to get three red cards in one day
- If a child has received 2 red cards and misbehaviour continues they will receive another warning. Again, adults must support the child to de-escalate the situation
- If the behaviour continues then a third red card will be given and a member of SLT is called.
- An appropriate length of time is spent in the headteachers office. This will be decided between SLT and the class teacher. A third red card is the equivalent of losing a further 15 minutes from the 'Let's Get' session.
- SLT will contact the parent to inform them of their child's behaviour.
- The time loss and behaviour will be recorded by the class teacher.
- Behaviour at this level is also tracked and recorded by SLT.

Instant red

- An instant red would be given for extreme behaviour. (e.g. Verbally aggressive, extremely offensive language, physical violence)
- It should be very rare for a child to receive an instant red card.
- This will lead to being in the headteacher's office for an agreed period of time between SLT and the class teacher. Class teacher must provide work.
- SLT will contact the parent to inform them of their child's behaviour and may organise a short meeting between child, parent, class teacher and SLT member at the end of the day.
- The behaviour will be recorded by the class teacher.
- Behaviour at this level is also tracked and recorded by SLT.
- A restorative conversation will be had with a child who has had an instant red and the amount of time missed from their 'Let's Get' session will be agreed and explained to them. There will be a discussion about their behaviour and how they can improve.
- Internal/external exclusions will be considered at this stage where necessary.

Some children will have a Behaviour Support Plan which will also be used alongside and will occasionally supersede this strategy.

Restorative Conversation after an Instant Red

1. What happened? (Neutral, dispassionate language.)
2. What were you thinking/ feeling at the time?
3. What have you thought/ felt since?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently?

LUNCHTIME

We expect children to have a high standard of behaviour at lunchtime. Middays can reward classes with Class stamps as detailed below.

Midday supervisors follow the same system for yellow and red cards using a 'Time out zone' in the quad for red cards. Children need to go to the area as directed by the midday.

A separate lunchtime record is kept by the lead midday and is shared with the Headteacher weekly. The Headteacher also collates the time lost from the 'Let's Get' session and totals this with the behaviour records kept by the class teacher.

Middays give out weekly certificates picking one child who has been actively keeping one of the school rules. The focus is discussed with the Head teacher and focus will change according to what is topical and appropriate to focus upon.

CLASS STAMPS

- The **Class Stamp chart** is displayed near the office.
- If an adult sees the whole class following the rules – walking down the corridor, lining up properly, etc - then the adult can award a class stamp.
- The Class stamps are added up at the end of each half term and a treat such as extra play is awarded.

STAR CERTIFICATES

A special "Star Assembly" is held every Friday. "Star Certificates" are awarded weekly in this assembly to two or three children from each class who have displayed excellent behaviour and a positive learning attitude. Certificates are sent home.

AFTERNOON TEA

Each week one child from each class will be chosen to have afternoon tea with the Headteacher. Children who have stayed on green all week will write their name on a raffle ticket and one will be drawn out. The child whose name has been drawn will be rewarded for keeping the Trent-Rylands rules all week with afternoon tea.

Work taken to SLT

Each teacher will choose x2 children per week to go to the Headteacher's office to show work where a high amount of effort has been put in. The children will be rewarded verbally and with a special SLT sticker.

Children with Special Needs

We will make reasonable adjustments in the application of the behaviour policy where there are individual pupils with SEN or behavioural disabilities, and any other pupil at risk of disaffection and exclusion. The school will make special education provision for pupils whose behaviour related difficulties require it.

We will plan pro-actively how the school's disciplinary framework should be applied to each of these pupils and ensure that those in contact with the pupil know what has been agreed. There will be a named key person in school who knows the individual children well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework in the case of a particular child.

Online issues / mobile phones

Where it is suspected that an electronic device is in school and that the use of the device poses a risk to staff or pupils; is a device which uses the internet such as a mobile phone and is related to poor behaviour online, staff will search, confiscate and contact parents/carers to examine the phone. Pupils are not allowed to bring mobile phones onto the school site, unless they are in Year 5 / 6 and have permission from the Head Teacher. Any year 5 / 6 with permission to bring their mobile phone onto site must leave it with their class teacher. Any use of a mobile phone on the school site will result in the phone being confiscated and only returned to a parent/carer who can collect it at the end of the school day. For further information, please refer to related policies at the end of this policy.

Additional Strategies for repetitive yellow/red behaviour

If a child's behaviour does not improve over time, additional strategies revised sanctions may be used to help improve the behaviour.

- Discussion with SLT and class teacher about children who have regularly been given yellow/red cards and why – use of detailed behaviour records.
- A meeting with the child and SLT to discuss the unacceptable behaviour and revised sanctions.
Revised sanctions – Warning, red card, and straight to partner class for 10 mins with work to complete. Miss next playtime. This revised sanction should only be applied in the context of the 2 noted unacceptable behaviours and not for other yellow/red behaviour.
- Alongside this meeting a telephone call/e mail correspondence/letter correspondence with the parent to inform them of the behaviour and subsequent meeting.
- Regular reviews between SLT, class teacher, child and parent/carer to develop an explicit understanding of what is happening and why and how it can be changed.

Lunchtime

If an identified child who shows repetitive yellow/red behaviour misbehaves at lunchtime then they will miss the rest of their lunch break and the subsequent lunchtime. They will sit outside the headteacher's office during this time.

Other Considerations:

- A bespoke behaviour chart can be drawn up to help the child overcome the specific behaviours. This can be in consultation with the SENCO and, if necessary, relevant outside agencies aimed at modifying behaviour.
- A home-school agreement/contract specific to the child's behaviour can be written. This will be signed by the child, staff working with the child, SLT and parent/carer.
- Clear sanctions will be written on the home-school agreement/contract should specific behaviours occur.
- Short term incentives such as time spent with the PE coach at lunch times, assisting as play leaders can be utilised.

- Work can be set and completed in the Head teacher's office and this sanction can be utilised in collaboration with the class teacher.

Principles and Procedures for Exclusion

- At The Trent Rylands Federation exclusion is considered to be the last resort. Exclusion can be Fixed-Term or Permanent.
- DfE guidelines detailed in the publication 'Exclusion from maintained schools, Academies and pupil referral units in England; A guide for those with legal responsibilities to exclusion' and LA guidelines are followed absolutely.
- Exclusion at lunchtime is an option that can be used. Unacceptable behaviour at lunchtime may result in a child having to go home for lunch for up to a week.
- Please refer to 'Children's Behaviour in School' volume II – Responding to Challenging Behaviour' for up to date guidelines. Updated information is available on 'Wired'.
- The Head Teacher retains the right, and the sole responsibility, to exclude any individual whose behaviour is wholly unacceptable in school.

References:

Children's Behaviour in Schools Volume I – The Good Practice Guide
Children's Behaviour in Schools Volume II – Responding to Challenging Behaviour
<http://wired.nottsgov.uk> – The Local Authority Community - Behaviour

BRJS Behaviour Certificates – Record of Points

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The Trent-Rylands Federation

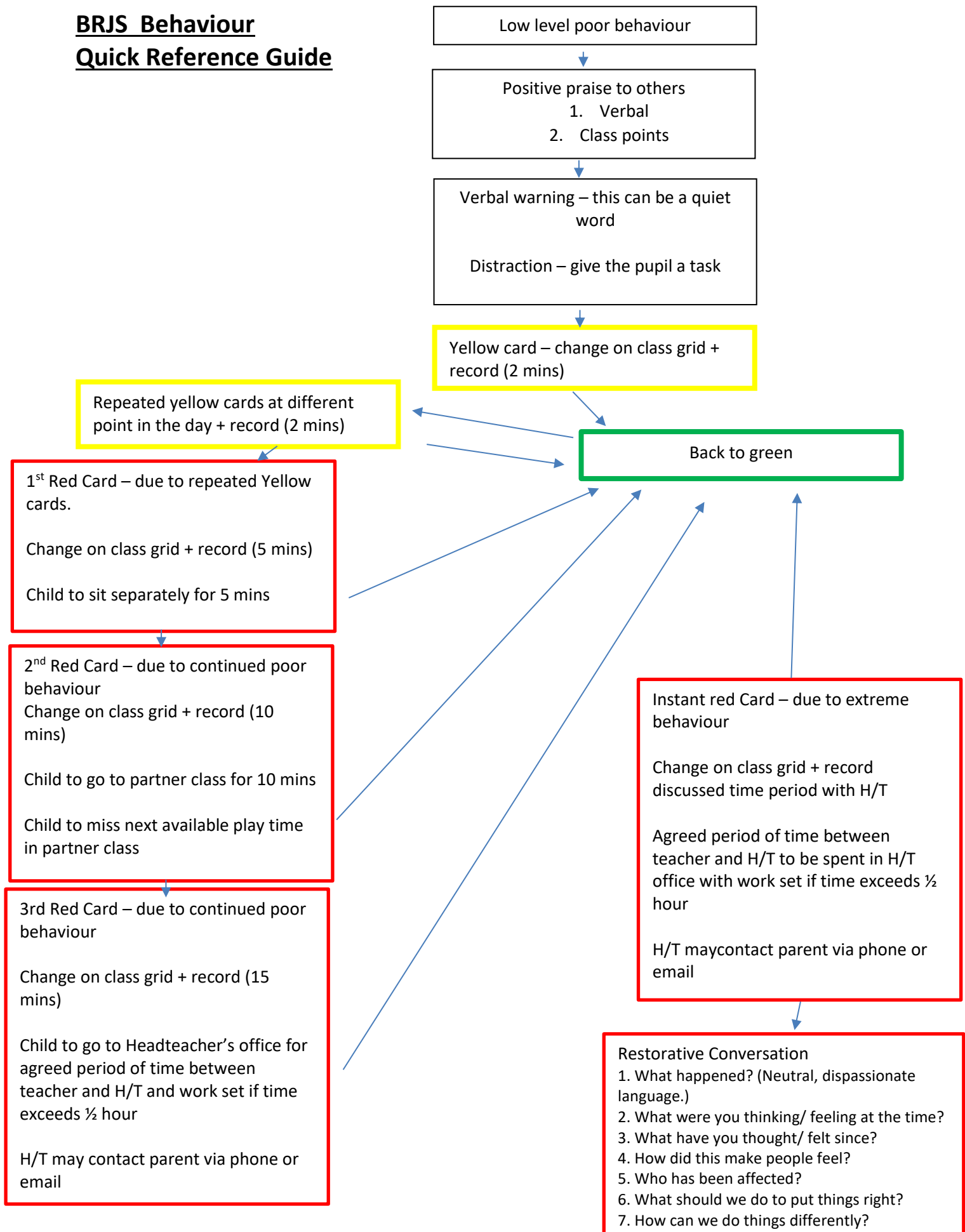
Behaviour Class

Lunchtime

WK

| Date | Time | Name and class | Where | Behaviour | Context / trigger/ why? | Consequence | Adult Initials |
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BRJS Behaviour **Quick Reference Guide**

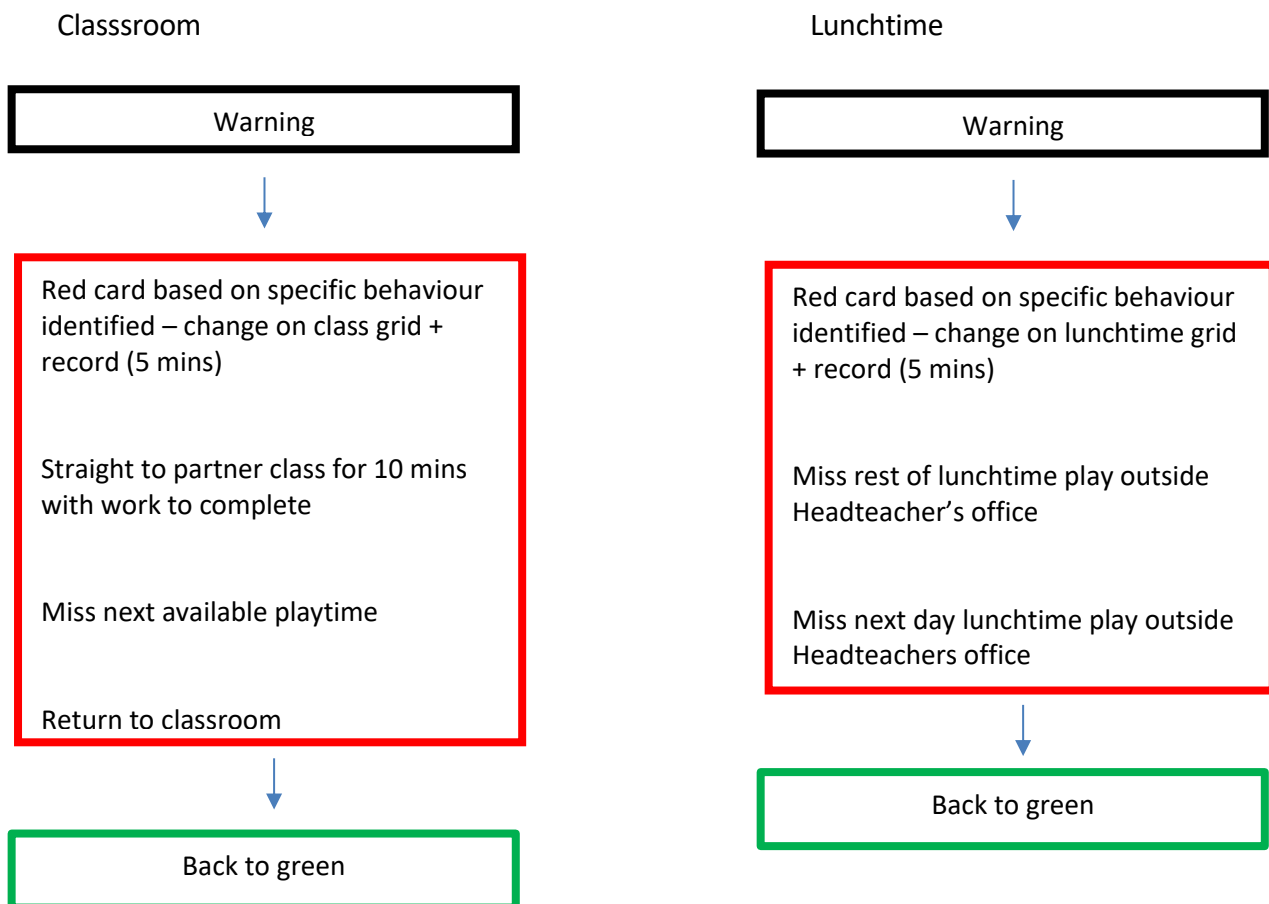


BRJS Behaviour







Quick Reference Guide for Repetitive yellow/red card Behaviour

This guide is for children who have been identified by SLT, from behaviour records, as having repetitively unacceptable behaviour.

1. Analysis of ½ termly records and discussion with class teacher
2. Meeting with SLT and child about unacceptable behaviour and revised sanctions
3. Contact with parents/carers
4. Regular review between SLT, class teacher, child and parents/carers.



BRJS Class Stamp Chart

| | | |
|---|---|--|
|  Birch |  Ash |  Pine |
|  Sycamore |  Willow |  Oak |



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Repetitive Yellow/Red Card Behaviour at BRJS



Name of Child:

Class:

We have noted from behaviour records, and discussions with staff in school, that you are getting too many yellow and red cards for the same behaviours.

The behaviours we have noted are:

- 1.
- 2.

We want to support you to change this behaviour. In order to achieve this we will be using revised sanctions. The sanctions will be applied to the behaviour above.

They are:

1. Warning
2. Red card and straight to partner class for 10 mins with work to complete
3. Missing next playtime – this will include lunchtime play if this is the next available

If at lunchtime:

1. Warning
2. Red card and straight to Headteacher's office for the rest of lunch
3. Miss next day's lunchtime play

We would like to see you change your behaviour and make the correct choices. We will be working with you, the adults in school, and your parents/carers to help you.

Mrs Turner and Mrs Osborne



Trent Rylands Federation

Repetitive Yellow/Red Card Behaviour at BRJS



We are writing to inform you that _____ missed a number of minutes from the 'Let's Get' session before half term due to poor behaviour. They received a high number of yellow/red cards for repeated poor behaviour.

The behaviours we have noted are:

- 1.
- 2.

We are hoping that we see an improvement this half term. We are working with your child to support them to achieve this and have revised the sanctions to support them. The sanctions will be applied to the behaviour above. We believe that immediate consequences will help your child. We also know that your child's behaviour affects their own learning, happiness levels and the enjoyment of school for others.

They are:

1. Warning
2. Red card and straight to partner class for 10 mins with work to complete
3. Missing next playtime – this will include lunchtime play if this is the next available

If at lunchtime:

1. Warning
2. Red card and straight to Headteacher's office for the rest of lunch
3. Miss next day's lunchtime play

We are aiming for this to be short term and to see a quick improvement in your child's behaviour. We will review this regularly and the general behaviour policy will apply once we have seen a sustained change in their behaviour.

Please don't hesitate to contact school if you wish to discuss this further.

Mrs Turner and Mrs Osborne

Links with other policies:

You may find it helpful to read this behaviour policy alongside the other following school policies:

| Policy | How it may link |
|---|---|
| Safeguarding Policy | Includes information about child protection procedures and contextualised safeguarding |
| Child on child abuse policy | Includes information on what qualifies as child on child abuse and the support for children who may become a victim to it. |
| Anti-Bullying policy | Includes information about bullying behaviours and vulnerable groups |
| Online Safety / E-Safety / Acceptable Use Policies | Includes information about children's online behaviour and details about online bullying/cyberbullying |
| Equalities Policy | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics |
| RSHE Policy | Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, and bullying |
| Walking to and from school Policy Including acceptable use of mobile phones on school site | Includes information about sensible behaviour when walking to and from school. A form is included for those that have this permission requesting a mobile phone on school site. |
| Complaints Policy | Includes information about how to make a complaint if you are not satisfied with the school's response |