

- It is the expectation that children demonstrate green behaviours for the majority of the time.
- Children may enter sanctions at yellow for first/minor low level issues.
- Children may enter sanctions at orange or red for more serious incidents (please see below).
- Children should move through the sanctions according to the next steps, there needs to be a clear fresh start approach to positive behaviour management.
- **There is always an element of judgement – however, positive behaviour management is only successful if the process is fair and consistent.**
- During all interactions between adults & adults and adults & children a positive approach must be used. This still allows for pupils to be clearly told by an adult why their behaviour is not acceptable and what they need to do to get back to green behaviour.
- 1,2,3 warning – when giving a child an instruction, the expectation is they will follow it. If they do not follow it immediately, repeat the instruction and use the 1,2,3 warning.
- Say *thank you* when children comply. Do not say *please* when giving an instruction. The use of the word *please* suggests an option.
- If children do not meet behaviour expectations, a firm approach may be needed. Children need clear direction, their behaviour is not optional.

Academy Rules

- Treat everyone and everything with respect and kindness
- Work hard and try your best
- Learn and play sensibly and safely

Academy Social Norms

Our Academy Social Norms need to be taught to children.
Social Norms should be adhered to by all pupils and adults.

Sitting:

- You need to have all 4 legs of your chair on the floor
- Have empty hands and be facing the person speaking to you or your work
- Be sat with your back straight against the chair and hands still on your desk
- If sitting on the carpet you need to be sat with your back straight and hands in your lap

Eating:

- Sit in your seat while you eat
- Talk quietly to the children at your table
- Don't speak with your mouth full
- Keep the tables clean

Listening:

- Look at the person who is speaking
- Be still and quiet
- Ask if you don't understand what has been said
- Respond if you are asked a question

How we move:

- We need to remember to line up in register order.
- We need to stand in our line facing forwards with our hands by our side.
- We need to line up and move around the school silently.
- We need to walk when we are in our line and moving around school.

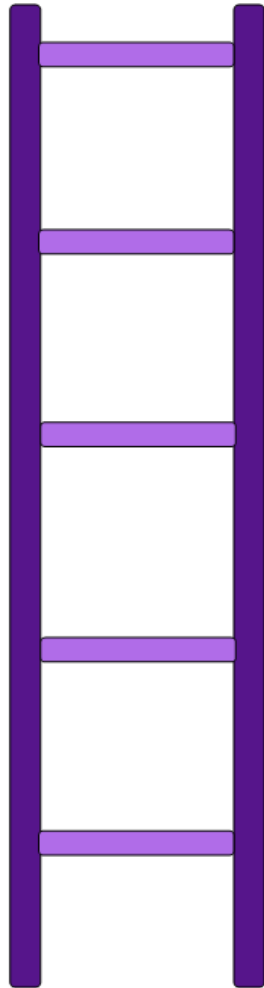
Speaking:

- Be polite and considerate of others
- Use an appropriate tone of voice
- Be aware of your body language and facial expression

Are you a Victastic Learner? Behaviour for Learning Ladders

Reception and Key Stage One

Are you a Victastic learner?



5. Victastic learner

- I always try my hardest.
- I listen carefully and think about my learning.
- I share my ideas with my talk partner and the class.
- I show determination and persevere .

4. Determined learner

- I listen to my teacher and I think about my learning.
- I share my ideas with my talk partner.
- I join in with all activities and tasks.

3. Engaged learner

- I listen to my teacher and talk partner.
- I am sharing some ideas with my partner.
- I am joining in with all activities.
- I follow instructions.

2. Improving learner

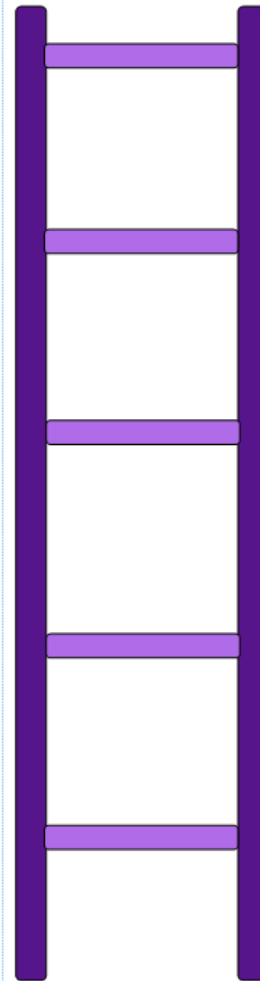
- I am trying to listen carefully.
- I am sharing some of my ideas at the right time.
- I am trying to complete my work.
- I need some reminders to follow instructions.

1. I am not learning and I need to make a change.

- I am not listening to my teacher.
- I am interrupting others' learning.
- I am not completing my work.
- I am not following instructions.

Key Stage Two

Are you a Victastic learner?



5. Victastic learner

- I always try my hardest.
- I listen attentively and reflect on learning.
- I work collaboratively within our school community.
- I show determination and persevere at all times.

4. Determined learner

- I listen to my teacher and reflect on my learning.
- I share my ideas with my talk partner.
- I participate fully with all activities and tasks.
- I ask questions to clarify and check my understanding.

3. Engaged learner

- I listen to my teacher and talk partner carefully.
- I respond to my teacher and talk partner.
- I am sharing some ideas with my partner.
- I am joining in with all activities.
- I follow instructions.

2. Improving learner

- I listen to my teacher and talk partner.
- I am beginning to share my ideas at the right time.
- I am trying to complete my work.
- I need some reminders to follow instructions.

1. I am not learning and I need to make a change.

- I am not listening to my teacher.
- I am interrupting others' learning.
- I am not completing my work.
- I am not following instructions.

Green behaviour is the expectation for all children.

To ensure this:

- Teach children the expectations
- Remind frequently
- Reward meaningfully, regularly and fairly
- Be consistent
- Make green behaviour the place to be for pupils in your class

Misbehaviour is categorised into yellow, orange and red behaviours.

Pupils should be explicitly taught what yellow, orange and red behaviour looks like and the consequences of demonstrating these behaviours.

See each section below for specific guidance.

Pupil Sanction	For example	Staff action – Pupil consequences	Next steps
Positive Response	<ul style="list-style-type: none"> • Incorrect equipment e.g. book bag, PE kit, library book, coat, water bottle. • Low level disruption • Failure to follow immediate instruction • Failure to participate in learning 	<ul style="list-style-type: none"> • Direct clear instruction given: I need you too... You need to... • Praise when positive response made 	<p>Child back on track – adult says ‘thank you’.</p> <p>Within 5 mins pupils should receive positive praise for compliance.</p> <p>Child not back on track – reminder of Academy Rules</p>
Reminder of Academy Rules	<ul style="list-style-type: none"> • Continuation of Low Level Disruption, poor behaviour, or refusal to follow instructions. • Continued failure to participate in learning 	<ul style="list-style-type: none"> • State: We follow adult instructions first time • Refer directly to the academy rule that the child is not following • Conversation with the child (privately) to reiterate expectations 	<p>Child back on track – adult says ‘thank you’.</p> <p>Within 5 mins pupils should receive positive praise for compliance.</p> <p>Child not back on track – move to orange</p>
<p><i>For the vast majority of children sanctions at yellow will be enough to get them back on track. A positive response is essential at all times. Rewards are key at this level of sanction to ensure children stay on track after the sanction is applied. Rewarding good behaviour of others will also act as encouragement for these children to stay on track. Fake it until you make it!</i></p>			

Pupil Sanction	For example	Staff action – Pupil consequences	Next steps
<p>Time out in class (5 mins)</p>	<ul style="list-style-type: none"> • Persistent refusal to follow instructions • Persistent refusal to participate in learning • Behaviour is impacting on others 	<ul style="list-style-type: none"> • Class Charts entry • Time out – child moves to a space in the classroom where they can still see the learning (not an identified area). No interaction or reaction. 5 min timer used – child should independently return to learning once timer has run out. 	<p>Child back on track – receive positive praise within 5 mins. An adult needs to ensure they are clear of their learning.</p> <p>Child refuses time out – supported by adult to take 5 mins time out, offer hand, remind again and settle in time out.</p> <p>Time out not successful – time out in partner class (see below)</p>
<p>Time out in parallel class (10 mins)</p>	<ul style="list-style-type: none"> • Refusal to accept in class time out • Not settled back after 5 mins time out • Poor behaviour continues 	<ul style="list-style-type: none"> • Class Charts entry (or updated) • Child taken by an adult to a parallel class • Calm, non-judgemental. No discussion of child’s behaviour between the adults • Child led to a space in the room and timer used for 10 mins (not an identified area) • No discussion between child and adult, however, a positive reinforcement should be given (thumbs up, smile etc). • An adult returns child to own class 	<p>Child back on track – must be supported by an adult to ensure they understand their learning. Positive approach at all times. Recognition and positive praise within 5 mins.</p> <p>Child not back on track - move to red</p> <p>Phase leader should be informed</p> <p>Consider a managed playtime or support in a lunchtime club</p>
<p><i>Children who regularly need sanctions at orange 1 should be brought to the attention of the inclusion team. The class teacher should discuss the level of behaviour support they are needing with parents. Children for whom behaviour is escalating within orange should be discussed with SMT – it is at this point we need to ensure support is given to ensure the child does not move into red, time and effort spent at this level of need will pay back later. Building relationships with children and liaising sensitively and privately with parents is key.</i></p>			

Pupil Sanction	For example	Staff action – Pupil consequences	Next steps
<p>Support required from inclusion team</p>	<ul style="list-style-type: none"> • Failure to get back on track following yellow and orange interventions Or • Serious incident – threat of violence, verbal abuse, swearing, threat of or damage to property etc 	<ul style="list-style-type: none"> • Phone/radio the main office or send an adult • Office staff immediately inform a member of the inclusion team • Child collected by member of inclusion team • Holistic intervention used to support child to return to correct behaviours (e.g. playdough, lego, talking, drawing etc) 15 mins 	<p>After the event private & positive discussion with referring adult to ascertain ABC</p> <p>Discussion with inclusion team to compile or update PSP</p> <p>Consider completion of risk assessment and/or use of a report card</p> <p>Child successfully returns to class and is settled positively by a class adult. Positive praise within 5 mins.</p> <p>Child does not settle back into class – referral to SMT needed</p> <p>(If not ready to return to class – continue support. Reassess every 15 mins. This is a judgement call for the inclusion team)</p>
<p>Referral to SMT</p>	<ul style="list-style-type: none"> • Child does not successfully return to class following inclusion team support Or • More serious incident involving physical assault, violence or endangering the safety of others 	<ul style="list-style-type: none"> • Discussion/reflection on initial incident and the child's participation in the consequences given. Digging deeper and looking for patterns. 	<p>Next steps decided by SMT:</p> <ul style="list-style-type: none"> ➤ Back to class or time away from class ➤ Conversation with parents ➤ Alterations to PSP/PIP ➤ Discussion with all adults involved ➤ Planned inclusion team support ➤ Report card (assessed weekly) ➤ Suspension ➤ Permanent exclusion (refer to exclusions policy)

Children who need behaviour support at red should have a PSP in place. Parents should be aware of the concerns and there should be frequent liaison between home and school. These children will have additional support from the inclusion team, however, the year team support is crucial at this point – the behaviour of all children remains the responsibility of the class teacher with support from their phase leader.