

Possible Rewards	
<p>Following the academy rules.</p> <p>Displaying positive learning behaviours.</p>	<ul style="list-style-type: none"> • Pupil reward points – pupils are awarded reward points for good behaviour. These points are linked with following the academy rules: good attendance, punctuality and displaying positive learning behaviours. Pupils’ points are recorded electronically and the points gained can be swapped for prizes. A maximum of 3 points per lesson can be awarded. • Celebration assembly- selected pupils’ work is celebrated in a weekly assembly • Other rewards include positive verbal feedback, stickers, certificates and badges and texts home
Reminders and Prompts	
<p>General Reminder/Reset Expectations</p> <p>Notice the behaviour, give reminder and offer choice.</p>	<p>A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others.</p> <p>State what is happening and give rule reminder.</p>
<p>C1 Choice</p> <p>Warning and reminder of desired behaviour.</p>	<p>Remind the pupil it is their choice to break the academy rules and the rule they are breaking.</p> <p>Children will now owe back 5 minutes of their time at break time. Offer them solutions on how they can alter their behaviour.</p> <p>Explain failure to correct their behaviour will result in them being asked to work in their paired class.</p>
<p>C2 Consequences</p> <p>Consequence and reminder of desired behaviour</p>	<p>At this point the pupil will owe back 15 minutes of time at break time. Offer them solutions on how they can alter their behaviour.</p> <p>Explain failure to correct their behaviour will result in the being asked to work in their paired class.</p>
<p>C3 Consequences</p> <p>Consequence with move to another learning space</p>	<p>At this point a child will be instructed to leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class. Any child refusing to leave the classroom would result in (C4) and a member of staff from the inclusion team may be called for to support the child to walk to their paired class.</p> <p>Any continuation of behaviour whilst in paired class would result in a consequence (C4), given for unacceptable behaviours such as: <i>walking out of class; refusing to follow a reasonable instruction; swearing; threatening behaviour; foul and abusive language/body gestures.</i></p>
<p>C4 Escalation for severe behaviours</p>	<p>Detention Issued (45 minutes) undertaken over a lunchtime period and supervised by SLT: Parents/Carers informed.</p> <p>6 detentions over a half term period - parents are invited in to discuss with a view to monitoring behaviour and developing interventions where appropriate.</p> <p>*SLT lunch detentions are not to be issued for incomplete work etc,</p>



<p>C5 Possible suspension</p>	<p>only C4 behaviour should be supervised by SLT. Children will be expected to undertake 'reflection' at this point. Attempted assault without injury, breakage or damage or when physical intervention has had to be used. At this point it would also result in a period of seclusion in house with a member of inclusion team staff and removal of break times and lunchtimes if deemed appropriate. Parents/Carers informed and requested to come into the academy to discuss behaviour and possible strategies with the inclusion team. Activation of behaviour plan/external agency involvement.</p>
<p>C5 Possible suspension</p>	<p>C5 Behaviour may result in a suspension from the academy. <i>Physical assault, damage to property, proven allegation of bullying, bringing prohibited items into school eg knife</i> Parents to attend meeting with a member of the inclusion team and a member of SLT. Activation of behaviour plan/external agency involvement. Sanctions range from a period of internal seclusion to a possible 5-day fixed term suspension. If C5 behaviour is persistent and/or severe then the school will follow the exclusion arrangements if necessary.</p>
<p>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated.</p>	
<p>Sanctions to be put in place as appropriate for persistent red behaviour:</p> <ul style="list-style-type: none"> • Letter home to parents • Report card to monitor behaviour over a set period of time • Meeting with parents with a member of SLT • Meeting with external agencies • Lessons in seclusion from the class, the pupil will earn back the right to go back into class. In e very extreme circumstances this could be in increments of 30 minutes per day. • Isolation /exclusion at lunchtimes • Behaviour contract • Behaviour management plan • Seclusion at partner academy • Agreed timetable variation • Suspension • Managed move to another academy temporary or permanent • Permanent exclusion 	