

Positive Behaviour Chart Appendix 3

5. Head Teacher-Step 5

- 5.1 Head Teacher Intervention - involving the team around the child (parents, teachers, SENDCO, Pastoral Support and outside agencies), including relevant documents (behaviour record chart, behaviour incident forms).
- 5.2 Internal Exclusions to opposite Key Stage and relevant AH.
- 5.3 Fixed Term Exclusion (parents, teachers and outside agencies)
- 5.4 Permanent Exclusion

4. Assistant Heads- Step 4

- 4.1 A Pastoral Support Plan created.
- 4.2 For persistent behaviour a Behaviour Record Chart is to be devised with individual incentives for that child, which is to be discussed with the class teacher and parents. The AHs to check in daily with the child over a set period of time. A reward if the child achieves the target (as discussed with class teacher).

3. Head of Key Stage- Step 3

- 3.1 Any child removed to HOKs should have a behaviour incident form completed and filed in Folder 3 on public.
- 3.2 If the teacher speaks to the parents on numerous occasions in a term, the HOKs must set a meeting with the parents to discuss behaviour strategies. The AHs to be informed.
- 3.3 If a serious incident occurs (2.5), HOKs to be involved and AHs informed.
- 3.4 If the behaviour continues, move to the next step.

3. SENDCO/Pastoral Support

- Class teacher to discuss with SENDCO/Pastoral Support if the child has specific needs.
- HOKs to decide whether SENDCO/Pastoral Support needs to be informed and invited to a meeting to discuss strategies if deemed necessary.

2. Class Teacher- Step 2

- 2.1 Positively reinforce the Warden Hill Way
- 2.2 If behaviour continues, issue a yellow and miss 5 minutes of break.
- 2.3 If there is another incident that day, issue a warning and remind the child that the next step is red.
- 2.4 If the child is placed on red, they miss the whole of their break/lunch depending on severity and parents are informed.
- 2.5 If behaviour continues or a serious incident occurs (damaging school property, violence or inappropriate use of language), time out class in HOKs or AHs room and/or miss lunch depending on behaviour and when it occurred.
- 2.6 If there is a second incident within that week, move onto the next step.

MDSA- Step 1

Play and Lunch Times.

- 1.1 Positively reinforce the Warden Hill Way
- 1.2 For low level behaviour give children time to reflect on behaviour by offering a 5 minute time out.
- 1.3 If behaviour is persistent or more serious, move to the next step.

TA-Step 1

In Class

- 1.1 Positively reinforce the Warden Hill Way
- 1.2 Use class behaviour strategies and use a positive reminder of choices.
- 1.3 If behaviour continues, issue a yellow and miss 5 minutes of break.
- 1.4 If behaviour continues, move to the next step.

Play Times

- 1.1 Positively reinforce the Warden Hill Way
- 1.2 For low level behaviour give children time to reflect on behaviour by offering a 5 minute time out.
- 1.3 If behaviour is persistent or more serious, move to the next step

All children start on Green.

Praise positive choices and children move to light blue and on to dark blue for a reward.