



Behaviour Policy

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| Date | December 2017 |
| Ratified by Governors | |
| Review Date | December 2018 |

Byron Wood Academy

Behaviour Policy

Policy Statement

In drawing up this policy the following were consulted

- Staff
- Senior Leadership Team
- Governors

The Pupils, Families and Community Committee of the Governing Body approved it in December 2015

Signed:

Chair of Committee _____

Principal _____

Date to be reviewed _____

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1. INTRODUCTION

Our vision at Byron Wood Academy is to provide an inclusive environment where children participate, reach their potential and are proud of their achievements. All children will have opportunities to gain experiences, which enrich their lives, lead them to become responsible members of society and enable them to be ready for secondary school.

To support us in achieving our vision at Byron Wood Academy, we have adopted five objectives which we consider essential for all those in our community. These objectives are universal to all children - whatever their background or circumstance. The five objectives are to:

- **Be healthy**
- **Stay safe**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Work to achieve economic well being**

Good behaviour is fundamental throughout all of these objectives. Since without being healthy, being safe and being cared for, children will find it difficult to enjoy, achieve or progress to being positive and responsible adults who are able to function and attain economic independence and lead fulfilled lives as functioning members of society.

To achieve a high standard of behaviour in and around school, it is essential that we have an agreed policy which is owned, consistently implemented and upheld **by everyone**, and where excellent behaviour is expected, modelled, practised and accepted as the norm.

2. OUR FIVE SIMPLE RULES

1. We will always be ready to listen, follow instructions and try our best.
2. We will always keep hurtful words, our hands and our feet to ourselves.
3. We will always be in the right place at the right time.
4. We will always look after school and other people's property.
5. We will always show kindness and empathy to everyone.

3. HOW WE ENCOURAGE GOOD BEHAVIOUR

At Byron Wood Academy we encourage pupils to behave well through praise and reward.

ClassDojo

We use ClassDojo, a web-based points awarding system. Every child has an avatar on the website. Children can be awarded points by any member of staff, and these are given to the avatar.

Points should be awarded for:

- Being on time every day.
- Wearing school uniform.
- Transitions around school e.g. coming straight to the line, lining up and waiting sensibly, walking safely and sensibly around school, being class model for transitions front of line – back of line monitor.
- Bringing PE kit or swimming kit. (A standard letter should be sent home if kits are not brought to school. It should **NOT** be written in the back of the Merit Book.
- Bringing a book bag.
- Effort.
- Using good manners.
- Cooperation.
- Having no writing in the back of the book.
- Doing homework and bringing it back on time

The child's individual points are displayed on the website, and these are then displayed on the phase merit chart (displayed in the school corridors). When a pupil's points total 300, 600, 900, or 1200 they will receive a reward. The reward will be given at the end of the half term in which the merit target is achieved. The rewards will be.....

In addition, each week the child in each class who has received the most points that week will receive a prize in class. These should be small prizes, such as special pencils/rubbers, etc.

Group Points

Children can also be organised into Table Groups on the ClassDojo website. Points can be given to whole tables, so that, at the end of the week, the winning table of the week can be rewarded. These should be small prizes, such as special pencils/rubbers, etc.

NB. Points awarded to Table Groups also increase the individual scores of the children in the Group, but points awarded to individuals do not affect the Group score.

Class Reward

The Whole Class points score, which is the total of all the individual scores, is also displayed. This means that a target can be set for the whole class to achieve. Once this has been achieved, the class can choose a reward which they would all enjoy. This should be something low key and local, such as watching a movie in class, a games afternoon, a picnic in a local park, etc.

Stickers and Stamps

For exceptional work/behaviour children will be sent to a member of the SLT to receive an instant reward in the form of sticker or stamps in recognition of their achievement.

Certificates

'Star of the Week' certificates are awarded once a week in assembly to an identified child within the class. The certificate is awarded in accordance with our five objectives. The class teacher will identify which outcome has been achieved and record how it has been demonstrated. This will be read out in assembly and presented to the child and then taken home and shared with their family.

Raffle Prizes

Whole school behaviour targets are displayed in public areas for all to see. Any adult member of school staff gives a raffle ticket to any child seen achieving the target. Parents will be notified of the target in the school newsletter. The raffle for the whole school target will be drawn fortnightly within the 'Star of the Week' assembly usually held on a Friday. One ticket will be drawn and a prize given. Raffle incentives will run on a two-week focus/one week off basis throughout each term.

A golden raffle ticket draw takes place in each classroom once a week. This draw is only open to children who have not received a Behaviour Reporting Form that week. One ticket will be entered into the draw for each child who has achieved this. One name will then be drawn from the class raffle. Each child drawn across the school will be invited to take part in a bake-athon one afternoon the following week. Each 'winner' will bake a tray of buns, which will then be sold as individual buns at a cake stall after school. The funds raised each week will be used to sustain the activity for future children.

Privileges

Children who show that they are reliable are given responsible jobs to do, such as being monitors for various activities or are invited to be ambassadors for the school. Responsibilities include being chosen as a School Council Rep., being the responsible child at the front or back of a line, being a book monitor, playground leader, peer mentor or, for example, being an ambassador at a sports event.

4. OUR EXPECTATIONS

Around School

- We listen and move around school quietly and sensibly, keeping to the left
- We are helpful, polite and use our manners. We say please, thank you and excuse me.

- We look after our school by putting books back on shelves, picking things up if they are on the floor, things such as coats and book bags. We show that we care by turning off taps and leaving the toilets clean and tidy.

In the Classroom

- We ALWAYS make sure we are listening carefully when the teacher is talking.
- We put up a hand if we need to speak.
- We ALWAYS do as we are asked.
- We ALWAYS treat other people in the way we would like them to treat us; take turns when speaking and listen to what the other person is saying and say “please, thank you and sorry”.
- We ALWAYS take care of school property, other people’s things and our own.
- It is everyone’s job to keep the classroom tidy – we are a team we work together to keep it tidy.
- During wet playtimes, we use the wet playtime equipment sensibly, stay in our classroom and use inside voices.
- **We ALWAYS remember that everyone is here to LEARN and ALWAYS give others the chance to do this by being READY to LEARN OURSELVES.**

In the Playground

- We stay outside during playtimes and dinner times.
- We play in the correct areas.
- We stay where we can be seen so that we can get help if we have any problems.
- We are helpful and friendly.
- We ALWAYS listen and show that we care for each other. Adults are there to help us and keep everyone safe. If we have a problem we should tell them.
- We listen to and follow instructions.
- When the FIRST bell goes we STOP/LISTEN and LOOK at the adult in charge. We stand still straight away and listen for the second bell. After the second bell we walk quietly and sensibly to our line and wait to be taken to our classes.

5. WE WILL DISCOURAGE POOR BEHAVIOUR BY:

In the Classroom

Our Teachers will:

- Use positive praise
- Praise good role models

- Use proximity/communicate/redirect to task, give reminders for expected behaviour
- Give visual reminder to redirect and reinforce expectations – including use of Communication in Print for visual aids
- Verbal reminder/reinforcement ‘I need you to …….’
- Allow take-up time
- Use of thank you and consistently repeat clear expectations
- Move child to another seat or an agreed breakout place
- Initiate traffic lights system when someone is not doing as they have been asked after verbal reminder has been ignored.
- If another behaviour is exhibited in any SESSION that day the teacher will continue to move up the traffic light system and proceed with the behaviour policy.
- If additional time out is required after a ‘Thinking Spot’ has been given the child should complete additional work taken from their own classroom until they can be supported calmly back to class or the behaviour system is escalated.

In the Classroom

Children will:

- Stay on task
- Make the right choices
- Take notice of those reminders given to support them either visual, verbal or visual and verbal
- If a ‘Thinking Spot’ has been given – the child should whilst completing it, take the opportunity to refocus and prepare to go back to the classroom calm and ready to learn.
- Understand there will be consequences for inappropriate behaviour and that the choice to misbehave is theirs and theirs alone.
- Move to the red spot if further misbehaviour occurs after a ‘Thinking Spot’ has been given. **Any** further misbehaviour will be recorded on the Behaviour Reporting Form. This will include details of the incident and the consequences given. The parents will need to be informed, and this should also be recorded on the Form. The original Form should be kept in the Class Essentials Folder, and a copy should be given to the Senior Learning Mentor.
- If three Behaviour Reporting Forms are completed in one day, the teacher will place the child on ‘Blue Report’ immediately and follow up as described later in the policy.
- If the child receives four entries of red writing over the period of a week e.g. two entries on Tuesday and one each on Wednesday and Friday – the class teacher will place them onto a ‘Blue Report’.
- The work that a child misses during a lesson due to misbehaviour must be made up either at break, lunchtime or after school

- If a child is expected to stay for more than five minutes, the class teacher that their child is staying to complete work missed will inform parents.
- If we are unable to contact parents on the day of the missed work, then parents will be contacted by a posted letter and the child will be expected to stay behind to make up time on another day. A copy of the letter will be given to the Assistant Head of Inclusion for the child's records and entered by the member of staff giving the detention on SIMS - **any learning time lost will be made up**

Misbehaviour/Poor Behaviour at Social Times- Breaks and Lunch Times

The adult in charge will:

- Call time out - Five minutes time out at the edge of the yard (or class for wet playtimes)
- Further minor re-offences will escalate to a child being sent to a Learning Mentor

Learning Mentor will:

- Follow up the incident and inform of consequence and follow up procedures as appropriate – see later in policy.
- Send to a Key Phase Assistant Head teacher
- Place on a Free Time Report and monitor the report – contact parents
- Supervise any Free Time Detention

Assistant Head of Phase will:

- Work together with Learning Mentors to supervise long term Free Time Detentions
- Where necessary, advice will be sought from Assistant Headteacher Inclusion who will communicate with the Headteacher (or in the absence of the Headteacher, the Deputy Headteacher) re Lunch Time Exclusion. This would be considered for a major incident, including but not exclusive to, persistent re-offences, violence, fighting, insolence to an adult, racist incidents or other severe misbehaviours at the discretion of the Headteacher.

6. REPORT SYSTEM:

Blue Report:

Given by the class teacher when three Behaviour Reporting Forms are completed in any one-day, or where four forms are completed in any week; or where any red writing appears over a consecutive period of three weeks.

The class teacher should contact the parent/carer by telephone by no later than the end of the school day in which the report is instigated, to inform the parents/carers that the child has been placed on report outlining antecedent behaviour and consequence from the incident forming the reason for the report. The entry should then be recorded in the child's Behaviour Log in SIMS and a letter posted to the parent to confirm their actions.

The child will remain on Blue Report for a minimum period of two weeks. The supervising member of staff will complete the report at the end of each complete teaching session. At the end of each day the teacher will sign off the report and discuss that day's entries with the child.

The Mentoring Team with the Assistant Headteacher Inclusion will undertake a review of the child's progress each Friday for that. Where the child has received no further Behaviour Reporting Forms, the Blue Report will be monitored for the following week. If the child then successfully completes the second week of the report with no further Forms, the child can then be removed from report. However, an end of the report discussion will take place between a Learning Mentor and the child. At this discussion they will agree to either remove from report or to monitor for a further period as a strategy to ensure positive praise for their continued success, and be reduced to a Green Learning Mentor Monitoring Report. Some children respond well to this additional time on report and allow them access to additional managed support. The Learning Mentor will agree the next steps, record in the SIMS log and phone or speak with the parent after school to bring them up to date.

The Learning Mentor will monitor the GREEN report on a daily basis. If the child is being removed from report the child will continue to be verbally supported by an identified Learning Mentor at least three times weekly for the subsequent two weeks. The Learning Mentor will discuss and also inform parents and class teacher of progress.

The Senior Learning Mentor will enter the end of BLUE Report in SIMS after the Friday Inclusion meeting.

If a child on Blue Report receives further Behaviour Reporting Forms over the duration of the report the SENIOR LEARNING MENTOR will escalate the Report to a YELLOW report.

Yellow Report

The Senior Learning Mentor will set up the Yellow Report and notify the parent/carer, the class teacher and the Assistant Heads. This will be discussed with the child.

The Assistant Heads of Phase will take over the monitoring of the YELLOW report for two weeks. If there are any Behaviour Reporting Forms during this period, the SENIOR LEARNING MENTOR will be informed by the class teacher and this will be discussed with the Assistant Head of Phase and a YELLOW Report will be instigated by the Senior Learning Mentor. Any concerns will be reported to the Assistant Head Inclusion at the Friday Inclusion meeting if not before. A decision will then be made whether to keep the child on YELLOW report or to escalate to White Report.

Where two weeks are consecutively reported with no incidents being on a Behaviour Reporting Form, the child will be returned from YELLOW Report to Blue Report and to being monitored for a further two weeks by the class teacher in line with Blue Report monitoring. Parents will be notified by telephone and a confirmation letter will be sent by post to confirm by the SENIOR LEARNING MENTOR/ASSISTANT HEAD (INCLUSION) after the Friday Inclusion meeting.

White Report

The decision to escalate from Yellow Report will be made by Assistant Head (Inclusion). Child will be monitored for at least two weeks by Assistant Head (Inclusion) or in their absence the Headteacher/Deputy Headteacher.

A WHITE Report will be given immediately in the instance of violence, racist incidence or insolent behaviour, bullying, repeated disruptive behaviour or leaving class/school.

If an incident is recorded on a Behaviour Reporting Form whilst the child is on WHITE Report, the child will spend PLANNED time in isolation. If more than three Forms are completed in any one week during this time, or there is further major incident then a Pastoral Support Plan will be initiated and the Assistant Headteacher (Inclusion), in conjunction with the Learning Mentor Team and other staff working with the child and their parent, will closely monitor the child through the Pastoral Support Plan. This may also include engaging and working with outside agencies, which will be instigated by the Inclusion Team.

Green Learning Mentor Monitoring Report

Agreed with the Learning Mentor/child and class teacher as a positive support strategy after a period of BLUE Report or where a child has shown they are at risk of Blue report for example one incident recorded on a Behaviour Reporting Form per week over the period of three weeks.

7. PERSISTENT POOR OR SERIOUS BEHAVIOUR – will result in:

- A letter and/or phone call home.
- If poor behaviour continues parents/carers of the child will be asked to come into school
- A Pastoral Support Plan will be drawn up to support **the named child's** behaviour - this plan is a part of the behaviour report system. If a Pastoral Support Plan is necessary this will be entered into the SIMS Behaviour log by the Assistant Headteacher (Inclusion).
- If a child continues to behave badly, they can be excluded from school either for a fixed term or permanently. All **permanent** exclusion remains at the discretion of the Headteacher.
- Fixed term exclusion will be for a given period in accordance with national guidelines.
- If a child is found to be abusive, a bully, have attacked someone or if they have made racist remarks, or where there has been a sexual offence, their parent/carer will be asked to come into school straight away and the child may have to be taken home. School will also support through instigating a Pastoral Support Plan as a minimum.
- If a child says rude and abusive things to an adult, they will be isolated for a period agreed with the Headteacher/Assistant Headteacher Inclusion or Deputy Headteacher and the parent/carer. After discussion, this could still lead to a fixed or permanent exclusion

- If the child does not improve his/her behaviour after fixed term exclusions have been put in place, or if an incident is so severe (see DFEE Guidance), he/she may be permanently excluded from the school.
- Sometimes staff may consider the safest course of action to be to handle a child. Where this is deemed the safest action staff will send for support and assistance from staff that have received up to date training in positive handling of children - 'Team Teach'. 'Team Teach' teaches strategies on safe methods to de-escalate situations and for positive handling of a child, so that neither the child nor themselves are harmed. In our school the following members of staff are trained in 'Team Teach' and received statutory refresher training every 18 months.
 - Mr Hall
 - Mr Cassin
 - Mrs Brookes
 - Mr Scott
- All staff involved should complete a Positive Handling/Serious Incident Report, entered into SIMS and copies forwarded to the Assistant Headteacher Inclusion. Parents should be informed immediately.

EXCLUSION from school can be for social times, lesson times or both.

8. ANTI-BULLYING POLICY

The school's response to this is unequivocal.

Adults must be informed immediately and action will be taken.

Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action.

Bullies will not be tolerated. Parents will be informed immediately and asked to come into school. Parents will be asked to sign a referral request for outside agency support – usually a referral to the Community Youth Team.

9. PARENTS AS PARTNERS

At Byron Wood we feel it is important for parents to share in their child's education as much as is possible and we want them to be involved in their child's school life. One way we can work together is by signing a Home School Agreement. This is completed when a child begins their journey with us. If parents make sure that their child goes to bed appropriately, gets plenty of sleep and eats well, they will be ready to learn when they come to school each day.

Twice a year, children will take home an assessment of their behaviour from school, which forms a part of their Assertive Mentoring Meeting. This informs parents how their child is progressing and how their behaviour compares with the rest of the children in their class, their year group and the school as a whole.

Communication with Parents

To ensure good communication with parents, teachers should:

- Send Praise Notes home for good work and behaviour.
- Phone parents to discuss a child's behaviour and keep them up to date – this includes for positive as well as negative behaviour.
- Ensure copies of any behaviour letters (positive or negative) sent home are dated, a copy to be kept by the Assistant Head (Inclusion) for filing on the child personal file and the staff member to record in SIMS.

Letters should be given to children to take home in the first instance. If no reply slip is received the following day, a posted letter should follow. If no reply is received further to this, the Assistant Headteacher (Inclusion) should be informed. He/she will follow up.

Parents will be called on the day of any incident - where possible by the person initiating the report.

10. ADDITIONAL NOTES FOR ADULTS

Remember that where children are kept to complete work they must ALWAYS be supervised. If sent out during lessons it must be to their paired class accompanied by an adult to ensure they have arrived there safely. Serious incidents should be recorded on a Serious Incident Form and the SLT should be notified immediately. Where a child is required to be removed because they are perceived as being a threat to others, staff should consider removal of the other children as a strategy for keeping everyone safe. If staff needs support in achieving this they should send a responsible child to a member of Inclusion Team or SLT who will respond immediately.

Make sure all poor behaviour is followed up. It will take time to catch up with children and parents BUT it is essential that this happens.
General behaviour will improve when children realise there is *absolute certainty* of being brought to account.

Behaviour in school is a whole school concern. All staff should challenge children who may be misbehaving or in the wrong place even if you do not know or teach them. However, this should be done in a sensitive and calm manner. There should be **NO SHOUTING** unless there is imminent **DANGER** and **is being used to summon HELP.**

By working together and sharing this responsibility **children will learn that there is always consequence for wrong choices and poor behaviour.**

Exclusion is as a last resort and should be for VERY serious incident or persistent rule breaking *when every other strategy has been exhausted.* Governors may contest any exclusion if where is inadequate evidence or lack of recorded facts. Only the Head may exclude, this includes for lunch/social time exclusions.

Behaviour is EVERYONE'S business and it is an expectation of ALL STAFF that the policy is CONSISTENTLY followed and practiced

The Following are Appendices for Staff Use:

Includes:

| | |
|--|--------------|
| Intervention Thermometer | p 16 |
| Child Thermometer | p17 |
| Flow Chart of Behaviour System. | P18 |
| Thinking Spot | p19 |
| Behaviour Reporting Form | p20 |
| Brief Reports – Green/Blue/Yellow/White | p21 |
| Inclusion Team Meeting | p22 |
| Report Cards | p23 – |
| Formats for recording Parents’ Meetings | p28 |
| Letters | p30 - |
| Paired Class List | p41 |
| Behaviour System in brief | p42 |

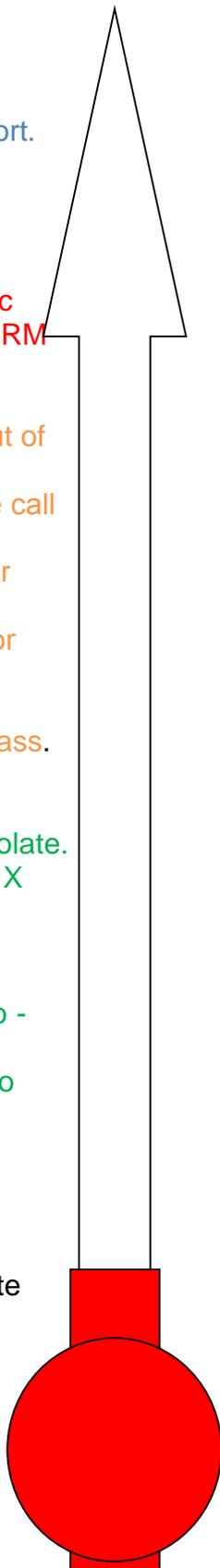
FOR STAFF CLASS FILE

REMEMBER - WARN - TELL - CONSEQUENCE

INTERVENTION THERMOMETER

16. See Behaviour flow chart from this point
15. Behaviour continues escalate to Assistant Head Inclusion
14. Behaviour continues Involve Assistant Head of Phase
13. If three incidents are recorded in one day go to Blue Report. Teacher informs parent at end of school day of either in person or by telephone. Teacher creates report and monitors
12. When red is reached on the traffic go to BEHAVIOUR REPORTING FORM
11. On return to class if behaviour continues continue with traffic light.
10. When orange is reached send out of class with adult support – Adult supporting makes 'restorative' phone call home with child
Then proceed to paired classroom for child to calm down and complete a 'Thinking Spot' Write school rules or complete work from own class if additional calming time is needed before returning child to their own class.
9. Begin Traffic Light System
8. Make a note of the behaviour.
7. Reseat with a good influence or isolate.
6. Final request "You can either X or X
5. Give a firm request. Repeat I need you to - followed again by "Thank you"
4. Give a firm reminder. I need you to - thank you
3. Give a quiet request - I need you to And use visual cues/aids – e.g. Communication in
2. Use proximity praise.
1. Catch the child's eye.

Begin with least intrusive and escalate



PRE-EMPTION

Use a calm, firm manner. Do not shout. I need you to ...

Set high expectations; be clear about what is required and consequences of non-compliance.

Give early praise seize opportunity – continuous record

Maintain good pace to keep interest. Be aware of timings of lessons

Thorough planning – include differentiation and multi-intelligences

Ensure the classroom is well organized and resources are available

Give careful thought to seating arrangements

Establish effective, clear routines in class

Establish good routines for movement around school.

Always collect pupils on time, be punctual

**ALWAYS: ALLOW TAKE UP TIME
KEEP RECORDS**

REMEMBER:

**MISBEHAVIOUR =
CONSEQUENCE**

CARRY OUT ANY SANCTIONS

**ADVICE OR SUPPORT From
Inclusion Team**

Child's Thermometer for Classroom Display

(Available in landscape format)



Behaviour Thermometer



Accept when you have done something wrong and know that there will be a consequence –

REMEMBER ONLY YOU can CHOOSE how YOU BEHAVE!

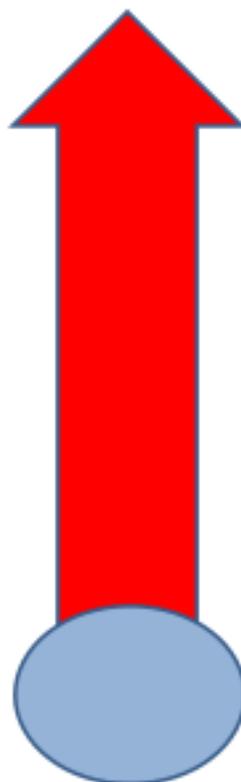
Listen to what the teacher says – you might catch them saying something nice about you! Remember what you should be doing and when – if you are unsure raise your hand and ask Think about your task and what is expected of you

Make sure you have any equipment for your lesson Your teacher will choose where you sit

Will expect you to follow instruction and routines

Expect you to move around school/in class sensibly

ALWAYS be on TIME



Teachers WILL:

Use Traffic Light System

Make a note of your misbehaviour.

Moved to a different seat if the need to

Give a final request "You can either do or ?

Give firm a firm request.

I need you to - followed again by

"Thank you"

Give a firm reminder. "I need you to"

thank you"

Request you to - "I need you to" You need to follow the instruction.

Stand close to you and give you a reminder of what you need to do

Try to catch your attention

Thinking Spot



Name **Class** **Date**.....

School Rules

1. We listen, follow instructions straight away and always try our best.

.....

2. We keep our hands and feet to ourselves.

.....

3. We are always in the right place at the right time.

.....

4. We look after our school and other people's property.

.....

5. We show kindness and have respect for others.

.....

In the space below write a few sentences or draw a picture about the rules you have broken and how you will do better next time.

Behaviour Reporting Form

| |
|--|
| Name of child: |
| Date of incident: |
| Reporting adult: |
| Details of incident: |
| Consequence given: |
| Parent's response: |
| Child's reflection: When I made the wrong choice I felt _____ _____ When my parents were told about it, I felt _____ _____ If it looks like this might happen again, I will _____ |

When a child receives 3 pieces of red writing for serious incidents these are written in the backs of their behaviour book and they will be put on Blue Report in accordance with the school Behaviour Policy.

When a child is put on a report the targets are set and initially agreed between **the teacher and the child**. **If support is need in doing this please see Dave Hall or Sue Street**

GREEN REPORT

Pupils go on the Green monitoring report card for 2 weeks or as agreed with their Learning Mentor. If behaviour improves considerably then the pupil can come off report or they may stay on for a longer period.

A child can only come off report from Green report.

If there are two serious incidents within a 2-week period then pupils are put back onto BLUE Report.

BLUE REPORT

Pupils are put on this report for 2 weeks. If whilst on this report a child has further incidents they go straight to the YELLOW report. After 2 weeks if behaviour has improved the child will go on to the Green monitoring report card. They can stay on this for a longer period and will come off when all agree that it is no longer necessary.

YELLOW REPORT

A child goes on this report and stays on for 2 weeks. If whilst on this report a child has further incidents they will go straight to the WHITE report. After 2 weeks if there are no more serious incidents the pupil will go back to BLUE report.

WHITE REPORT

A child goes on this report and stays on for 2 weeks. If whilst on this report a child has ANY serious incidents Head/Head of Inclusion will consider placing on a PSP and/or referring to outside agencies.

When a child has reached WHITE Report they will either be placed on a PSP if behaviour is ESCALATING or if behaviour is improving will move back through Report System in reverse over time frame specified.

A child will be immediately be placed on white report if they are involved in a violent incident, is found to be bullying, racist, and abusive or is persistently re offending.

INCLUSION TEAM WEEKLY MEETINGS

- The Inclusion Manager and Senior Learning Mentor will meet at 9:00am on Friday mornings.
- They will look at all incidents and place pupils on the appropriate report.
- The Senior Learning Mentor and/or Learning Mentors who will then work with those pupils the following week to address their needs as appropriate will plan activities.
- Letters will then be sent out to parents by the appropriate member of staff

Letters

- ❖ Letters informing parents of decisions and report pupil put on
- ❖ Good news letters
- ❖ Letters inviting parents in to meetings

All letters and meetings with parents happen in this order:

1. Class teacher
2. Phase Coordinator
3. Assistant / Headteacher

All meetings, telephone calls etc. are to be logged on the appropriate form and all meetings are minuted. Minutes should be passed to the Inclusion manager as soon as the meeting is completed.

Completed reports are to be kept with the children's records in class filing cabinets. Only one report is to go home at any one time.



Byron Wood Primary School

Green Monitoring Report Card

This card forms the basis of Level 1 Behaviour Procedures and should be completed by the Learning Mentor for 2 weeks.

| | |
|-------------------|--------------------|
| <u>Name</u> | <u>Class</u> |
| <u>Start Date</u> | <u>Review Date</u> |

Targets to be set with the Learning Mentor and the child

| | |
|-----------------|--|
| Target 1 | |
| Target 2 | |
| Target 3 | |

| | |
|--|--|
| | |
|--|--|



Byron Wood Primary School

ABC Blue Report

This card forms the basis of Level 1 Behaviour Procedures and should be completed by the class teacher for 2 weeks.

| | |
|-------------------|--------------------|
| <u>Name</u> | <u>Class</u> |
| <u>Start Date</u> | <u>Review Date</u> |

I am on Blue Report because

Signed

Date

Targets to be set with the class teacher and the child

| | |
|----------|--|
| Target 1 | |
| Target 2 | |
| Target 3 | |



Byron Wood Primary School

ABC Yellow Report

To be signed daily by the year by Assistant Head of Phase and parent
/ carer for 2 weeks

| | |
|-------------------|--------------------|
| <u>Name</u> | <u>Class</u> |
| <u>Start Date</u> | <u>Review Date</u> |

I am on Yellow Report because

Signed

Date

| | |
|-----------------|--|
| Target 1 | |
| Target 2 | |
| Target 3 | |



Byron Wood Primary School

ABC White Report

To be signed daily by Head / Assistant Head Inclusion and
parent/carer for 2 weeks

| | |
|-------------------|--------------------|
| <u>Name</u> | <u>Class</u> |
| <u>Start Date</u> | <u>Review Date</u> |

I am on White Report because

Signed

Date

| | |
|-----------------|--|
| Target 1 | |
| Target 2 | |
| Target 3 | |

WEEK

| Day | Morning Lessons | | | Playtime | Lunchtime | Afternoon Lessons | |
|------------------|------------------------|--|--|-----------------|------------------|--------------------------|--|
| Monday | | | | | | | |
| | School to sign | | | | Parents to sign | | |
| Tuesday | | | | | | | |
| | School to sign | | | | Parents to sign | | |
| Wednesday | | | | | | | |
| | School to sign | | | | Parents to sign | | |
| Thursday | | | | | | | |
| | School to sign | | | | Parents to sign | | |
| Friday | | | | | | | |
| | School to sign | | | | Parents to sign | | |

Parents/Carers Comments or Notes

Name _____ Class _____

| Date | Comment |
|------|---------|
| | |

Contact Log and Notes

Name _____ Class _____

| Date | Notes |
|------|-------|
| | |

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624
Fax: 0114 249 4981



Date:

Enquiries@byronwood.sheffield.sch.uk
www.byronwood.co.uk

Dear Parent/Carer of

Re: Green Monitoring Behaviour Report

We are constantly trying to raise standards at Byron Wood Primary School; it is important that children are not distracted from their learning by their own poor behaviour or by the poor behaviour of others.

I am writing to inform you that following our weekly behaviour meeting, we have decided to put your child onto Green report as he /she has not had any serious incidents for the time they have been on Blue report. This will be for up to four weeks – and a minimum of 2 weeks. During that time we expect his/her behaviour to continue to improve. If there are any other incidents during this two-week period we may move him/her back to blue report. Your child should bring the report home each day in order that you can help us to help your child to improve their behaviour.

I am enclosing a copy of our “Promoting Positive Behaviour” leaflet for your information, should you wish to discuss the situation please get in touch with myself or Mr Hall, Senior Learning Mentor.

Please sign the slip below to acknowledge receipt of this letter and return it to me as soon as possible.

Yours sincerely

Mrs S Street
Assistant Headteacher / Inclusion Manager

Acknowledgement

I have received the letter regarding _____ behaviour and understand he/she will be on green report and that I should see this each day.

Signed Parent/Carer

Date.....

PLEASE RETURN THIS SLIP TO MRS STREET

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624
Fax: 0114 249 4981



Date:

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www.byronwood.co.uk

Dear Parent/Carer of

Re: Blue Behaviour Report

We are constantly trying to raise standards at Byron Wood Primary School; it is important that children are not distracted from their learning by their own poor behaviour or by the poor behaviour of others.

I am writing to inform you that following incidents in school, we have decided to put your child onto Blue report for 2 weeks. During that time we expect his/her behaviour to improve. If there are any other incidents during this 2-week period we may move him/her to yellow report. Your child should bring the report home each day in order that you can help us to help your child to improve their behaviour.

I am enclosing a copy of our "Promoting Positive Behaviour" leaflet for your information, should you wish to discuss the situation please get in touch with myself or Mr Hall, Senior Learning Mentor.

Please sign the slip below to acknowledge receipt of this letter and return it to me as soon as possible.

Yours sincerely

Mrs S Street
Assistant Headteacher / Inclusion Manager

Acknowledgement

I have received the letter regarding _____ behaviour and understand he/she will be on yellow report and that I should see this each day.

Signed Parent/ Carer Date.....

PLEASE RETURN THIS SLIP TO MRS STREET

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624

Fax: 0114 249 4981



Date:

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Dear Parent/Carer of

Re: Yellow Behaviour Report

We are constantly trying to raise standards at Byron Wood Primary School; it is important that children are not distracted from their learning by their own poor behaviour or by the poor behaviour of others.

I am writing to inform you that following further incident of behaviour whilst on Blue Report, we have decided to put your child onto Yellow report for 2 weeks. During that time we expect his/her behaviour to improve. If there are any other incidents during this 2-week period we will move him/her to white report. Your child should bring the report home each day in order that you can help us to help your child to improve their behaviour.

I am enclosing a copy of our "Promoting Positive Behaviour" leaflet for your information, should you wish to discuss the situation please get in touch with myself or Mr Hall, Senior Learning Mentor.

Please sign the slip below to acknowledge receipt of this letter and return it to me as soon as possible.

Yours sincerely

Mrs S Street
Assistant Headteacher / Inclusion Manager

Acknowledgement

I have received the letter regarding _____ behaviour and understand he/she will be on yellow report and that I should see this each day.

Signed Parent/ Carer Date.....

PLEASE RETURN THIS SLIP TO MRS STREET

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624

Fax: 0114 249 4981



Date:

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www.byronwood.co.uk

Dear Parent/Carer of

Re: White Behaviour Report

We are constantly trying to raise standards at Byron Wood Primary School; it is important that children are not distracted from their learning by their own poor behaviour or by the poor behaviour of others.

I am writing to inform you that whilst on Yellow Report your child has been involved in a further incident, therefore your child has been put onto White report for a period of 2 weeks. During that time we expect his/her behaviour to improve. If there are any other incidents during this period you will be asked to come into school to discuss a Pastoral Support Plan for your child. This may involve referring your child to an external agency for support. Your child should bring the report home each day in order that you can help us to help your child to improve their behaviour.

I am enclosing a copy of our "Promoting Positive Behaviour" leaflet for your information, should you wish to discuss the situation please get in touch with myself or Mr Hall, Senior Learning Mentor.

Yours sincerely

Mrs S Street
Assistant Headteacher / Inclusion Manager

Acknowledgement

I have received the letter regarding _____ behaviour and understand he/she will be on yellow report and that I should see this each day.

Signed Parent/ Carer Date.....

PLEASE RETURN THIS SLIP TO MRS STREET

BYRON WOOD PRIMARY SCHOOL

**Headteacher
Mrs S Ashton**

**Earldom Road
Sheffield
S4 7EJ**

Tel: 0114 272 3624
Fax: 0114 249 4981



Date:

Enquiries@byronwood.sheffield.sch.uk
www.byronwood.co.uk

Dear Parent / Carer

As you know I have been observing _____
behaviour carefully recently and I am really pleased with the improvement that your child has
made.

Please support us by letting your child know how pleased everyone is with the progress he /
she has made.

Yours sincerely

Class teacher

Good newsletter 1

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
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S4 7EJ

Tel: 0114 272 3624

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Date:

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www.byronwood.co.uk

Dear Parent / Carer

As you know I have been observing _____
behaviour carefully recently and I am really pleased with the improvement that your child has
made.

Please support us by letting your child know how pleased everyone is with the progress he /
she has made.

The class teacher will continue to monitor his / her behaviour for a further two (2 weeks) and we
will write to you to let you know how things are going.

Yours sincerely

Assistant Head of Phase

Good newsletter 2

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624

Fax: 0114 249 4981



Date:

Enquiries@byronwood.sheffield.sch.uk
www.byronwood.co.uk

Dear Parent / Carer

As you know I have been observing _____
behaviour carefully recently and I am really pleased with the improvement that your child has
made.

Please support us by letting your child know how pleased everyone (including you) is with the
progress he / she has made.

The Assistant Head of Phase will continue to monitor his / her behaviour for a further two (2
weeks) and we will write to you to let you know how things are going.

Yours sincerely

Mrs S Street
Assistant Head Inclusion

Good newsletter 3

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624

Fax: 0114 249 4981



Date:

Enquiries@byronwood.sheffield.sch.uk
www.byronwood.co.uk

Dear Parent / Carer

I am very concerned about _____ behaviour in school and I would like to meet with you to discuss a way forward.

Please could you come into school:

On : _____ date

At _: _____ time

The meeting should last around 15 – 20 minutes.

If this time is not convenient for you please telephone me at school and we can arrange a more suitable time. If you phone during school hours while I am teaching, please leave a message and I will call you back as soon as possible

Yours sincerely

Class teacher

Behaviour letter 1

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624

Fax: 0114 249 4981



Date:

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www.byronwood.co.uk

Dear Parent / Carer

I am very concerned about _____ behaviour in school. The class teacher has been monitoring their behaviour carefully and has now discussed their concerns with me, as there has been little or no improvement.

I need to meet with you to discuss how we can help improve their behaviour.

Please could you come into school:

On: _____ date

At _: _____ time

The meeting should last around 15 – 20 minutes.

If this time is not convenient for you please telephone me at school and we can arrange a more suitable time. If you phone during school hours while I am teaching, please leave a message and I will call you back as soon as possible

Yours sincerely

Assistant Head of Phase

Behaviour letter 2

BYRON WOOD PRIMARY SCHOOL

Headteacher
Mrs S Ashton

Earldom Road
Sheffield
S4 7EJ

Tel: 0114 272 3624

Fax: 0114 249 4981



Date:

Enquiries@byronwood.sheffield.sch.uk
www.byronwood.co.uk

Dear Parent/Carer

I am extremely concerned about _____ behaviour in school. At Byron Wood Primary School we have a duty to ensure that **all** children receive their education in a safe and caring environment.

The class teacher and Assistant Head of Phase have been monitoring your child's behaviour and have now expressed serious concerns, and there has been little or no improvement since the recent interventions and meetings with yourself.

It is absolutely vital that their behaviour improves immediately and we find a solution to this problem.

Please come into school to see me

On: _____ date

At: _____ time

The meeting should only last around 20-30 minutes.

If this time is not convenient for you, please telephone me at school and we can arrange a more suitable time.

Yours sincerely

Mrs S Street
Assistant Head Inclusion

Behaviour Letter 3

Parent Meeting Minutes

Date: _____ Time _____

Current Stage on Behaviour Plan 1 / 2 / 3 Staff member: _____

Name of child _____ Class _____

Present at Meeting:

Outline of Reason for Meeting:

Targets/Rewards/Consequences:

Parent/Carer Signature:

School Signature:

Position

Date of next meeting/review (if on level 1 = maximum 4 weeks, level 2 = maximum 10 days, level 3 = head's discretion)

Date _____ Time _____

Please copy this sheet and give a copy to the parent and to the Assistant Head Inclusion, keep a copy in the child's file and keep the original in the monitoring file in the Assistant Head Inclusion's Office.

Paired Class List

| | | |
|--|--|--|
| | | |
| | | |

Byron Wood Academy **Behaviour System in brief**

Rewards

Byron Wood Academy uses ClassDojo to encourage and reward positive behaviours.

Rewards can be given by any adult to praise and reward children in any class at any point in the day. The points given are for children who demonstrate the school's core values.

Children can earn their own merits for individual behaviours.

Group points can also be awarded, which will determine the weekly Winning Group. All children in this group should be awarded a small prize, to be given by the class teacher. These points also contribute to the pupils' individual scores.

Pupils will receive individual rewards when they achieve 300, 600, 900 and 1200 merits.

All individual points contribute to the overall class total. Class Rewards will be given every time the class achieves another 5000 points. These are to be organised by the class teacher.

At the end of each week, the child who has been awarded the most points that week should be awarded a small prize, to be given by the class teacher.

Consequences

Byron Wood Academy uses a traffic light system to discourage poor behaviour choices.

All children start the day on green. Where a child exhibits low level disruptive behaviour, a quiet verbal reminder to stay on task should be given. If they continue with the behaviour, their name is then moved to yellow. If the behaviour still continues, their name is moved to orange.

They are then taken to another class to have Thinking Time. This is to be reflective time to calm down and make the decision that they will improve their behaviour. They should be given a Thinking Spot sheet to complete. On their way to the paired class, the responsible adult should make a 'redirecting' phone call to the parent/carer. All of this is to ensure that they are able to make the right choice so that they are ready to work when they return to class.

If a child gets a further warning, their name will be moved to red. If a child exhibits extreme behaviour (i.e. violent/racist/aggressive swearing), their name should be moved straight to red.

When a child's name is moved onto red, the Behaviour Reporting Form should be used. This is a method of recording the behaviour which has occurred, as well as the procedures that were followed. The adult that witnessed and dealt with the behaviour should complete this form. Behaviour Reporting Forms are printed on red paper and need to be kept available in the classroom.

A consequence should be given which is appropriate for the behaviour, and it should be as immediate as possible. If the incident was violent in nature, the child must meet with the Headteacher or Inclusion Manager. The consequence needs to be recorded on the Behaviour Reporting Form.

The parent must be informed. How they were informed, and their response, needs to be recorded on the Behaviour Reporting Form. If they cannot be informed, every effort must be made, and these attempts need to be recorded on the Behaviour Reporting Form.

The following day, when they are calm, the pupil needs to complete the section of the Behaviour Reporting Form which asks them to reflect on their behaviour and its consequences.

A copy of the completed Behaviour Reporting Form needs to be given to the Senior Learning Mentor. The original needs to be kept in the Class Essentials folder.

If a child has 3 Behaviour Reporting Forms in a day, the teacher should move them onto Blue Report.

Please read the Behaviour Policy for all additional information and strategies.