

Yorke Mead Primary School
Behaviour for Learning Policy

March 2017



Our School Vision Statement
BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Yorke Mead School ethos is built on supporting young people and adults to be the best that they can be. In terms of Behaviour for Learning this ethos is centred on creating a culture and climate of self-discipline, reflection upon our behaviour and the choices we have made, respect for others and empathy for how any individual's behaviour affects the learning of others. The school has a number of rules, but our behaviour for learning policy is not primarily concerned with rule enforcement. Through our school policies we aim to establish a learning climate which enables all members of the school to work and learn together. It is a means of promoting **good relationships**, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together effectively and to allow individuals to reach their full potential as learners themselves.

Positive learning behaviours are:

- Readiness for learning**
- Resourcefulness when learning**
- Responsibility for your own learning**
- Resilience in learning**
- Reflection on your own learning**

At Yorke Mead we foster the development of these learning behaviours using our DARE TO values and the development of the '4 C' thinking skills employed in Philosophy for Children.

Principles

Yorke Mead's Behaviour for Learning Policy is built upon the following principles:

- The vast majority of children in our school community are unlikely to behave in any way that may impact negatively on another person's opportunity to learn.
- All members of the school community have a right to work and play in an orderly, safe environment, and have a responsibility to maintain such an environment by their own behaviour.
- All students will be given support to improve behaviour that falls short of our community expectation. This support may take many forms, but will always be focused on empowering the individual to improve their behaviour so as not to damage their own learning or the learning of others.
- All staff will reward positive behaviour and appropriately challenge unacceptable behaviour through the schools rewards and sanctions systems. This includes behaviour outside of the classroom as well as inside it.
- All staff will model the behaviour and social skills that lead to positive behaviour for learning amongst our pupils, both in learning time and in the children's play time
- Behaviour and learning are improved when children and staff can enjoy an attractive, safe and clean environment. All members of the school community have a duty to maintain this environment.
- All members of the school community (staff, children, parents) will support the school's behaviour for learning policy and will support the children in achieving the best that they can achieve.

The aims of our behaviour policy:

- To help develop self-esteem, enabling the children to work effectively with others and take responsibility for their own learning.
- To help children develop effective, worthwhile and fulfilling relationships based on respect for themselves and others at home, at school and in the community.
- To promote equal opportunities, through teaching and learning about fairness, justice, rights and responsibilities.
- To develop an understanding and appreciation of diversity.
- To provide a clear framework for a positive teaching and learning environment.

At Yorke Mead School we do not tolerate bullying or racism of any kind. If we discover that an act of bullying, racism or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate these behaviours, we do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying or racism are reported to the Head Teacher and recorded in the 'Records of Incidents' file which is kept in the head teacher's office. Parents are informed of any bullying or racist incidents that occur involving their children. (For further guidance see the school's 'Anti-Bullying' Policy).

All members of staff are aware of the guidance regarding the use of force by teachers, as set out non-statutory guidance by the DfE '*Use of reasonable force: Advice for headteachers, staff and governing bodies* (July 2013). Staff only intervene physically to prevent a child from committing a criminal offence, to prevent a child from injuring self or others, to prevent or stop a child from causing serious damage to property and to stop a child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school. The school policy on Restrictive Physical Intervention follows LA guidance on the use of force to restrain pupils. All incidents where physical intervention has been used are recorded.

Expectations of Children to Promote Positive Behaviour for Learning

Our school ethos expects all children to conduct themselves with respect and a commitment to doing the best they can to promote positive behaviour for learning. The characteristics of positive behaviour for learning at Yorke Mead are built around the thinking and learning characteristics of P4C (Philosophy for Children).

These are:

- CARING THINKING & LEARNING**
- COLLABORATIVE THINKING & LEARNING**
- CREATIVE THINKING & LEARNING**
- CRITICAL THINKING & LEARNING**

CARING THINKING & LEARNING	COLLABORATIVE THINKING & LEARNING
Positive attitude – wanting to learn Eagerness to participate and staying involved Persevering – being persistent; stick at it; don't give up Have a 'can do' attitude – never say "I can't" or "I give up" Set yourself targets and practise to achieve them. Arrive in school punctually and ready to learn Have the right equipment for your learning – e.g. PE kit, reading book etc.	Working with others – learning from others and helping others to learn Allowing others to have opportunity to learn Respecting other people's ideas Managing your own emotions and considering the consequences of your actions on others Asking relevant questions and listening to others
CREATIVE THINKING & LEARNING	CRITICAL THINKING & LEARNING
Show initiative and learn in different ways Make use of all learning materials and the learning environment Make good use of your peers and the adults in school Using skills you have acquired in other areas of learning	Be curious – don't just accept Reflect back on your learning – how well did you achieve, what could you do to make it even better Be able to describe honestly how you feel about your learning and the progress you have made Listen to and learn from the feedback from other people Give constructive feedback to others Feel positive about mistakes and see them as an opportunity to learn

The Class teacher will consult with the children in their class to decide which positive aspects of Learning Behaviours are well developed and which require time, focus and support as a class. The class will then work to improve their learning behaviours with the aim of enabling the children to achieve the best learning they can.

All children sign the 'Home School Agreement' which outlines the school's expectation when they start in Key Stage 2.

The school employs **Pastoral Support Staff** who play a key role in supporting children in learning to manage their own behaviour. Our Pastoral Support Lead has a fluid timetable which allows her to respond to the child most in need at any one particular time.

Expectations of Staff to Promote Positive Behaviour for Learning

It is the responsibility of all staff to ensure that the school rules are enforced at Yorke Mead. Class teachers and Teaching Assistants are responsible for ensuring behaviour in their classrooms is conducive to good learning. The teaching staff in our school have high expectations of the children with regard to learning behaviour, and they strive to ensure that all children work to the best of their ability. The teaching staff enforce the classroom rules consistently, treat each child fairly and with respect and understanding.

It is important to note that for some children the general behaviour policy is too broad brush. These children may need to have their own version of this policy, with adaptations to meet their particular needs. Examples might include:

- A child requiring individual reward chart enabling Golden Time to be earned but not lost.
- Short daily rewards rather than one longer weekly reward.

- Some children with significant attachment disorders find the sanctions element more challenging and alternative sanctions may be used.

Staff will endeavour to ensure the needs of individuals are met for the benefit of the individual and the rest of the class or school.

In the first instance, the class teacher deals with incidents him/herself in the normal manner as set out in our rewards and sanctions. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher or a member of the leadership team.

The class teacher liaises with the SENCo and the head teacher. The Leadership Team may decide to deploy the school Pastoral Support Assistant to support the child in managing their own behaviour. In addition external agencies may be consulted in consultation with parents as necessary, to support and guide the progress of each child. For example, the SENCo may discuss the needs of a child with the LEA behaviour support service or with an Educational Psychologist.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher may also refer any concerns to the Designated Senior Person for Child Protection (DSP) following guidelines from his/her child protection training.

Expectations of the Head teacher to Promote Positive Behaviour for Learning

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school as set out under the Every Child Matters agenda.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious repeated acts of misbehaviour or very serious one-off acts of behaviour. The Head Teacher may also decide to permanently exclude a child. This will only happen when all other strategies and support have been exhausted or in the case of one-off serious acts of behaviour dependent upon the extent of the act of behaviour concerned. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

Expectations of Parents to Promote Positive Behaviour for Learning

The school collaborates actively with parents, so that children receive consistent messages about how to behave to support their learning and the learning of others at home and at school. All parents sign the 'Home School Agreement' which outlines the school's expectation when their child starts school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we would normally inform parents immediately if we have concerns about their child's welfare or behaviour.

The retention of incidents in a child's personal file will be a matter of professional judgment by the Leadership Team. All serious incidents are however logged in a file held by the Head teacher.

The school uses agreed and appropriate sanctions, which have been collectively agreed, and parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and then the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Expectations of School Governors to Promote Positive Behaviour for Learning

The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day to day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour. Governors have the chance to see the policy in action during the termly governor visit days.

How Positive Learning Behaviours Are Encouraged



Our Sunshine Rules:

At the beginning of each school year every class negotiates a set of class rules which are displayed in the classroom and sent home to parents. Rules for playtimes and lunchtime are discussed in assemblies in September. These are referred to as our sunshine rules.

The rules are based on the following values:

- Respect for self***
- Respect for others***
- Respect for learning***
- Respect for property.***

They aim to provide a safe, effective and supportive learning environment.

Every day at Yorke Mead is a fresh start for children in terms of their learning behaviours, and each day every child will start the day on the "Sunshine". Being on the sunshine and staying on the sunshine is a positive thing and staff will encourage the children to see this positively. See Appendix 1 for further details.

Positive learning behaviours will enable children throughout the day to move from the sunshine onto the marble jar, rainbow or pot of gold. If a child achieves a significant step they may miss a stage and jump to the rainbow or pot of gold. The system allows staff to praise and reward small steps children make or larger more significant, larger steps.

GOLDEN TIME- All children from Y2 upwards start the week with a right to 30 minutes Golden time at the end of the week. This is kept if they behave appropriately and stay on the sunshine. Behaviour that results in a child ending on the cloud (2 mins.), rain cloud (5 mins.) or storm cloud (10 mins.) will result in lost golden time.

Agreed Rules

The children at Yorke Mead have decided what good behaviour looks like. These rules are displayed as agreed behaviours, and have been agreed as a class (sunshine rules) or as a school (lunch and play time rules).

As a school we have adopted the Mind Up Curriculum. A key aspect of this is the daily core practice (at least 2-3 times a day) of preparing our minds for learning. This will occur at the start of every morning and afternoon session and usually after break time. Staff may encourage children to adopt the strategy at other points in the day too.

Low Level Disruption

The vast majority of children at Yorke Mead demonstrate positive learning behaviours at all times. However, on occasions children may behave in a way that disrupts learning- either their own or other peoples.

If a child demonstrates low level behaviour that is disruptive to learning staff will initially give the child a reminder to follow our sunshine rules. If this fails to bring about the desired change then a warning will be issued for the child to make a good choice in their behaviour. The child has therefore had two opportunities to bring about a change in their behaviour prior to any sanction. With younger children it is helpful if these reminders are visual.

Children who fail to manage their own behaviour will be moved onto the cloud, rain cloud or thunder cloud. Again, the actions of the negative behaviour displayed may result in small steps or jumping to the cloud or thunder cloud.

Each classroom has a 'thinking area' where children who need time out to reflect and think about their behaviours will sit to work and/or complete their 'Think sheet'. This is a quiet place where they can reflect on their behaviour. Sand timers may be used to monitor time spent there. With prior agreement between the child and teacher, children who are becoming frustrated or angry may choose to take themselves to the thinking chair as a time out.

Lost Golden Time

Children in KS2 who have lost any of their "Golden Time" will spend that time with either the class teacher or the Pastoral Support Assistant in the junior dining room. Here each child will complete a Lost Golden Time sheet outlining the reasons they have lost golden time and how they will aim to avoid this next week. These sheets are kept in a file along with any think sheets.

Children in KS1 will lose play times so that there is a more immediate consequence of their actions.

Other Rewards

TEAM POINTS – From Year 1 children may be given team points. These are in general used to reward good quality of work, and often will be written in the children's books when marked. Team points are collected in each Friday and the results announced in Celebration assembly. The winning team have their ribbons on the cup for that week. Children are released from Celebration Assembly in their colour group according to the team ranking for that week.

STICKERS- In addition to the rainbow stickers that will be given by the foster class teacher some teachers may also choose to give stickers for good work to an individual. Generally these are used more frequently in the younger classes in the school, though can be given to all ages. Younger children particularly like the immediate reward.

CERTIFICATES- Each week the class teacher will choose 2 children to achieve a certificate for either good work, behaviour etc. These are presented in Celebration Assembly each Friday and then displayed on the celebration board in the entrance hall. Any class with large project work or individuals who have completed work of high quality may share their work in this assembly.

Each term 2 children from each class will be selected to have **Tea with the Head teacher** as a reward for consistently doing the correct thing/ working hard etc.

GOLDEN TIMEPLUS – At the end of each term children who have behaved consistently well are rewarded with a 1 hour slot of Golden Time Plus. Children choose from a selection of activities (mixed age groups) and younger children are supported by older children. Children in KS2 who have to be sent to by the SLT have names recorded in the grey sanction book. Appearing in the 'Thunder' book more than three times in any term will result in loss of Golden Time Plus.

GOLDEN DUSTPAN - Each week the caretaker selects one class to receive the Golden Dustpan. This is the class who has maintained the tidiest cloakroom and classroom over the week, remembered to turn off lights etc. The winning class earns 10 mins additional Golden Time that week

ATTENDANCE CUP – Each week in assembly the class with the highest attendance will receive a cup. A chart will be used to keep a record of how well each class is doing. An addition of 10 minutes of Golden Time is earned by the winning class.

Unacceptable Behaviour

Any incident involving bullying, racism or sexism is always unacceptable.

All incidents of potential bullying, racism or sexism are investigated and recorded in the Incident Log kept in a file in the Head teacher's office.

Unacceptable behaviour includes behaviour that breaks the class, dining room or playground agreed behaviours. The children are expected to understand what sort of behaviour is unacceptable and class discussions are used to discuss behaviour.

Incidents involving unacceptable behaviour

All children involved in any incident of unacceptable behaviour will have the opportunity to explain what happened. When necessary the Head, Deputy or member of the Leadership Team will speak individually with children involved and write down what was said. Where possible the children involved will be encouraged to agree what happened, to acknowledge their own roles and to take responsibility for their own behaviour. Copies of reports of such incidents will be kept in the incident file in the Head teacher's office.

Support for children who are experiencing problems in school

Our behaviour for learning policy is intended to support children in being able to manage their own behaviour and feeling. Some children need additional help and support to achieve this. This support may take a number of forms:

- The opportunity to work away from others either inside or outside the classroom.
- The opportunity to discuss their difficulties with an adult and work out strategies to overcome their difficulties.
- A sticker chart focussed on positive behaviours that can be taken home to share at the end of each day.
- Rewards for improved behaviour.
- The opportunity to take "time out" when things are going wrong.
- Lunchtime activities e.g. choir, football, etc.
- Children may discuss their problems with a member of staff.
- Children may write down their problems and give them to a member of staff.
- Children may spend time with the Pastoral Support Assistant talking about what they are finding difficult

All staff in school are trained in the delivery of emotion coaching. This strategy encourages children to separate the emotion from the behaviour. Emotions are natural and experienced by all. We cannot control our emotions. The behaviour that results from the emotions is different – this can be managed. Emotion coaching enables pupils to identify this and gives positive strategies for how one could respond differently next time.

Special Educational Needs (SEN)

We recognise that some children have additional needs in terms of managing their emotions and feelings, and that this can result in them needing additional support in order to manage their behaviour. Some children also have medical conditions that may impact on their ability to manage their behaviour without additional support. The school will do all it can to support all children. These children may require an individualised approach to supporting behaviour.

Children whose behaviour is consistently unacceptable may need to be on the SEN register following discussions with parents.

All children on the SEN register have an IEP that sets targets for improvement.

Some children may need support from outside the school such as Chessbrook or an Educational Psychologist. Parents would be involved before an outside agency was consulted.

The development of self-esteem and personal and social skills

Our PSHE curriculum is based around the SEAL (Social and Emotional Aspects of Learning) topics. The PSHE curriculum includes time to develop social skills as well as developing an understanding of how to keep ourselves physically and mentally healthy and safe.

In addition each class will have a Philosophy for Children (P4C) session each week. P4C enables children to develop the ability to listen to and understand different perspectives and points of view. There is no right or wrong answer to the questions allowing children to share ideas with greater confidence and

developing their sense of self-worth and self-esteem. P4C uses the four different thinking skills (Caring, Collaborative, Creative and Critical) that our behaviour for learning policy is built around.

Children in KS2 have one assembly a week (Talking Assembly) where issues of concern can be discussed. All children are encouraged to participate. Key Stage 1 children have an assembly that can be adapted to explore a key theme based on need using stories, poems or discussion.

School Council

Children from Year 2 upwards select 2 members of each class (1 girl and 1 boy) to the school council at the beginning of each school year. Depending on maturity we may decide to let Year 2 defer election until the spring term. The school council discusses issues that concern each class. They meet weekly with the school council lead and half termly with the Head teacher or member of the senior leadership team.

Discussion time

All classes spend time talking together. Sometimes this would be a class circle time where the children learn to listen to each other and think about each other. Sometimes it would be a class discussion about an issue that concerns the class. This discussion may be led by the class teacher, a member of the leadership team or by the pastoral support assistant.

Working with parents to promote good behaviour

At Yorke Mead we believe that developing your child and enabling him/her to achieve his/her full potential academically, socially and emotionally is best achieved through parents and school working in partnership. This is particularly important if your child is to develop positive learning behaviours.

Communication

Often things that happen at home can affect a child's behaviour at school. Parents are encouraged to let their child's class teacher know if they feel their child's behaviour is likely to be affected by something that has happened at home.

If this is a sensitive matter, and parents do not wish to discuss with the class teacher they are able to make an appointment to see the Head teacher to discuss the matter in confidence. This enables the school to ensure the best and most appropriate support is available to the child.

Family Support

The school aims to support families who may be struggling with an element of their child's behaviour. The school buys in additional hours of family support (4 x ½ days per week) to enable help and advice to be available to parents who may make an appointment or simply drop in for tea and a chat. Our Family Support Worker is Debbie Greenfield.

Links with home

The home-school agreement is given to all new parents.

Agreed class rules (Sunshine rules) are sent home in September.

Individual reports include comments about a child's behaviour.

Parent consultation may include discussions about a child's behaviour.

Parents will be involved when a child needs support in managing his/her behaviour.

When support work with the children and the above mentioned links with home have failed to correct a behaviour problem, Yorke Mead (with the consent of parents) may suggest that a Pastoral Support Programme or Common Assessment Framework be established. The advice and involvement of outside agencies will be sought and the school will hold regular meetings with parents.

Reports and record keeping

Annual reports will include a comment about behaviour. Copies of letters sent to parent and incident reports are kept in children's personal files.

Parents may see internal school records about their child if they wish by making an application through the school office. The ESafety and Data Security policy and Code of Conduct ensure the security of personal data.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school and will do all we can to support a child before taking this decision. Unfortunately however, sometimes this may be necessary. In these cases the school will follow guidance and guidelines issued by the Department for Education.

The school has adopted the standard national list of reasons for exclusions, and the standard guidance, *Exclusion from maintained schools, academies and pupil referral units in England (2012)*. We refer to this guidance in any decision to exclude a child from school. The relevant internet address is:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Only the Head teacher (or the Acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents they can, if they wish, appeal against the decision to the Governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, any representation by parents and the LEA, and whether the child should be reinstated.

If the Governor's appeal's panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

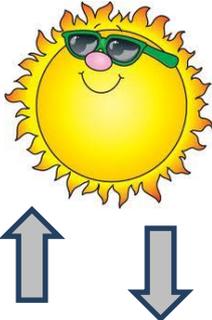
We recognise that a fixed term or a permanent exclusion can have a significant impact on the child concerned and may also have an impact on their family and the school community. Exclusions will not be imposed without proper prior consideration of all the circumstances, or for minor incidents such as:

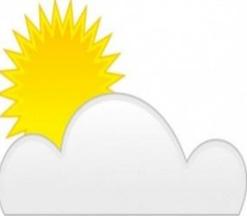
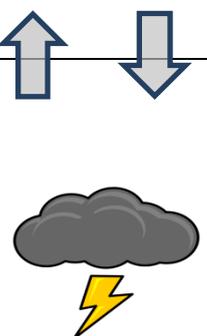
- A failure to complete home learning
- Poor academic performance
- Lateness
- Breaches of school uniform or rule on appearance
- To punish pupil's for their parents' behaviour (such as failing to attend a meeting) or protecting victims of bullying by sending them home

Fixed term exclusions may however be justified in relation to breaches of this policy which are not serious enough to call for permanent exclusion but yet lesser sanctions are inappropriate.

Permanent exclusions might be considered in responses to serious breaches of our behaviour policy (including behaviour off-site) or where allowing the pupil to remain would seriously harm the education and welfare of the pupil or others in the school.

APPENDIX 1

<p>Pot of Gold</p> <p>Individual Achievement</p> <p>Individual Award</p> <ul style="list-style-type: none"> Managing a difficult situation exceptionally well Showing mature behaviour Outstanding care/ kindness Outstanding piece of work Outstanding effort (behaviour or learning) 		<p>Pot of Gold Behaviours</p> <p>Awarded for those really outstanding moments. The child/ children will be sent to the Head teacher for a certificate and will be written in the "Golden Book".</p> <p>Parents are notified though the certificate sent home.</p>
<p>Rainbow</p> <p>Individual Achievement</p> <p>Collective award</p> <ul style="list-style-type: none"> Managing a difficult situation Exemplary kindness to others Demonstration of a good decision when others are not making one Helping others Overcoming a personal target 		<p>Rainbow Behaviours</p> <p>This may be awarded for particular adherence to one of the golden rules or behaviour as described. The child will be sent to their foster class for recognition. Achieving this level may earn whole class reward such as additional gem or possibly additional golden time for the class if appropriate.</p>
<p>Marble Jar Award</p> <p>Individual Achievement</p> <p>Collective award</p> <ul style="list-style-type: none"> Demonstrating a positive behaviour Good manners or respect Displaying a desirable learning behaviour Good attitude/effort at a task Independent learning Consistently following the sunshine rules 		<p>Marble Jar Behaviours</p> <p>This is an individual award that carries a collective reward... for the marble jar behaviour a child earns a marble to put into the class jar. When the jar is full/ all marbles are earned the class will have a collective reward.</p>
<p>Sun</p> <p>Individual Achievement</p> <p>Individual Recognition</p> <ul style="list-style-type: none"> Keeping the Sunshine Rules Meeting Classroom Expectations Remembering to say please/thank you Self Regulation/ Self organisation 		<p>Sun Behaviours</p> <p>Remaining on this level is considered an achievement.</p> <p>Staff make some time at end of the morning/ afternoon to praise those who are on the sunshine, and to remind them that they have protected their golden time (KS2)/ playtime (KS1) by not wasting learning time or teaching time.</p>

<p style="text-align: center;">Cloud</p> <ul style="list-style-type: none"> • Wasting time, not listening to instruction • Shouting out or making noises • Teasing, name calling • Bad language (not directed at others) • Dropping litter • Consistently breaking a sunshine rule • Very low level distraction e.g. giggling, staring competitions, • Poor effort or lack of concentration 		<p style="text-align: center;">Cloud Behaviours</p> <p>For mild behaviour which is disrupting learning/teaching/safe play.</p> <p>Always check for understanding of the task/ instruction</p> <p>A child is given a REMINDER about what the adult does not want to see. If their negative behaviour continues a WARNING is given “to make a good choice”. If the negative behaviour continues they are moved to the cloud and have time out within the classroom in the thinking area.</p> <p>Two minutes of golden time is lost.</p> <p>If the child later makes a good choice and their behaviour becomes positive their name can be moved back to the sun.</p>
<p style="text-align: center;">Rain Cloud</p> <ul style="list-style-type: none"> • Continually distracting others • Continually breaking a sunshine rule despite being moved to the cloud • Refusing to follow instructions • Bad language when they know it is inappropriate • Pushing, shoving, hurting • Careless play which hurts others • Lack of respect for property or resources, including other peoples work • Being inside at break time without good reason 		<p style="text-align: center;">Rain Cloud Behaviours</p> <p>Always check for understanding of the task/ instruction</p> <p>If the cloud sanction fails to impact on a child’s behaviour they are given a WARNING is given “to make a good choice” so that they are not moved onto the rain cloud. If the negative behaviour continues they are moved to the rain cloud and have time out outside of the classroom in their foster classroom where they will complete a “think” sheet. Class teachers should keep these sheets in a file.</p> <p>Five minutes of golden time is lost.</p> <p>If the child later makes a good choice and their behaviour becomes positive their name can be moved back to the cloud/ sun.</p>
<p style="text-align: center;">Storm Cloud</p> <ul style="list-style-type: none"> • Defiance • Verbal abuse of another child/ adult • Being aggressive or violent • Damaging property/ resources • Leaving the class or grounds with permission • Dangerous behaviour • Stealing • Swearing or offensive language including racism • Destroying another child’s work 		<p style="text-align: center;">Storm Cloud Behaviours</p> <p>If the Rain sanction fails to impact on a child’s behaviour the child will be sent to either the Head teacher or Deputy Head teacher for Time out.</p> <p>At this point they will have time away to avoid the continuing negative behaviour spiral. Their name will be recorded in the Grey Behaviour Book kept by the head teacher.</p> <p>Appearing in the grey book three times in any term will put Golden Time Plus at risk</p>