



Phoenix St. Peter Academy



BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY

The policy owner is:	Terri Freeman Deputy Head Inclusion
This policy was ratified by the Local Governing Body:	October 2024
This policy will be reviewed in:	October 2026
Policy Version:	VERSION 4.0 – September 2024

PURPOSE:

At Phoenix St. Peter Academy we have high standards and high expectations of all of our staff and children. We are proud of our school, and we are proud to be part of it. Our purpose is to provide a calm, safe and supportive environment which our children want to attend, achieve their very best. and where they thrive.

At Phoenix St. Peter Academy our school values underpin underpins our positive behaviour and relationships policy.

Our policy applies to all children at Phoenix St. Peter Academy and this policy is made available to all families of our children on our school website.

Our positive behaviour and relationships policy develops positive learning behaviours and conduct behaviours for all of children at Phoenix St. Peter Academy, we are an inclusive school.

Children have the right come to school to learn and to feel safe.

Our positive behaviour and relationships policy ensures that all children are positively rewarded for their learning behaviours and their conduct behaviours. At the same time there are clear systems and procedures in place to support and manage behaviour and create a secure environment where children feel safe and are able to achieve their potential. At Phoenix St. Peter our high expectations of children's conduct and behaviour is widely understood by Staff, children and families and applied consistently and fairly to help create a calm and safe environment.

Children are taught explicitly what good behaviour looks like. Some children will need additional support to reach the expected standard of behaviour so children can succeed personally.

Behaviour management systems and procedures detailed in this policy are followed by Staff in order to fulfil our commitment and help children self-regulate and achieve success.

The Staff at Phoenix St. Peter Academy work together with all families to foster positive behaviours and instil behaviour routines that will allow children to develop both academically and socially.

At Phoenix St. Peter, all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

PHOENIX VALUES:

At Phoenix St. Peter Academy we want the children to have high expectations of themselves and others. We believe all children can achieve success by demonstrating:

- Aspiration
- Courage
- Creativity
- Kindness

PHOENIX VALUES THAT PROMOTE LEARNING BEHAVIOURS:

The 'Phoenix Values' are integral to our learning behaviours and ensure that our children possess the necessary skills to achieve and reach their full potential:

Aspirations:

- To have high aspirations to be even better!
- **To reflect and improve:** To respond positively to self-reflection and given feedback.

What this looks like: self-organisation, good time keeping, attention focused on task, resilience, self-reflection and knowing when and how to access help and support.

Courage:

- **To try new things:** To be open minded to change with a willingness to try new things.
- **To problem solve -** To show resilience, patience and determination when finding solutions to problems.

What this looks like: Acceptance of new challenges- Set appropriate goals, take risks, try new things, ask for help, use peer support, make mistakes and move on.

Creativity:

- **To be creative:** To use imagination to generate original ideas and generate creative responses.

What this looks like: Sensible use of resources: organisation of equipment and resources for learning. sharing equipment, looking after own/others property, keeping learning organized.

Kindness:

- **To learn with others:** To respond positively to collaborative learning in order to help others learn or learn from others.
- **To Share:** To demonstrate kindness and co-operation when sharing ideas, thoughts, feelings and opinions?

What this looks like: Positive interactions with others – listen to each other, respond to requests, speaking politely, ask questions, show concern and understanding, following instructions and requests. Appropriate use of language: Speak politely, turn taking, listening to ideas of others positively, compromising, accepting ideas and suggestions of others, and acting upon them and appropriate volume of voice for task.

Children are rewarded for the demonstrating of the Phoenix values and positive learning behaviours as part of school assemblies, through the reward of house achievement tokens and in-class reward systems; supported with different forms of home-school communication that records and celebrate success.

During the school's weekly celebration assembly children are recognised for demonstrating our four core values. Teachers nominate two children each week, from their class, who have demonstrated aspiration, creativity, kindness and courage. Additional postcards are given if a child has shown one of our core values, during our weekly assembly.

CELEBRATIONS AND POSITIVE REINFORCEMENT:

At Phoenix St. Peter Academy, we are proud of our children and celebrate their achievements.

ClassDojo's:

We use a system called **ClassDojo's**. This is a positive reward system that looks to reinforce our high expectations for conduct and learning behaviours within and beyond the classroom environments. ClassDojo's are awarded by Staff either in the classroom, during enrichment activities or during social times. Children will receive ClassDojo points for reading and learning at home. ClassDojo reports capture each children learning behaviours and conduct behaviours over time and are an essential tool in recognising success and areas for development or further intervention internal and external to the school setting.

ClassDojo points translate into individual weekly totals, these are communicated in weekly assemblies where there are two ClassDojo winners of the week, this is celebrated with children and families. ClassDojo points accumulate over time and translate into bronze, silver, gold, platinum and Executive Headteacher awards, where children and families attend termly assemblies in school.

ClassDojo points accumulate over time and translate into the following awards across the school year:

Bronze ClassDojo Award	Silver ClassDojo Award
200 points	400 points
Gold ClassDojo Award	Platinum ClassDojo Award
600 points	750 points
Executive Headteacher Award	
1000 points	

Example certificates:



Each child is part of the school's house system, there are four houses: red, green, blue and yellow. House points are given to our children, these are recorded into each child's ClassDojo record. House tokens are given digitally, or children physically receive and post house colour tokens in the designated collection box. The house total is communicated to the children in weekly assemblies and displayed on the house totals board. The house with the highest total receives the house trophy.

There is a 'golden token' reward that is given to children for excellence linked to the 'Phoenix Values' within and beyond the classroom. The 'golden token' is worth +5 ClassDojo points.

Excellence is also celebrated by the senior leadership team, where children receive a 'Headteacher's Award' in recognition of outstanding effort, progress and excellence.

NICELY Dones:

This is a complimentary certificate that is widely accessible and used across the school. The NiCE (National Institute for Care and Health Excellence) are clear that emotional well-being, psychological wellbeing, empathy, and social well-being can be enhanced through acts of kindness, inclusion, being caring, understanding, supportive and encouraging. This has informed the design of the NICELY Done.

NICELY Dones are written and shared between Staff and children, children and other children, and from Staff to Staff. This certificate has been created to capture, reward and thank acts of kindness.



N = Nice and kind.

I = Inclusive of everyone.

C = Caring and Understanding.

E = Encouraging and supportive.

Our intentions are clear – we aim to create a climate of mutual respect.

Positive text messages are sent to home settings. Individual children are selected to receive these from each class periodically. Successful children are nominated by adults and where appropriate from other children, to capture learning behaviours and conduct behaviours during the school day.

RESTORATIVE PRACTICE:

At Phoenix St. Peter Academy, we take a restorative practice approach to resolving conflict to prevent re-occurrences and to provide our children and families with opportunities to repair the harm and develop life-long communication and problem-solving skills that prevent harm.

This approach allows those who may have been affected to convey the impact of harm to those responsible and for those responsible to acknowledge this impact and take Steps to put it right.

Our approach is based on 'The Four R's':

- **R1: Respect** - for everyone by Listening to each other's' thoughts and opinions and learning to value them.
- **R2: Responsibility - taking** responsibility for your own actions, choices and decisions.
- **R3: Repair** – developing skills to enable individuals to identify solutions and prevent behaviours from being repeated.
- **R4: Reintegration** – solving the problem in a Structured, supportive process, allowing children to remain in school; where it is safe and appropriate to do so.

The school uses visual aids and comic strip conversations to ensure that all children are explicitly taught about the expected standard of behaviour and how to resolve worries and concerns.

BEHAVIOUR MANAGEMENT:

Conduct behaviours are managed by using the 'Traffic Light System' (Appendix 1'). This is a whole school approach for children in Year 1-Year 6. The traffic lights system can be seen in every classroom and learning area around the school. This is a visual representation of children' behaviour and indicates when children are meeting behaviour expectations, exceeding adult expectations or need to reflect and adjust their behaviour.

The traffic light system promotes positive behaviour, encourages children to be responsible for their own choices and decisions and identifies children who need reasonable adjustments and bespoke provision.

For our Early Years Foundation Stage i.e. Reception children, conduct behaviours are managed using the 'Weather System' to visually indicate to the children their choices and decisions.

WHOLE SCHOOL TRAFFIC LIGHTS SYST.EM: YEAR 1-YEAR 6

1. GOOD TO BE GREEN

We would like all children to stay on green, every lesson. Each child, who stays on green for their lesson or activity receives a positive ClassDojo point, they are a green learner. This motivates our children and ensures they leave school feeling happy and successful. These points accumulate each day, across the week and convert into a ClassDojo total.

2. AMBER – STOP AND THINK!

Amber is not bad. Amber is a polite reminder to our children that we would like them to get back to green. We expect our children to readjust their behaviour and return to green promptly. Children will not be left on Amber for prolonged periods. The Amber traffic light gives children the opportunity to make a good choice and decision and return to Green and maintain their positive ClassDojo point.

3. RED - EMERGENCY STOP! DON'T JUMP THE RED LIGHT

A 'RED EMERGENCY STOP' indicates to our children that they need to reset in the class environment. This means they do not miss learning and can quickly adjust their behaviour with or without in-class support.

Each classroom has a THRIVE area to support a wide range of needs and emotional regulation.

An in class reset should be quick and should not cause disruption to the learning of other children or delay that child's learning. An in class reset results with -1 ClassDojo point.

EXPECTATIONS FOR AN IN-CLASS RESET:

Respond to the reflection time

Exchange seats or space

Strategies are used to help and support needs

Exit with Staff if this is reasonable and appropriate for that child

Talk it out

4. RED RESET – STOP NOW!

A 'RED RESET' indicates to our children that they need to RESET outside of the class environment. This means that their learning will be supported by a Senior Leader at the school because the child has not responded to the support and help offered. A RED RESET equates to -3 ClassDojo points. A 'RED RESET' allows children to have a break away from the learning environment; this enables a child to regulate where they may struggle to manage their emotions and offers a private space to refocus and articulate worries and concerns through restorative practice conversations. The intention is always to return a child back to their classroom as promptly as possible.

Children will only return when the Senior Leader is satisfied that the child is safe and ready to learn.

Learning will be supported in a safe space until this is possible.

EXPECTATIONS FOR AN OUT OF CLASS RESET:

RESET instruction given to the child

Exit the classroom calmly with an adult/Senior Leader

Safely walk to a safe space

Enter the safe space calmly and ready to RESET

Take up time and RED RESET / restorative practice conversation/writing activity.

5. RESTORATIVE RESET:

Should a child receive two or more out of class RESETs in one day a half a day planned restorative reset will be completed with the Senior Leadership Team. Parents and Carers are encouraged to complete restorative conversations with their children to support the RESET and resolve any worries and concerns and support the transition into the RED RESET the following morning.

Restorative Practice: The Four R's will be used to structure conversations and resolve concerns.

Where reasonable and appropriate to do so a 'Consistency Management Plan' and/or 'Risk Assessment' will be completed to support the child and prevent further re-occurrences of safety rule breaches.

SAFETY RULE BREACHES:

At Phoenix St. Peter Academy we have 5 Safety Rule Breaches that result in an immediate RED RESET out of class.

Safety rule breaches are a significant cause for concern and compromise the safety and wellbeing of the Staff and children at the school and/or significantly interrupt learning and may compromise the good and orderly running of the school.

SAFETY RULE BREACHES INCLUDE:

- We do not** swear or use discriminatory, abusive or racist language, use name calling or be rude to another person.
- We do not** use our body in a violent, threatening, inappropriate or dangerous way.
- We do not** damage or take property belongings to the school or other people.
- We do not** disrupt the learning in the class or compromise the good and orderly running of the school.
- We do not** refuse to follow Staff Instructions and safety reminders and expectations.

This safety rule breach will be logged on the child's Child Protection and On-Line Management system (CPOMs) with incident details and Dojos are removed from the child's ClassDojos platform.

A safety rule breach will result with time to be spent with Senior Leaders. This allows the child time to reflect upon their actions and engage in a restorative conversation (The Four R's) with an appropriate member of Staff and/ or the child/children.

The time and approach adopted with each child is tiered according to the child's age, the severity of the incident and number of breaches and in response to the needs of each child.

Safety rule breach guidelines:

		RED RESET REASONS FOR YOUR RESET			
SAFETY RULE BREACH:	EYFS	KS1	LKS2	UKS2	
Safety Rule 1 Do not swear or use discriminatory, abusive or racist language, use name calling or be rude to a member of staff.	10 mins	15 mins	20 mins	30 mins/ 1 day Internal for racism	
Safety Rule 2 Do not use your body in a violent or dangerous way & inappropriate way	15 mins	30 mins	1 hour	1 hour/ ½ day Internal depending on severity	
Safety Rule 3 Do not damage or take property belonging to the school or other people.	10 mins	15 mins	20 mins	30 mins	
Safety Rule 4 Do not disrupt the learning in the class.	10 mins	15 mins	20 mins	30 mins	
Safety Rule 5 Do not refuse to follow staff instructions.	10 mins	15 mins	20 mins	30 mins	
RESET EXPECTATION:	Q1-3 Restorative question/social story Repair harm	Q1-5 Restorative question/social story Repair harm	Apology letter/ Q1-5 Restorative questions		

Home settings will be informed of safety rule breaches through a text message, phone call or end of day conversation with the class teacher on the same day the safety rule breach happened. This will include details of what happened, and the steps taken to resolve the situation. As part of the safety rule breach the family are invited to discuss the incident with their child and report back to the school. Home-school conversations are captured into CPOMS.

Where reasonable and appropriate to do so, the home setting will be invited into school to support the RED RESET, regulation and restorative practice strategies.

ADDITIONAL CONSIDERATIONS

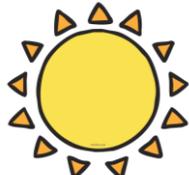
At Phoenix St. Peter measures are in place and both general and targeted interventions are used to improve children's behaviour and support is provided to all children to help them meet behaviour standards, making reasonable adjustments for children with an additional need or disability.

Where reasonable and appropriate to do so a 'Consistency Management Plan' and/or 'Risk Assessment' will be completed to support the child and prevent further re-occurrences of safety rule breaches, or to support Educational Health Care Plan needs.

EARLY YEARS FOUNDATION STAGE: WEATHER SYSTEM



GOLDEN TOKEN: There is a 'golden token' reward that is given to children for excellence linked to the Phoenix values, conduct and learning behaviours within and beyond the classroom. The 'golden token' is worth +5 ClassDojo points.



SUNSHINE: We would like all our children to stay on the sunshine for each learning activity. For each activity, a child who stays on the sunshine receives a positive ClassDojo point, they are a sunshine learner. This motivates our children and ensures they leave school feeling happy and successful. ClassDojo points accumulate each day, across the week and convert into a ClassDojo total.



SUNSHINE WITH CLOUD: Sunshine with cloud is not bad. Sunshine with cloud is a polite reminder to our children that we would like them to be on the sunshine. We expect our children to readjust their behaviour and return to sunshine as quickly as possible. Children will not be left on the sunshine with cloud for long periods of time. The cloud with sunshine gives children the opportunity to make a good choice and decision and return to the sunshine and maintain their positive ClassDojo point.



BLACK CLOUD: Black cloud indicates to our children that they need to reset in the class environment. This means they do not miss learning and can quickly adjust their behaviour with or without in-class support. The EYFS setting has a wide range of learning environments and spaces to support a wide range of needs.

An in class reset should be quick and should not cause disruption to the learning of other children.

An in class reset results with 0 ClassDojo point being recorded on their profile i.e. they do not lose a point for resetting as expected.

EXPECTATIONS FOR AN EYFS IN-CLASS RESET:

Respond to the reflection time
Exchange seats, space or staff
Strategies are used to help and support needs
Exit with staff to a safe space
Talk it out, visually point it out

EXPECTATIONS FOR AN OUT OF CLASS RESET:

RESET instruction given to the child
Exit the classroom calmly with an adult, or children exited for their safety and well-being
Safely walk to a safe space, or use take up time to support regulation in the class
Enter the safe space, or use the take up time in line with needs and safe spaces
Take up time and RED RESET to be completed using restorative practice language or visual aids.

RESTORATIVE RESET:

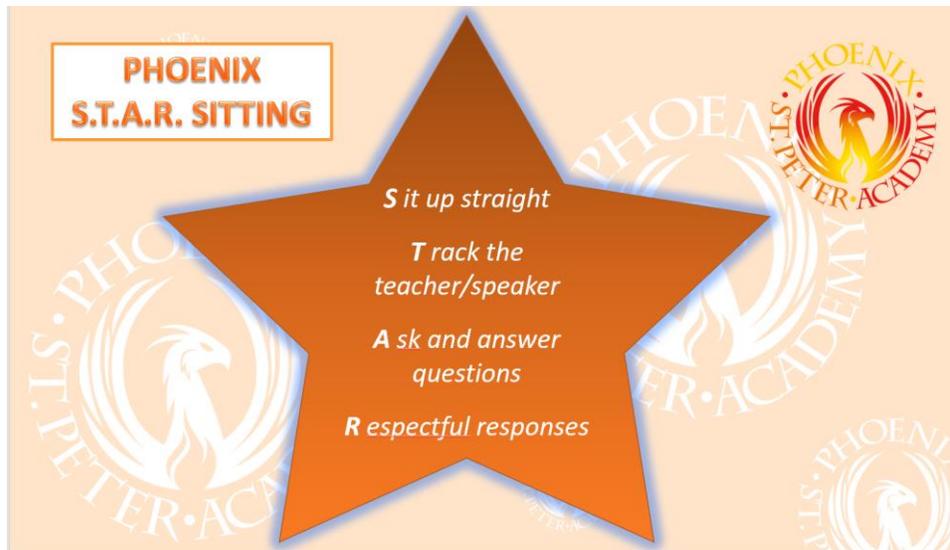
Restorative Practice: The Four R's will be used to structure conversations and resolve concerns.

STRATEGIES TO SUPPORT CONDUCT AND LEARNING BEHAVIOURS:

We have key acronyms that our children understand and respond to in order to maintain the good and orderly running of the school, good manners and safe movement through school, an example of this is S.T.A.R.

- **S.T.A.R, when using transitions between learning:**

- **S**it up Straight
- **T**rack the teacher
- **A**sk and answer questions
- **R**espectful responses



SUPPORT BEYOND THE CLASSROOM:

By using records to monitor behavioural patterns, it may be necessary for a child to be provided with additional support, with input from the Class Teacher, DSL Team, SLT and home settings. Support may be presented in the following forms:

- Behaviour Report
- Consistent Management Plan (CMP)
- THRIVE
- Mentoring
- Positively Me Reward Chart (to boost self-esteem and learning confidence)
- Counselling
- Part-time timetable (communicated to the Local Authority and Trust Leaders)
- Early Help (please refer to the school's Early Help offer)
- Request. of external agency input (Early Help offer – external to school i.e. Children and Young People's Services)

This list. is not exhaustive and the form of support would depend on the needs of individual children and the agreed next steps with the home setting.

FORMAL CONSEQUENCES:

Internal RESET:

An Internal Reset will take place for 1 session (0.5 school day) or 2 sessions (1.0 day). An Internal Reset is issued when a Restorative RESET has failed; the child has refused to follow their Risk Assessment and/or Consistency Management Plan. This will be discussed and agreed with child, Parent/Carer and class teacher. CPOMS will capture the reason for the failed Restorative RESET.

The Internal Reset is completed by a Senior Leader outside of the classroom. The Parent/Carer and child will arrive in school through the main entrance and will be escorted to the RESET space. A meeting will be completed between all parties and restorative work will be undertaken.

Time is taken to consider and where appropriate update documents such as the children Consistency Management Plan and Risk Assessment, which will include child and parent / carer perceptions and adjustments.

Where appropriate to do so, support beyond the classroom will be discussed and next steps agreed in order to prevent the reoccurrence of safety rule breaches.

Following the Internal Exclusion meeting the child will complete work set by the class teacher. If appropriate to do so the Parent/Carer will be asked to remain in school to support learning until their child is RESET and able to adhere to the RESET expectations, to avoid a Fixed Term Suspension.

During the Internal Reset, an Inclusion Log will be completed to track conduct over time, where a child remains non-compliant. This is reported back to the Parent/Carer, the Senior Leadership Team and the Class Teacher where a decision will be made if the child is RESET and able to return to class as planned, or if the child has breached safety rules that has compromised their safety and that of others.

Fixed Term Suspension:

On occasions of severely disruptive, challenging or dangerous behaviour and / or safety breaches, it may be necessary to issue a suspension. A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a child that their current behaviour is putting them at risk of permanent exclusion. This can only be authorised by the Executive Headteacher. A letter will be issued to the family with clear reasons why the suspension was issued.

During the suspension work will be set by the school and marked when returned to the school. Arrangements for free school meals will be accommodated and daily welfare checks completed during the period of exclusion.

On return from a suspension, a reintegration meeting will be held with a member of the Senior Leadership Team. This will ensure that the school and home setting assess the child's readiness to return to school, puts support in place to prevent reoccurrence. The reintegration meeting will ensure that the child and their family understands the seriousness in receiving a fixed term suspension and supports the school's expectation for conduct and learning behaviours.

If Senior Leaders leading the reintegration meeting feel that the child is not ready to return, the meeting will be recorded as a failed reintegration meeting. The child will be issued with a further Fixed Term suspension and another date, or later time that day, will be set for a further reintegration meeting. Every effort will be made to reintegrate the child by making reasonable adjustments where reasonable and appropriate to do so, the aim being to aid a positive return to school.

The school will inform the Governing Body, Attendance Officer/Lead and Safeguarding Lead of all suspensions; this will be captured on the schools Child Protection On-line Management system (CPOMS) and Arbor Attendance Record.

All suspensions will feature as part of the Inclusion Report to Governors and shared with Trust leaders as part of the attendance overview for the school.

The Executive Head will be informed of all suspensions as part of the recording and reporting protocols of our Academy Trust.

Risk of Permanent Exclusion:

When a child has received 14 days (28 sessions) of Fixed Term Exclusion/suspension the Governors will be advised that the child is at risk of Permanent Exclusion. The Local Authority: Suffolk County Council will be notified of the seriousness of the situation and advice will be sought and shared with the home setting.

Permanent Exclusion:

To quote the Department for Education: 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (August 2024):

"11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as Staff or pupils in the school.

The decision to permanently exclude can be made only by the Executive Headteacher.

The Deputy Director of Education for Cluster 5, of our Academy Trust will be informed of the decision to permanently exclude and the reasons to exclude.

The Permanent Exclusion will be reported to the Local Authority: Suffolk County Council and the completion of respective documentation will adhere to Local Authority timeframes.

A letter and meeting informing adults of this decision will be issued after due consideration; thereafter the school will comply with REAch2 Policy in managing the permanent exclusion (Appendix 5ⁱⁱ).

SEXUALISED BEHAVIOUR OR LANGUAGE:

At Phoenix St. Peter we have implemented a whole school Child-on-Child risk assessment that aims to protect our children from the risks of sexual violence and sexual harassment (SVSH). Designated Safeguarding Leads (DSLs) are trained by Brook so that Staff are effective in managing sexualised behavior and language.

At Phoenix St. Peter Academy we do not accept or allow any sexualised behaviour or language between children. This includes, but is not limited to:

- any names
- comments
- requests
- discriminative
- threats
- 'jokes'
- gestures and actions

that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullyingⁱⁱⁱ, regardless of whether it takes place face to face, or online^{iv}.

We will respond to any reports of such behaviour on a case-by-case basis, taking into account the age, gender, and understanding of the children involved. The Brook Traffic Lights toolkit will be used to categorise and rank reported concerns. All incidents are recorded by the school on the CPOMs and on the schools SVSH log.

Any action taken will be made in line with this policy, and we will follow up with actions for the perpetrator and the victim(s) in line with Keeping Children Safe in Education 2024, the school's Safeguarding and Child Protection Policy and Government guidance Sexual violence and sexual harassment between children in schools and colleges (2021).

POSITIVE HANDLING/ REASONABLE FORCE:

At Phoenix St. Peter staff are trained in positive handling / reasonable force in line with the Department for Education and the Education and Inspections Act 2006. DfE Guidelines: July 2013 v: Use of reasonable force States that: "schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of Staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Section 93 of the Education and Inspections Act 2006 gives school Staff the power to use reasonable force in certain circumstances:

- To prevent a pupil from harming themselves or others
- To prevent a pupil from damaging property
- To prevent a pupil from causing disorder
- To prevent a pupil from disrupting a school event or trip
- To remove a disruptive pupil from the classroom
- To prevent a pupil from leaving the classroom if it would risk their safety or disrupt others

Any use of physical intervention is recorded and communicated with home settings and recorded on the Child Protection On-Line Management system (CPOMS), along with the completion of the **safe restraint log book**; which is ratified by Senior Leaders in the Trust.

Signed (Chair):	Date:
To be reviewed by (committee):	Next Review Date:

APPENDIX 1 TRAFFIC LIGHTS

ASPIRATION

COURAGE

Creativity

ST. PETER'S ACADEMY

**We come to school to learn...
We come to school to be safe....**

GOLD AWARD!
Proud to be Phoenix!
Thank you for:
Showing our values of aspiration, courage, creativity and kindness.
Always trying your best to improve your learning.
For keeping yourself and others safe.
Always being enthusiastic and positive – with a 'can do' attitude!
Always being kind to others.
For taking learning risks so that you improve.
Being a wonderful role model!

5 House Points!

Our Learning Behaviours:

- Aspire to do even better
- Reflect and improve
- Learn with others and share
- Try new things
- Be creative and problem solve

GOOD TO BE GREEN!
Keep doing what you are doing... you are shining!

- I show positive learning behaviours. I try my best. I aspire to be better!
- I follow the rules to keep myself and others safe.
- I am kind, polite, respectful and supportive towards everyone
- I try new things with courage, resilience and determination.
- I am honest and always tell the truth.
- I show that I am listening carefully.
- I show pride in my work and respond positively to praise and feedback
- I STAR and SHAPE with confidence and focus

Token time!
1 House Point per lesson!

STOP AND THINK!
It's time to make good choices and decisions!

- We would like you to follow the rules that keep you and your class safe.
- We would like you and the other children in your class to continue with their learning.
- We would like you to show us your best learning behaviours.
- We would like you to think about how your actions are affecting the class' thoughts and feelings.
- We would like you to respond well to 'take up time' or use.
- We would like you to think about what help you need to **RESET** and we would like you to accept help.
- We would like you to show respectful responses and use your best manners: **STEP** it out!

Get back to Green!

Token time!

+1 House Point this lesson if you make that positive choice!

KINDNESS

EMERGENCY STOP!
BIG decision – BIG choice!
Don't jump a red light!

- ⊗ You are not following the safety rules.
- ⊗ You have stopped yourself and others from learning.
- ⊗ You are not thinking about the class' thoughts and feelings.
- ⊗ You are causing worry and upset to yourself and others.
- ⊗ You are not following your strategies that help you to keep focused or stay calm.

IT IS TIME TO RESET IN CLASS.....

Token time!
-1 House Point

REFLECTION TIME:
How can you get back to Amber?
What do you need to do differently?
How can we help you?

IN CLASS RESET

- Respond to reflection time*
- Exchange seats or space*
- Strategies that help*
- Exit with staff*
- Talk it out*

Restorative Practice:
What happened?
What are you thinking?
What are you feeling?
Who has been affected?
How can you repair the harm?

RED RESET - STOP NOW!
Stop you are being unsafe!
IT IS TIME TO RESET IN THE LINK.
A LINK RESET WILL HELP YOU.

Token time!
-3 House Points

LINK RESET

- R ESET instruction given*
- E xit your class calmly with an adult*
- S afely walk to THE LINK*
- E nter THE LINK – follow the flow chart*
- T ake up time and a LINK RESET time*

STOP

ⁱ Appendix 1: Traffic Lights

ⁱⁱ REAch2 Policy: Permanent Exclusions – Please refer to ‘REAch2 PEX Toolkit Flow Chart’ and the schools Suspension and Exclusion Policy May 2024.

ⁱⁱⁱ See Equality Act 2010: Protected Characteristics

^{iv} REACH2 Policy: Safeguarding and Child Protection Policy, Digigal and Online Safety Policy.

^v DfE use of reasonable force:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Review_ed_July_2015.pdf