

Alice Ingham R.C. Primary School Behaviour Management Structure KS1 and KS2

ACHIEVEMENT	REWARD
100% Attendance and Punctuality Highest Weekly Attendance	Yearly award from Head Teacher Cup awarded in assembly and announced through PowerPoint presentation.
Significant Achievement/ Behaviour	Termly Certificate of Commendation for four children in each class
Excellent Behaviour/Achievement Improved or Good Pieces of Work	Consideration for the weekly Witness Award - earn a seat at the top table and bring a friend.
The Receipt of the Highest Total of House Points House Points recorded using Dojo system.	Recognition of winning house on weekly basis. A prize of an extra playtime is allocated to the House that gains the most house points in the half-term.
Improved Piece of Work Work of High Quality Act of Kindness	Sticker or similar presented by adult working with child/ house point awarded. Child can be sent to HT/DHT/AHT for recognition.
Working Well in Class Being Helpful, Polite and Kind	A smile or verbal praise given by an adult working in the class. Dojos awarded.

Stage	BEHAVIOUR	CONSEQUENCES
1	Not Following School Rules Unacceptable Behaviour at Playtimes and Lunchtimes	Verbal reminder of what is expected, referring to school rules and the desired behaviour. For children who persistently reach this level but go no further, then the class teacher is advised to speak to parents about their concerns.
2	Continuation of Unwanted Behaviours	Name on tick sheet on teachers' desk, have 5 minutes reflection time with an adult. For children who persistently reach this level but go no further, then the class teacher is advised to speak to parents about their concerns
3	Continuation of Unwanted Behaviours	A second tick is placed next to the child's name, further reflection time with an adult will take place and a consequence of 15 minutes missed play time will be put into place. For children who persistently reach this level but go no further, then the class teacher is advised to speak to parents about their concerns. Escalate to step 9 if no improvement.
4	Continuation of Unwanted Behaviours	The child is accompanied to relevant partner class for additional reflection time and the class teacher will make a behaviour log on CPOMS.
5	The child returns to class and unwanted behaviour continues.	Children who need a period of reflection after stage 4 will go to the Pastoral Lead's room for a set period of time, with a task to complete. They will be escorted by an adult and then collected at the end of the time period by an adult. They should not be in said room for longer than 15 minutes, unless they are not ready to return.
6	The child returns to class and unwanted behaviour continues.	The child will be escorted to the AHT's class for the remainder of the morning or afternoon session.
7	The child returns to class and unwanted behaviour continues.	The child will be escorted to the DHT's office (or class if applicable) for the remainder of the day.
8	Continuation of Unwanted Behaviours Across more than one school day.	Stages 1-7 are followed.
9	Insufficient Improvement In Behaviour	After three entries on CPOMS per half-term, the child will be placed on a target card which will be monitored by the Pastoral Lead. The class teacher will set the targets - these will be phrased positively, stating the behaviour we want the child to show. A behaviour plan will be drawn up by the Pastoral Lead, following a meeting with parents, the child and the class teacher. This will be uploaded to CPOMS. The child will report daily to the Pastoral Lead who will determine how long the child needs to remain on the target card, in liaison with the class teacher. When the target card is no longer needed, a CPOMS log will be made to record this decision.
10	Insufficient Improvement In Behaviour	After two weeks, if there has not been sufficient improvement in the child's behaviour, the Pastoral Lead will refer the child to the AHT. A letter will be sent to parents from the AHT informing them that their child's behaviour is giving cause for concern and requesting an appointment is made to discuss the child's behaviour. The child will then be placed on daily AHT report and the behaviour plan will be amended, in co-operation with parents/carers. An amended copy will be added to CPOMS. The AHT will determine how long the child needs to remain on the target card. When the target card is no longer needed, a CPOMS log will be made to record this decision.
11	Insufficient Improvement In Behaviour	After two weeks, if there has not been sufficient improvement in the child's behaviour, the AHT will refer the child to the DHT. A further letter will be sent to parents from the DHT informing them that their child's behaviour is still a cause for concern and requesting an appointment is made to discuss the child's behaviour. The behaviour plan will be amended at this meeting. An amended copy will be added to CPOMS. The DHT will determine how long the child needs to remain on the target card. When the target card is no longer needed, a CPOMS log will be made to record this decision.
12	Insufficient Improvement In Behaviour	After two weeks, if there has not been sufficient improvement in the child's behaviour, the DHT will refer the child to the Headteacher. The Headteacher will meet parents and a behaviour contract will be created and signed by both the parents and the child. If this approach does not result in an improvement, the child may be suspended or permanently excluded. This will be made clear to the child and their parents at the aforementioned meeting.
13	Insufficient Improvement In Behaviour/ Serious Incident	Suspension for up to 45 days or a permanent exclusion.

Other consequences may be applied, at the discretion of the Headteacher, such as not being able to represent the school at external events or not being allowed to attend fun events such as discos.

Serious incidents (as determined by the Behaviour Policy) will be managed by the Headteacher who will determine which level on this scale is appropriate based upon the incident and evidence available.

Alice Ingham R.C. Primary School Behaviour Management Structure Early Years

ACHIEVEMENT	REWARD
100% Attendance and Punctuality Highest Weekly Attendance	Yearly award from Head Teacher Cup awarded in assembly and announced through PowerPoint presentation.
Significant Achievement/ Behaviour	Termly Certificate of Commendation for four children in each class
Excellent Behaviour/Achievement Improved or Good Pieces of Work	Consideration for the weekly Witness Award - earn a seat at top table and bring a friend.
The Receipt of the Highest Total of House Points House Points recorded using Dojo system.	Recognition of winning house on weekly basis. A prize of an extra playtime is allocated to the House that gains the most house points in the half-term.
Improved Piece of Work Work of High Quality Act of Kindness	Sticker or similar presented by adult working with child/ house point awarded. Child can be sent to HT/DHT/AHT for recognition.
Working Well in Class Being Helpful, Polite and Kind	The Reception classroom has a weather-based behaviour chart. All children will begin the day with their photograph on the rainbow. To reward good behaviour, a child will be able to move their picture up to the sunshine. If a child shows negative behaviour following this, their picture can be moved back down to the rainbow, but they will always have the opportunity to move back to the sunshine throughout the day. At the end of each day, one child will be chosen to move their photo onto the star at the very top of the display. This child will receive a special 'star of the day' sticker as they have been a role model for the other children in the class. All children ending the day on the 'sunshine' will receive a Dojo point.

Stage	BEHAVIOUR	CONSEQUENCES
1	Not Following School Rules Unacceptable Behaviour at Playtimes and Lunchtimes	Verbal reminder, explaining exactly what the child is doing that is unacceptable and what the staff member wants them to do instead. Visual reminders should be used.
2	Continuation of Unwanted Behaviours	Name moved from the rainbow to the thinking time pot. Child has 2 minutes of time in with an adult. Name goes back on the rainbow.
3	The child returns to class and unwanted behaviour continues.	Name moved back to thinking pot. Child will be taken to the Y1 classroom, by an adult, with a task to do, for 10 minutes. Name goes back on the rainbow when they return.
4	Continuation of Unwanted Behaviours	Name moved back to thinking pot (it cannot now go back onto the rainbow) and the AHT will be requested to intervene. Class teacher will inform parents at the end of the day.
5	The child returns to class and unwanted behaviour continues.	If the behaviour continues, the DHT will be requested to intervene. The class teacher will add a behaviour entry to CPOMs and will inform parents at the end of the school day.
6	The child returns to class and unwanted behaviour continues.	The Headteacher will be requested to intervene. The class teacher will add a behaviour entry to CPOMs and the Headteacher will inform parents via phone call.
7	Continuation of Unwanted Behaviours Across more than one school day.	Children for whom the weather chart does not work will be given an individualised target card which will include small step targets. If this does not work, further consideration may be made by the SENCo as to any special needs.
8	Continuation of Unwanted Behaviours Across more than one school day.	Stages 1-7 are followed.
9	Insufficient Improvement In Behaviour	After three entries on CPOMS per half-term, the child will be placed on a target card which will be monitored by the Pastoral Lead. The class teacher will set the targets- these will be phrased positively, stating the behaviour we want the child to show. A behaviour plan will be drawn up by the Pastoral Lead, following a meeting with parents, the child and the class teacher. This will be uploaded to CPOMS. The child will report daily to the Pastoral Lead who will determine how long the child needs to remain on the target card, in liaison with the class teacher. When the target card is no longer needed, a CPOMS log will be made to record this decision.
10	Insufficient Improvement In Behaviour	After two weeks, if there has not been sufficient improvement in the child's behaviour, the Pastoral Lead will refer the child to the AHT. A letter will be sent to parents from the AHT informing them that their child's behaviour is giving cause for concern and requesting an appointment is made to discuss the child's behaviour. The child will then be placed on daily AHT report and the behaviour plan will be amended, in co-operation with parents/carers. An amended copy will be added to CPOMS. The AHT will determine how long the child needs to remain on the target card. When the target card is no longer needed, a CPOMS log will be made to record this decision.
11	Insufficient Improvement In Behaviour	After two weeks, if there has not been sufficient improvement in the child's behaviour, the AHT will refer the child to the DHT. A further letter will be sent to parents from the DHT informing them that their child's behaviour is still a cause for concern and requesting an appointment is made to discuss the child's behaviour. The behaviour plan will be amended at this meeting. An amended copy will be added to CPOMS. The DHT will determine how long the child needs to remain on the target card. When the target card is no longer needed, a CPOMS log will be made to record this decision.
12	Insufficient Improvement In Behaviour	After two weeks, if there has not been sufficient improvement in the child's behaviour, the DHT will refer the child to the Headteacher. The Headteacher will meet parents and a behaviour contract will be created and signed by both the parents and the child. If this approach does not result in an improvement, the child may be suspended or permanently excluded. This will be made clear to the child and their parents at the aforementioned meeting.
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