

## Academy Specific Behaviour Appendix

These appendices are to be read alongside the Trust Care, Support, Guidance and Behaviour Policy.

The pages below outline the academy specific details discussed within the main body of the Trust policy.

### **In our academy our behaviour policy is Good to be Green**

All classes and teachers use the traffic light system called 'Good to be Green'. This system is in place for the whole school and every member of staff uses 'green' language. Some specific pupils may also have a bespoke behaviour system that runs alongside the whole school policy. Any bespoke systems/procedures are created in conjunction with the inclusion team, parents and the child. The expectation is that all children start the day on green and that this 'green behaviour' will be reinforced throughout the day through praise. e.g., "These pupils are showing green behaviour, they are all sitting how we expect..."

Each lesson, pupils start on green, and the minimum expectation is that they finish the lesson on green. Amber is used as a warning to those children who don't display green behaviour, for example: talking when it is not appropriate.

Pupils should be given an amber warning, and it should be made clear to the pupil at this point what they need to do to be put back on green, "To be green you need to ....."

Red should be used when children choose not to show green behaviour, where children have had the amber C1 and C2 warnings and failed to get back into green or where the behaviour has escalated. Pupils in red should be given direct intervention to support them in being able to 'get back into green'. See Appendix 1 for more information around 'red behaviours'.

### **Academy Specific Praise:**

We firmly believe in positive reinforcement and as such we have the following strategies in place for praise:

- Dojo points
- Star of the Week Awards
- Verbal Praise
- Notes/Messages home
- Stickers
- Visit to the Headteacher/another staff member
- Dojo points - rewarded on a child-by-child basis and children are able to spend these in the point shop.

The academy lead for behaviour is Mrs Cooke, Head of Academy  
The academy lead for Thrive is Jo Simons

Some children may have individual plans for behaviour due to specific identified needs eg autism, attachment etc. Where this is the case consequences and outcomes will be tailored to their individual needs and may not directly follow the guidance below. However, all pupils are emersed in the language and expectations of green behaviour.

The following applies for any and all occasions pupils are at school or on any kind of out of school activity.



## Consequences for RED behaviour

	<b>Types of behaviour</b>  (examples of typical behaviours – list is not exhaustive)	<b>Consequences</b>  (as appropriate for the age and understanding of the child)	<b>The role of the adult</b>
C1	<ul style="list-style-type: none"> <li>Swinging on chair</li> <li>Calling out</li> <li>Talking when not permitted</li> <li>Distracting others</li> </ul>	First warning only	Tell the pupil what the undesired behaviour is and clearly say "C1 first chance. To be green you need to..."
C2	As C1	Final warning	Tell the pupil what the undesired behaviour is and clearly say "C2 final warning. To be green you need to..."
C3	Any C1 repeated behaviour. Also: <ul style="list-style-type: none"> <li>Physically attempting to hurt, or hurting another child or adult in any way</li> <li>Using inappropriate language (eg foul and abusive, threatening, swearing/ hand gestures)</li> <li>Refusal to follow reasonable instruction</li> <li>Damage to, or attempted damage to property, (anybody's)</li> <li>Inappropriate behaviour on the playground/dining hall/ toilets etc</li> <li>Any behaviour which makes the pupil, or any other pupil unsafe</li> </ul>	Loss of playtime	<ul style="list-style-type: none"> <li>Spend time talking to the pupil during the consequence about the importance of making green choices.</li> <li>Remind pupil of the red behaviour and/or the chance to make the right choice at C1 and C2</li> <li>Offer pupils support to make the right choice next time</li> </ul>
C4	Any escalation or more severe examples of C3 behaviours (senior leaders will use their professional judgment) or persistent C3 behaviours	Loss of playtime and lunchtime (possibly more than one)  Possibly a period of time learning away from the class, including at another local Delta academy	SLT intervention which will include any or all of the above. Possible behaviour lead intervention and meeting with parent/carers
C5	Any escalation or very severe examples of C3 behaviours Also: <ul style="list-style-type: none"> <li>Bringing any prohibited item onto the academy premises</li> <li>Any proven allegations of bullying (in any form)</li> <li>Any proven allegations of intentional racism, intentional homophobia</li> </ul>	Any C4 consequence Also possibly: <ul style="list-style-type: none"> <li>Enacting suspension and permanent exclusion arrangements as detailed in the CGBS policy</li> <li>Ather agency involvement</li> </ul>	Meetings with parents/carers and behaviour lead