

## Appendix A: The School Rules


At Judith Kerr we:

- > Are kind
- > Follow instructions given to us by adults, respectfully, promptly and accurately
- > Look after school property
- > Treat everyone with respect
- > Are honest
- > Listen to each other
- > Keep ourselves and others safe
- > Work as a team

Pupils are prohibited from bringing in any of the following items:

- > Money (unless prior arranged for a specific event)
- > Electric games or devices
- > Mobile phones (unless they are in Year 5 and 6). When phones are brought in, they will be stored in the classroom in each child's bag and switched off for the duration of the day

## Appendix B: Tariff of sanctions

<p><b>Step 1</b> <b>Redirection</b></p>	<p>Gentle encouragement, a 'nudge' in the right direction, a small act of kindness. (non-verbal)</p>
<p><b>Step 2</b> <b>Reminder – verbal warning</b></p>	<p>A reminder of the expectations -delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable.</p>
<p><b>Step 3</b> <b>Caution – yellow card</b></p>	<p>A clear verbal caution, delivered privately where possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p>
<p> <b>Step 4</b> <b>Red card</b></p>	<p>If behaviour continues or escalates then a red card is given. Child is then referred to their Key Stage Lead who will then investigate issue and then with class teacher arrange meeting with parent. This must be logged on CPOMs as a behaviour concern with ensuing conversations and next step planned for. An additional sanction at this point may be applied. Once this behaviour has de-escalated and the child is ready, a restorative conversation with the child should be had and they can be returned to class.</p>
<p><b>Step 5</b> <b>A pattern of red card or exclusion</b></p>	<p>Key children will be monitored through SLT meetings.</p> <p>A meeting with the teacher, child and SLT will be recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.</p> <p>At this point a conversation with parents will be arranged with the class teacher at the end/start of the school day.</p> <p>A personalised behaviour plan will be put in place for said child, with regular feedback to parents about how the child is doing.</p> <p>In the case of a serious incident (e.g fighting, trying to leave the school premises, inability to comply with any instruction), this will result in an immediate red card and meeting with</p>

### High level behaviour issues

We know that all our children can behave well however some may have particular needs that mean they struggle with behavioural norms.

There may also be some children who are going through difficult circumstances and/or have additional needs which may affect their behaviour in school.

In these circumstances the behaviour policy will be reviewed and adapted as needed.


<p><b><u>Action 1</u></b></p>	<p>Following this time if no improvement is seen, then a more formal meeting will be arranged including the class teacher, parents/carers and a member of the Senior Leadership team (SLT) to develop a personal support plan.</p> <p>The plan is used to identify</p> <ul style="list-style-type: none"> <li>• Triggers</li> <li>• Unacceptable behaviours</li> <li>• Targets to improve behaviour</li> <li>• Actions to be taken</li> <li>• Strategies to support the child</li> </ul> <p>A reward and sanction system will be put in place personalised to child's likes and interests. This will be shared with parents and pupils and should be reviewed daily before a final review at the end of the <b>four weeks</b>.</p>
<p><b><u>Action 2</u></b></p>	<p>At this stage a referral to the appropriate agency is made to support both the pupil and the school and Early Help may be initiated.</p>
<p><b><u>Action 3</u></b></p>	<p>If the additional support is having limited impact and a child is at risk of exclusion outside agencies will be involved.</p> <p>SLT will continue to update parents at this point regarding the severity of the child's behaviour and what the next actions are. <b>This step may need to be actioned sooner than outlined above if behaviour is deemed as extreme or is putting themselves or others at risk.</b></p> <p>A referral to the engagement centre or pupil referral centre may also be made.</p>
<p><i>* Advice may be sought from Anthem Trust at any of these stages.</i></p>	

### Appendix C: Good to be Green Class Chart and Green Token System

Each class has a good to be green chart



Green token positive behaviour rewards



- Children can now earn green tokens for positive/ 'green' behaviour
- Tokens are added to the class jar
- Each time the jar is filled, the class earn a 🏆
- Three 🏆'S = class reward/ celebration
- Expectation is for each class to have two celebrations per year (celebration to be agreed by SLT)

Appendix D: Examples of in-class reward certificates

# In-class certificates

