



# POSITIVE BEHAVIOUR POLICY

'In these stone horizons sing'  
(Gwyneth Lewis, Welsh poet)



## Introduction

At Maybury Primary School we aim to promote good behaviour at all times and to foster individual responsibility and mutual respect between all members of the school community. This document is a statement of the aims, principles, strategies and procedures for promoting positive behaviour at Maybury Primary School.

This policy has been continually updated in response to ongoing monitoring and evaluation. It was last updated during the Spring term 2018.

This Policy should be read in conjunction with Maybury Primary School's Anti-Bullying Policy, Inclusion Policy and Safeguarding Policy.

## Core Beliefs and Principals

At Maybury Primary School we work together as a team to develop our children as successful learners, confident individuals, effective contributors and responsible citizens by providing a safe, friendly and inclusive environment for motivating and challenging learning experiences. We strive to nurture and develop a strong sense of community in which each individual is valued and respected, and in turn takes responsibility for their actions. We fully recognise that parents and carers are our partners in the education process and we strive to involve them in the life of our school community.

We believe that appropriate behaviour is a learned activity. We believe that good planning is essential for good behaviour. At Maybury, teachers plan for behaviour and when they are planning work, they also plan how they will allocate TA time across the children and the classroom. At Maybury, children see adults working together as a team. All adults at Maybury have a responsibility to model and to talk up good behaviour and good attitudes.

## Aims

We aim to:

- To provide a welcoming and safe environment in which everyone is valued and a high standard of behaviour is encouraged
- To develop a community of mutual respect between all adults and children
- To deliver a broad, balanced and stimulating curriculum to develop responsible citizens with respect for self and others, an appreciation of different cultures, a healthy lifestyle, taking pride in our school, community and the environment
- To provide the highest quality of learning experiences to develop successful independent learners with enthusiasm for learning and a determination to reach high standards
- To provide a school code so that the whole school community know what behaviour is acceptable and what is unacceptable

**Rights:** All children have the right to learn, to be safe and be happy.

**Rules:** Rules or codes of behaviour are essential for maintaining the rights.

**Responsibility:** For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.



# Maybury Primary School Code of Conduct

In order to help fulfil our aims and values, all members of our community will:

- Attend school and arrive punctually
- Move around school in a quiet and orderly way
- Be polite and treat everyone with respect
- Do as they are asked to do the first time
- Look after our school – the building, our playground and our equipment
- Be smart and wear school uniform
- Be considerate and helpful
- Show a responsible attitude towards work
- Behave in a manner that reflects positively on the reputation of the school in the community, on school outings, visits etc

## Practice

Maybury Primary School operates a Positive Behaviour Policy. Good behaviour is rewarded as is good work (see individual Curriculum Policies).

Consistent and positive discipline helps children to stay within reasonable behavioural limitations. It enhances self-esteem by helping the child to meet the expectations of the community. Every child needs security, stable and caring relationships and a dependable and predictable environment in order to develop self-discipline and control.

Staff at Maybury Primary School will ensure that all children are engaged in learning, they will endeavour to guide children through a process of behaviour management towards socially acceptable, self controlled and responsible behaviour. This will be achieved in the following way:

- **reward good behaviour, praise more often than criticise**
- **strive to achieve co-operation rather than confrontation**
- **be critical of poor behaviour, not the person**
- **give pupils a way out so they don't feel trapped**
- **remain calm and refrain from aggression**
- **not hold grudges – begin again positively when a situation has been dealt with**
- **follow the Behaviour Policy fairly**

The Whole School Behaviour Policy is based on the Traffic Light System. We encourage the use of traffic lights for many reasons but we consider it so powerful to be able to walk into a classroom and flag up the children who are not in amber or red. We talk traffic light behaviour: "Well done for your green behaviour"... "You need to be in green"... "You will be in red if that continues" etc.

Each incident of poor behaviour needs to be considered and understood in context i.e. the total picture of the young person including their life experiences to date. Any interventions or responses to behaviour should involve the young person in the behaviour management process to allow them to recognise their responsibility in their own development. Examples of strategies for dealing with difficult behaviour can be found in Appendix 1.

## Responsibilities

All school staff, teaching and non-teaching share a collegiate responsibility for implementing this policy. Any member of staff who observes inappropriate behaviour should deal with it or, if appropriate, quickly refer it on to a senior member of staff so that it can be dealt with promptly. **All staff** have responsibility to ensure that children move calmly about the school at all times and behave well at lunchtime and playtime.

Parents are key partners in reinforcing and supporting good behaviour in our school. They have a responsibility to respond and work in partnership with the school to address any difficulties that may arise.

Children have a responsibility to learn to follow our code of conduct and school rules, and accept there will be a consequence for breaking a school rule.

Our Child Welfare Advisor is Craig Williams. It is the role of the Child welfare Advisor to offer a range of support and advice to promote positive behaviour throughout the school.

The Head Teacher has overall responsibility for ensuring positive behaviour.

## Rewards

Children respond to praise and encouragement. Rewards are more powerful than sanctions and are tools that should be used by all members of staff to build a positive environment, where children learn that hard work and good behaviour bring positive attention and reward.

The Behaviour Policy is based upon the traffic light system. Children should be praised for demonstrating 'green behaviour' and for being in place in the green traffic light.

A weekly Green Behaviour assembly is held to celebrate good attendance and behaviour.

Rewards to support this understanding of green behaviour should be given by all members of staff at every appropriate opportunity using the following menu of rewards:

### **Intrinsic Rewards:**

Praise should be intrinsic and used appropriately to actively promote positive behaviour. These include: smiles, gestures and the use of 'thank you and 'well done'.

Praise should be given in response to effort as well as achievement. Many children do not really know what 'good' behaviour means. This needs to be made explicit so that the child receiving it clearly understands what it is for:

"Thank you for listening so well."

"Well done for setting your work out so neatly."

"I'm really impressed by the way you have lined up."

### **Stickers/Praise Pads:**

Appropriate stickers and/or praise pads will be available for all staff to use. Children should know and understand the reason they have been awarded stickers or notes and be encouraged to send them home to share with their parents and carers.

### **Additional playtime/ reward time:**

This may be earned by the class. This should be purposeful and should be used sparingly. For example, when working towards a specific class short term goal decided by the class teacher. In Foundation, children aim to get into the Golden Star.

### **Classroom Prizes:**

Prizes can be awarded by the class teacher – these should be simple, small and age appropriate. They may for example, include **table points, raffle tickets, mystery pupil, star of the day, smartie of the week, privileged.**

### **Class Bonus Chart:**

A class bonus can be awarded to the children for recognition of whole class reward for hard work and good behaviour. This can lead to a class treat on completion of the chart which is decided by the children.

### **Positive Confirmation to Parents and Carers:**

Parents are able to access the Class Dojo and see what their children have earned positive dojos for. Positive messages are sent to the parents on the Dojo system.

### **Golden Tickets:**

Are given out by staff and are awarded for:

- Attendance and Punctuality
- Movement around the school
- Showing politeness
- Good behaviour in assembly – listening, sitting smartly
- Good behaviour at playtime and lunchtime – co-operation with others, playing fairly, sharing
- Lining up correctly
- Wearing correct uniform
- Good manners
- Showing consideration towards others

At the end of the week, the class with the most golden tickets will be awarded the Golden Ticket Trophy in the weekly praise assembly, which they will keep in their classroom for the following week. The winners of the trophy will receive 5 minutes extra playtime.

### **Dojos:**

Children will receive positive Dojos. These are recorded by the class teacher. In the weekly praise assembly, the class with the highest percentage of positive Dojos will be presented with a trophy and receive 5 minutes extra playtime. Parents are able to log in to the Dojo system and see the score for their child each week.

### **Specific Reward Programmes for Individual Children**

Sometimes it will be necessary to set up an individual reward system for a child. This may be used to support a child who needs help to modify a particular behaviour.

## Sanctions

These are based on the Traffic Light system on display in every classroom.

Sanctions are to be applied consistently by all adults in the school. At Maybury, we understand that it is certainty that works and not severity. We believe in persistence and are insistent that everyone in the school insists on the very highest standards of behaviour management. Sanctions are employed in a detached manner.

Low Level	Medium Level	High Level
Pushing in Teasing Interrupting teacher Attention seeking Clowning around Spoiling the games of others Telling tales Avoiding work Wasting time Being noisy Running Arguing Refusal to complete work	Repetition of Level 1 behaviour Answering back/arguing/being cheeky to staff Lying Biting Graffiti Pushing about with hands and feet Hitting back Refusal to complete work Complete refusal to follow instructions Damaging resources	Bullying Vicious kicking Fighting/thuggery Endangering others and themselves Throwing of furniture Swearing at staff/peers Racial or homophobic abuse Stealing Physical abuse of staff/pupils Verbal abuse of staff/pupils
<u><b>Sanction</b></u> The look Gestures A quiet word Verbal warning 'try that again' Change of place in the classroom Low level detention (short period in school time – miss first 5 minutes of break or lunchtime?) Work completion	<u><b>Sanction</b></u> Name in Amber Name in Red Longer period detention over break or lunchtime Withdrawal of privileges (after school club etc) Daily monitoring (teacher) Daily monitoring (SLT) Exit from class (must be planned!) Contact with parents	<u><b>Sanction</b></u> Name in Red Sent to Headteacher Pupil removed from classroom (planned) Incident logged Meeting with parents Behaviour contract set up Fixed term exclusion Permanent exclusion

## Severe Clause Removal from Classroom

On very rare occasions there will be actions that warrant immediate removal from the classroom. If such a situation occurs, a member of the Senior Leadership Team and the Child Welfare Advisor should be informed immediately.

The actions that could lead to removal are:

- Fighting
- Persistent verbal abuse of pupil or adult
- Throwing furniture
- Attacking an adult or child



- Racist or homophobic comments (these MUST be reported to the Headteacher via CPOMs)

**Children should never be left unsupervised, nor should they be sent to stand outside any room.**

## **Exclusion**

The types of behaviour in the High Level section of the guidelines are completely unacceptable and if happening regularly are likely to incur the ultimate sanction at our disposal, which is exclusion. Only the Headteacher has the authority to exclude a child from school, whether fixed term or permanent.

The Headteacher may make the decision to exclude a child when:

- Any of the behaviours in the High Level section are displayed
- All of the above consequences and sanctions have been exhausted
- Behaviour is such that it is likely to endanger the education, welfare or safety of other members of the school community

The Parents will be informed of the length of the exclusion and the reasons for it. The school will comply with: DfE guide 'Exclusions from Schools, Academies and Pupil Referral Units 2012; DfES 'Social Inclusion Circular 10/99; the Kingston Upon Hull City Council procedures and all current guidance and legislation pertaining to exclusion. A meeting will be arranged with the Headteacher, the child, the parents, the Child Welfare Advisor and the Class Teacher for readmission of the pupil. Agreed conditions for the return to school will be discussed. The child will not be readmitted unless this meeting has taken place.

Outcomes of this meeting may lead to:

- A Pastoral Support Plan being implemented
- Child being 'identified' to the Whitehouse PRU
- Referral to an external agency
- Decision to call a multi-agency meeting

A named member of staff (usually the Child Welfare Advisor) will monitor the re-integration of the child and the targets/strategies will be reviewed on an agreed date.

## **Recording and Monitoring**

Red Folder Recording Sheets (Appendix 2) should be completed by all staff at the time of the warning being given. Children's Individual Behaviour Log record sheets (Appendix 3) should be used to record low level or serious inappropriate behaviour; responses to incidents and conversations with parents.

**It is important that detailed records of behaviour incidents are kept – these allow us to identify patterns and match intervention and support to children that need it.**

## **Heirachy of Intervention**

### **Step One: Behaviour over the course of one day:**

#### **1) Verbal Warning given**

#### **2) 1st Warning: Child's name moved into the AMBER traffic light**

Children will be encouraged to turn around their behaviour and move back into Green as soon as possible. However, if behaviour persists:

#### **3) 2<sup>nd</sup> Warning: Child's name moved into the RED traffic light Name and action recorded in Red Class Behaviour Folder**

Again, children will be encouraged to turn around their behaviour and move back into Amber and then Green as soon as possible. However, if behaviour persists:

#### **4) 3<sup>rd</sup> Warning: Child's name moved into RED for the 2<sup>nd</sup> time in a day Name recorded in Red Class Behaviour Folder Child sent to Headteacher/Assistant Headteacher/ Child Welfare Advisor Behavioural Action Plan completed and filed The class teacher should inform the child's parents by phone, in person or by letter.**

The emphasis will be on the home and school working together. Parents should be encouraged to discuss with their child how their poor behaviour can affect others and the consequences that may result if they continue or repeat behaviours.

Contact/conversations should be recorded on the child's individual Behaviour Log.

The Child Welfare Advisor along with the Headteacher and Assistant Headteacher will monitor the Red Behaviour Files regularly (at least once each half term).

A maximum of 3 such incidents should trigger Step Two.

## **Step Two**

### **Responding to persistent low level and continued offensive and disruptive behaviours**

Child Welfare Advisor should be made aware of emerging pattern of behaviours.

Meeting with parents: class teacher to initiate in liaison with Child Welfare Advisor. Discuss what has been happening and consider ways to both challenge and support the child in changing their behaviour. A Behaviour Improvement Plan (Appendix 5) will be completed and a copy given to parent/carers. Set 2-3 targets to support the child in this change.

Meeting should be recorded, including details of any specific agreed supportive intervention in the child's individual Behaviour Log. Follow up meeting to be arranged.

## **Step Three**

### **Where no change in behaviour occurs or inappropriate behaviour escalates**

The child will be referred to the Headteacher or Assistant Headteacher. Child will be placed onto report (Appendix 6) which will be monitored daily by the Headteacher or the Assistant Headteacher. Playtime and lunchtime privileges will be removed. The child will have the opportunity to earn these back in part and then fully, from the second day of being on report, through positive comments recorded on the report card.

Parents will be contacted and meeting arranged ASAP. Behaviour and support strategies to change the behaviour of the child – including the role of the parents – will be discussed and recorded. In discussion with parents and the class teacher other sanctions may be imposed which could lead to the child losing other privileges, such as attendance of after school clubs, breakfast club, monitoring duties for the duration of their time on report.

The report will run for one week. The Headteacher or Assistant Headteacher will then review this with the child and class teacher; a decision will be made as to whether the child can come off report or whether they need to remain on report for another week. Parents will be informed of the decision.

During Step Three - in discussion with parents, class teacher, Child Welfare Advisor and SENCo - consideration will be taken as to whether the child should be placed on the school's SEN register under the Behavioural, Social and Emotional Difficulties (BSED) category. When entered on the SEN register an Individual Behaviour Plan (IBP) will be written. Referral to the Whitehouse PRU for support may be included in this process.

## **Step Four**

### **Pastoral Support Plan is put in place**

A Pastoral Support Plan will be put in place and implemented to support a pupil:

- Whose behaviour is rapidly deteriorating
- Who has had two or more fixed term exclusions within the school year
- Who is at risk of failure at school through disaffection
- Who requires a range of support from a number of services
- Who is at risk of permanent exclusion

A named member of staff (usually the Child Welfare Advisor) will monitor the targets/strategies. These will be reviewed in regular meetings with the parents and child which will be held on a timescale to be decided in the meetings. However, the review meetings will be held at least fortnightly.

In discussion with parents and the class teacher other sanctions may be imposed which could lead to the child losing other privileges, such as attendance of after school clubs, breakfast club, monitoring duties until improvement in behaviour is seen through the PSP strategy.

Referral to the Whitehouse PRU for support may be included in this process- this may involve outreach support or children attending the unit for a fixed period of time. Referral to other external agencies may also be considered. The decision to call a multi agency meeting may be taken at this point.

## **Playtime/Lunchtime Procedures**

Break times and lunch times are well staffed. TAs are used to support on the playground during both break and lunch times. TAs leave the classrooms before break time to monitor cloakrooms and to ensure that they are on the playground before the children arrive. The playground is zoned and there is a playground map which shows where TAs and Lunchtime Support Staff are to base themselves. Children are offered a menu of outside activities in the different zoned areas. Flash points are often at lining up time at the end of break and lunchtime. Staff ensure that they are on the playground several minutes before the end of the break time to ensure that they are there to supervise the children and greet them ready for entry into the building for the next session.

Rules are agreed with the pupil council on an annual basis (some link to our code of conduct). They are displayed around the school and also on the classroom windows facing out towards the playground.

### **Playground Rules:**

- We follow instructions the first time they are given
- We treat others kindly and fairly
- We play safely in the playground – no fighting, pushing, play fighting
- We look after the playground and the equipment

## Playground Rewards

### Intrinsic Rewards:

Praise should be intrinsic and used appropriately to actively promote positive behaviour. These include: smiles, gestures and the use of 'thank you' and 'well done'.

Praise should be given in response to effort as well as achievement. Many children do not really know what 'good' behaviour means. This needs to be made explicit so that the child receiving it clearly understands what it is for:

"Thank you for including others in your game so well."

"Well done for putting the equipment back where it belongs."

"I'm really impressed by the way you have lined up."

### Playground Stickers:

Handed out daily to praise good behaviour, manners, helpfulness etc

### Golden Tickets:

Are given out by staff and are awarded for:

- Showing politeness
- Showing kindness
- Good behaviour at playtime and lunchtime – co-operation with others, playing fairly, sharing
- Lining up correctly
- Good manners
- Showing consideration towards others

At the end of the week, the class with the most golden tickets will be awarded the Golden Ticket Trophy in the weekly praise assembly, which they will keep in their classroom for the following week.

## Playground Sanctions:

Low Level (Handled by Playground staff)	Medium Level	High Level
Name calling Minor incident e.g. pushing Areas of playground not being used appropriately Dropping litter Minor arguments Disregarding instructions from playground staff Disrupting games Picking on other children	Repetition of Level 1 behaviour Answering back/arguing/being cheeky to staff Lying Biting Graffiti Pushing about with hands and feet Hitting back Complete refusal to follow instructions Damaging equipment	Bullying Vicious kicking Fighting/thuggery Endangering others and themselves Damaging equipment Swearing at staff/peers Racial or homophobic abuse Stealing Physical abuse of staff/pupils Verbal abuse of staff/pupils
<b><u>Sanction</u></b> The look Gestures Reminder of playground rules A quiet word Verbal warning 'try that again' 2 minutes time out 5 minutes time out	<b><u>Sanction</u></b> Verbal Warning Name in Amber Name in Red 10 minutes time out Class teacher to be informed at end of break Headteacher to be informed at end of break Daily monitoring (teacher) Daily monitoring (CWA/SLT) Contact with parents	<b><u>Sanction</u></b> Name in Red-name and incident recorded Sent to Headteacher/SLT Pupil removed from playground Incident logged Lunchtime seclusion Meeting with parents Behaviour contract set up Exclusion if no improvement

**Children must not be left unsupervised on the playground at playtime or lunchtime under any circumstances.**

### Supporting Children to promote good lunchtime behaviour

We have in place strategies to support the inclusion of children who present challenging behaviour over the lunchtime period. These include:

- Early identification of children that present challenging behaviour over the lunchtime period
- Teaching assistants and lunchtime supervisors working on the playground at lunchtime to support children's play, promote positive behaviour and reward good behaviour and good manners at every opportunity
- Monitoring of identified children by Child Welfare advisor, TAs and lunchtime support staff
- Children who are at risk of poor behaviour may be required to play under the direct supervision of an adult
- Children who are at risk of poor lunchtime behaviour may undertake one to one or small group working with an identified adult over the whole or part of the lunch time break
- Under the supervision of the SLT, children at risk of inappropriate lunchtime behaviour may be placed in seclusion over the lunchtime period.

## **Special Educational Needs**

There are some children for whom this policy is inappropriate. These children may be recorded on the school's Special Educational Needs Register as having Behavioural, Social and Emotional Difficulties (BSED). Individual Behaviour Programmes incorporating short term targets will be written in consultation with parents and carers and the children themselves.

## **Early Identification and Intervention**

We endeavour to identify at the earliest opportunity children who display emotional and behavioural difficulties or developmental delay, and operate a variety of interventions to support identified children. These include Wishes and Feelings work, Lego Therapy and Dog Therapy.

## **Inclusion**

At Maybury Primary School we are committed to ensuring the participation of all our children in the community, curriculum and culture of the school. We understand that children who display emotional and behavioural difficulties are at greater risk of 'social exclusion'. We have an Inclusion Policy, which aims to ensure that inclusion at Maybury is a reality, both in theory and practice.

## **Risk assessment at time of incident**

Physical intervention is discouraged and should not be undertaken unless the member of staff feels confident in the intervention and has assessed the risk. The initial response should be to identify potential harm to persons and to consider control measures to deal with the danger. This includes danger to:

- the individual presenting the challenging behaviour
- other pupils
- any staff involved/other staff
- self

## **Appendix 1: Staff Strategies for dealing with difficult behaviour**

- appropriate use of voice in terms of pace, volume and tone
- adjustment of body position to ensure minimum threat to the young person and maximum safety for staff (generally a sideways stance)
- facial expression eye contact is positive and calming
- appropriate use of humour
- making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further
- seeking help from other staff to diffuse the situation – time out to cool down
- seeking other staff to witness and assist in the recording of the incident wherever possible

### **Giving Instructions and Responding**

#### **Expect compliance:**

Use “Thanks” not “Please” – expectation rather than request Or “Please” at the end of the sentence followed by “Thank you”. Use “You need to...” ie, it’s your problem not mine.

#### **Use choices as long as both outcomes are satisfactory to you:**

“Either give those cards to me so I can look after them or put them in your draw until breaktime.”  
“Sit over here or next to John.”

#### **Get compliance without ill feeling:**

“Yes you may when...” “Yes I will when...” “Ask me again when you have worked hard for...minutes”

#### **When-then directing**

This avoids the negative by expressing the situation positively. It is better to say, “When you have finished your work, then you can go out” than “No, you cannot go out because you have not finished your work”

#### **Take up time**

This allows pupils not to lose face. Watching and waiting is issuing a challenge. We need to be clear and confident about expressing expectations

“Open your book and start working now Sarah. I’m going to see peter who needs some help but I’ll come back in a minute if you need any.”

#### **Partial Agreement**

This deflects confrontation by acknowledging concerns, feelings and actions:

“Yes, you may have been talking about your work but I would like you to...”

“Yes, it may not seem fair but...”

#### **Privately understood signals**

These can be used to draw the class together. For example, clapping your hands twice; or standing in a specific place in the classroom (some schools use learning zone posters).

#### **Tactical ignoring**

Ignore the ‘target’ pupil but praise the nearby pupil. If the target pupil changes their behaviour, then use praise.

#### **Redirect Behaviour**

Remind pupils what they should be doing and avoid getting involved in a discussion about what the pupils are doing wrong.

“Ok Ben and Sharon. We’re looking at the map of Britain on page 4.”

#### **Do not argue!**



## Appendix 2: Red Folder Recording Sheet



### Behaviour Programme

Please record all warnings where a child is moved into the red traffic light. If a child moves to red twice in one day then they will be dealt with by the Headteacher/ Assistant Headteacher or the Child Welfare Advisor. **All** staff must follow the Positive Behaviour Policy and use **positive praise**. Completed behaviour records will be collected each half term and monitored.

Date	Child's Name	1 <sup>st</sup> Red Warning		2 <sup>nd</sup> Red Warning/ BAP	
		am	pm	am	pm
		am	pm	am	pm
		am	pm	am	pm
		am	pm	am	pm

**Appendix 4: Behaviour Action Plan**



**Behaviour Action Plan for**

Name: -----

Class: -----

Date: -----

This is what I did:

1.

2.

3.

This is what I should have done:

1.

2.

3.

Signature of child: \_\_\_\_\_

Witnessed by : \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: Behaviour Improvement Plan



### Behaviour Improvement Plan for

Child's Name: ----- Date:-----

Present at Meeting: -----  
-----

This is what I do at the moment:

- 1.
- 2.
- 3.

I am going to make the following changes in my behaviour:

- 1.
- 2.
- 3.

Signature: ----- Child

Witnessed by: ----- Parent/Carer

----- Class Teacher

Where are you?									
1									10
Where would you like to be?									

## Appendix 6: Behaviour Report

Please comment on behaviour for every session.

Target: To speak appropriately to adults



	8:40 – 10:15	Break	10:30 – 11:30	11:30 – 12:15	Lunch	1:15 – 2:00	2:15 – 3:00	Comment from parent
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								

## Behaviour Policy

At Maybury we follow a whole school approach to behaviour management.

All staff follow assertive discipline- this means positive praise rather than negative criticism.

However, challenging behaviour must be challenged by all of us and we use the following strategies:

### Verbal Warning about unacceptable behaviour issued.

**1<sup>st</sup> Warning-** Child placed in Amber

**2<sup>nd</sup> Warning-** Recorded in Red Behaviour file

**3<sup>rd</sup> Warning-** Recorded in Red Behaviour file  
Behaviour Action Plan completed

Being placed in Red on three separate occasions will lead to a child being placed on Report.

# Behaviour Report



Name \_\_\_\_\_

Class \_\_\_\_\_

- This report card is issued after .
- The **child's parents will be informed** by Mrs Grantham.
- The report card must be **photocopied for every week** to be put into the **child's personal behaviour file**.
- Report card, where possible, should be discussed with parent at the end of the day or sent home.

Policy reviewed and revised: January 2018  
Adopted by Governors: 6<sup>th</sup> February 2018  
Review Date: January 2019

*Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.*