

# Positive Behaviour Policy



June 2025

The Behaviour Policy in respect of the Knypersley First School has been discussed and adopted by the Local Advisory Board.

*Chair of Local Advisory Board:*

*Mrs K Mellor*

*Responsible Officer:*

*Miss L Leese*

*Agreed and ratified by the Local Advisory Board on:*

*June 2025*

*To be reviewed:*

*June 2026*

This policy is based upon the Classroom Culture Crisis Prevention training

## Intent

Knypersley First School is a happy, vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence, independence and resilience in an environment where efforts are valued and all children flourish. Throughout their time with us, pupils are empowered to gain the skills and knowledge to become citizens of the future. On a day-to-day basis our school promotes our Trust's shared values of:



Excellent behaviour is a minimum expectation for all. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create a culture of exceptionally good behaviour for learning which lays down the blueprint for positive behaviour for life. We encourage our learners to be ambitious for themselves and for others, as we support and challenge them in their learning journey. Staff, children, governors and parents recognise the need for an effective, uncomplicated and consistent approach to positive behaviour in order for high quality teaching and learning to take place. As part of our commitment to this, we have reviewed our behaviour policy and simplified our school rules to enable our whole school community to understand, embrace and remember them. All behaviour in school is underpinned by our three school rules:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE READY**

We want our learners to **be safe** and **feel safe**; safe as they move around school, safe inside and outside the school building which includes being safe on school trips and staying safe online. We want our children to know who they can turn to for advice when they are worried or concerned, within school and outside of school. We aim to build a school community of people who protect not only our own safety but a community who take the time and care to look out for one another.

We want our learners to be **respectful**; to treat others fairly, to develop mutual respect alongside tolerance, patience and understanding, to listen when others speak, to respect others'

opinions, to use and show good manners and to respect class resources and the school environment. Ultimately, we aim to all work together to promote and develop strong, healthy relationships in school and within the local community.

We want our learners to be **ready**; ready to work and learn to their full potential by always doing their very best, ready to listen, ready to help, ready to act for a friend or neighbour in need, ready to lead, ready to give and forgive, ready to have fun and enjoy time in school.

## **Implementation**

### **Learning together, Learning for Life** **This is the Knypersley Way**

- A member of staff will meet and greet every child, every morning.
- There will be a consistency that ripples through every interaction on behaviour from all adults in school.
- All adults in school will model positive behaviours and show a real commitment to building positive relationships; remaining calm and using first attention to best behaviour, praising those who are demonstrating good behaviour and never ignoring or walking past children who are not following our three school rules.
- Provides a curriculum which explicitly explores and defines what good behaviours, relationships and interactions look like within the school environment and beyond.
- We will promote and celebrate specific behaviours (social and/or learning behaviours) through the 'Learning together, learning for life' motto.
- Children who go 'over and above' with their learning or their behaviour will be recognised in our weekly celebration assemblies through our celebration award.
- All adults in school will engage in reflective dialogue with learners, using the given scripts. When needed, restorative conversations will be held with individuals in a quiet space away from others.
- When necessary, pupils who persistently struggle to self-regulate against our school rules of safe, respectful and ready, are supported through a variety of strategies, interventions and external agencies.
- Where monitoring shows a pupil displays more serious or regularly repeated negative behaviours, a range of communication between SEND Leaders, Senior Leaders, parents and external agencies will take place as demonstrated in the school's SEMH Graduated Response

At the beginning of the school year and throughout the year, all staff work hard to reinforce our three school rules. Throughout the school day, pupils will be reminded of the three school rules through either direct or indirect conversations about whether behaviour is 'ready, respectful and/or safe'.

Our approach to creating a positive ethos within school is to treat children positively, praising them, offering encouragement and acknowledging their achievements. We will ensure that children know that their effort, achievement and good behaviour is recognised and valued through a range of classroom and whole school strategies, see below:-

**CLASSROOM  
POSITIVE ENCOURAGEMENT,  
RECOGNITION & REWARDS**

- An encouraging smile
- Praise (Verbal and written)
- Stickers
- Sharing work with another class/teacher/ Head of School
- House points/ Behaviour ladder
- Class behaviour display

**WHOLE SCHOOL  
POSITIVE ENCOURAGEMENT,  
RECOGNITION & REWARDS**

- Celebration Assembly
- Headteacher golden treasure box
- Certificates
- Texts home
- Lunchtime Awards
- Attendance Awards
- Newsletter celebrations

### **Strategies to Manage Behaviour**

Children are held responsible for their own behaviour. Staff will address and manage behaviour using the Class Behaviour Display. These are designed to give our children every opportunity to modify and change their behaviour for the better. Our Behaviour Display should always be gone through with care and consideration, taking individual needs into account and giving children time to reflect.

### **School Behaviour Logs & Monitoring**

Through use of our class behaviour ladder all 'red card' behaviours are formally recorded. Our school has a confidential behaviour log on our Arbor Information System. These are written records of interactions and conversations concerning behaviour. The log is dated and includes relevant information and action taken. Incidents of proven bullying and racism incidents are always reported directly to the Head of School or Assistant Headteacher.

Weekly reports are generated by Arbor and are analysed thoroughly and discussed regularly by Senior Leaders. Any subsequent actions from these meetings would be in line with our school SEMH graduated response. These reports are also discussed termly within our Safeguarding Link Governor meetings.

If over a 7 week period (half a term) 3 red cards are reported onto the Arbor system parents/ carers will receive a 'Red Card Letter' (see appendix 2) and will be invited into school to discuss

incidences and to create together an SEMH Targeted Strategy Plan (see Appendix 2) if required to promote positive behaviour.

### **Class Behaviour Ladder Display**

Ladder	Explanation
<b>Wow!</b>	To recognise any wow moments – learning/effort/engagement of children in the classroom, supported by House points and class reward
<b>Super Learning</b>	To recognise effort/achievement in a child's learning or attitude to learning, supported with house points
<b>Excellent effort</b>	To praise a child for good contributions/engagement/behaviour in the classroom, supported by house points
<b>Ready to learn</b>	All children to start here each morning. Reflect on children's attitudes to learning and the school rules. <i>The child's peg will be added to the ladder as they are 'ready to learn' in line with the 3B school rules.</i>
<b>Reminder – Make better choices</b>	A reminder will be given to the child to make a better choice and adapt their behaviour to suit the learning environment. Ensure all reasonable adjustments have been made so that they can access learning. Staff to draw attention to the model of behaviour they do want in the classroom (Positive discipline). <i>The child's peg will be removed from the ladder to prevent public reprimanding until they become 'ready to learn' in line with the 3B school rules.</i>
<b>Teachers Choice</b>	The choice is taken away from the child as they cannot make the correct choices, the child will reflect on their behaviour. CT will then discuss their behaviour using the restorative conversations and scripted responses to support these discussions. The child will be allowed another chance to adapt their behaviour and follow the school rules.
<b>Red card</b>	Child will complete a reflection sheet and discuss the incident. These conversations will use the scripted responses. Parents will be informed and the incident will be logged on ARBOR

**PLEASE NOTE:** All of the above actions will be used consistently across the school and class teachers will use their professional judgement regarding actions to take at the most appropriate time. It is **occasionally** possible to leap or accelerate movement for certain behaviours displayed. Aggressive behaviour, fighting or swearing will trigger consequences and lead immediately to recording on Arbor (children's developmental ages and levels of understanding

will of course be taken into account). In these cases, the teacher will use her/his professional judgement to decide whether senior leaders should be asked to intervene immediately.

### **Restorative Conversations - Scripted Responses**

The following scripts and planned responses are used by all staff in school if children fall below green on the behaviour ladder. This encourages a calm, consistent and kind approach and promotes the time needed to encourage restorative conversations. We believe it is these moments and conversations that lie at the heart of positive behaviour and relationship management.

## **Restorative Conversations - Scripted Responses**

The following scripts and planned responses are used by all staff in school and are shared with our children. This encourages a calm, consistent and kind approach and promotes the time needed to encourage restorative conversations. We believe it is these moments and conversations that lie at the heart of positive behaviour and relationship management.

### **General Aids Across All Stages**

#### **The “3B” Rule Poster**

**Emotion Faces or Thermometer** – Helps children identify how they’re feeling (e.g. angry, sad, calm, excited) using colour codes or expressions.

**First-Then Boards** – “First we reflect, then you play.” Excellent for visual structure and motivation.

**Traffic Light Cards** – Red (stop/think), amber (warning/reflect), green (positive change). Reinforces progression.

**Now/Next Boards** – To reduce anxiety and clarify expectations for transitions or consequences.

**Visual Timers** – reduce anxiety and to support with focused thinking

### **Warning Script**

**Aids for thinking time:** **Reflection Prompts with Images** – Cards showing: “What did I do?”/ “How did that make others feel?”/“What can I do next?”

**Thinking Cloud Poster** – Picture of a child sitting calmly with a ‘What went wrong? What can I do better?’ cloud above them.

#### **EYFS:**

**NAME/ STOP** - That choice wasn’t safe/respectful/ready, I will now take your peg off ‘ready to learn’. I know you can make a better one! If you repeat that choice, you’ll sit out for 5 minutes. Can you remember when you were a superstar—like when you [helped someone/shared your work]? That choice will allow me to give you rewards and [parent/ carer’s name] happy news. Let’s try again. Use the 3B poster to help.

#### **KS1/KS2:**

"Right now, your behaviour is not showing the respectful, safe, and ready attitude we expect. I know you're capable of so much more—I've seen it. I will now remove your peg from 'ready to learn', if this continues, you'll continue to move down our class behaviour ladder and then be instructed to take time to think about your choices.

Remember when you [helped a friend / led the group / completed brilliant home learning]? That’s the version of you I know and value. Let’s see that today. Take a moment and think carefully about your next action, use the 3B posters to support you."

Once the child has shown a positive improvement of behaviour the peg will be readded to the ladder on ‘ready to learn’.

### **Stop and Think Script**

**Aids for Stop and Think:** **Safe Space Sign** – A calm, neutral icon showing the Time Out location as a place to reset, not punishment.

**Choice Consequence Poster** – Pairs visual behaviours with matching consequences (positive & negative) to reinforce understanding.

#### **EYFS:**

Even after our chat, I noticed you were .... (having trouble to focus/struggling to get going today/wandering round the classroom/finding it difficult to follow my instructions). You broke the rule about being [safe/respectful/ready] and I cannot add you back to the behaviour ladder on ready to learn. So you’ll sit with me for 5 minutes and think about it. Do you remember last week when you did something amazing—like [Star of the Week/helping others]? That’s the person I love to see. Let’s calm down now."

#### **KS1/KS2:**

I noticed you were [struggling to focus / off task / not following instructions], even after a warning. That breaks our rule about being [ready / respectful / safe].

Because of that, you have continued to move down the behaviour ladder and you’ve chosen to spend 5 minutes of your [playtime/time] with me to reflect. Can you remember last week when you [got Star of the Week / showed brilliant teamwork / came in ready to learn]? That’s the person we need to see again today. Thank you for listening—take some quiet time now to reflect."



***(Allow space for calm before continuing.)***

Once the child has shown a positive improvement of behaviour the member of staff will praise publicly and check back in with the child in 10 minutes to reassess choices. If positive difference is clear children to be added back to 'ready to learn'.

**Take a Moment Script**



**Visual Aids for Take a Moment:** **Talk Time Card** – Visual reminders of how to reflect: "I chose...", "Next time I will..."

**Feelings Chart** – Let them point to how they felt before and how they want to feel now.

**Ready to Learn Target Board** – Children choose a positive goal (e.g. "Try my best," "Use kind words") and place their name/star under it for the rest of the day.

#### EYFS:

Let's think—what was the behaviour that broke the 3Bs that you were showing? That choice means you have now reached 'red card' on the ladder and it's time for you to work in another class for a bit. Then after you have taken some time to think—we'll talk about it later and make a plan to do better.

#### After 'Time Out' follow up with ...

Let's think together—how can we stop this from happening again? It's not like you to [shout/give up/hurt others]. If you try your best, we'll have a really good rest of the day. If not, we'll need to talk to check in with [Head of school/ SLT]." You can make a good choice—I believe in you.

#### KS1/KS2:

"Every choice has a consequence. Tell me—what do you think the poor choices were that led to this point?

You'll now have a Time Out in another classroom as you have reached 'red card' on the behaviour ladder, this will give you space and help you reset. We'll speak afterwards about how to move forward."

#### After 'Time Out' follow up with ...

Let's talk about how we can avoid this happening again. It's not like you to [shout out / ignore instructions / give up]. I care about how the rest of your day and week go.

If you choose to engage and do the work, that's fantastic—and we can [celebrate progress / move on positively]. If you choose not to, we may need to involve [Senior Leaders/ Head of School]. You can make a good choice—I believe in you.

### Time Out - Restorative Questions

#### EYFS

- Encourage the emotional recognition focused questions: "Tell me what happened?" and "What were you feeling?"
- Foster empathy and responsibility: "Who has been upset?" and "How can we fix it?"
- Encourages forward-thinking in a gentle, accessible way. "What can we do differently tomorrow?"
- Refocus: "Can you remember the 3B rules to help you to get to Ready to Learn?"

**Visual cue cards** will be available alongside these questions—like a broken heart for "Who was upset?" and a helping hand for "How can we fix it?"

Thank the child for their reflection time and encourage them back to 'Ready to Learn'. Consider small steps of progress towards behaviour and ensure they remember that you believe in them and trust that they will succeed. It is important once this cycle has completed that you report on Arbor 'red card' and take the child's reflection conversation as a fresh chance to succeed.

#### KS1/KS2

- Encourage critical thinking questions: "What were you thinking about?" / "What have you thought since?"
- Reinforce care and high expectations: "I care about what happens next..."
- Guide the child towards realistic solutions and accountability "What should we do to put things right?"
- Refocus: "Can you remember the 3B rules to help you to get to Ready to Learn?" – "What will this look like when we go back into the class?"

Thank the child for their reflection time and encourage them back to 'Ready to Learn'. Consider small steps of progress towards behaviour and ensure they remember that you believe in them and trust that they will succeed. It is important once this cycle has completed that you report on Arbor 'red card' and take the child's reflection conversation as a fresh chance to succeed.

## **Education for a Connected World**

Knypersley First School promotes the highest standard of behaviour in all areas of school life including around online safety. Children are expected to follow the online safety guidelines and to be respectful and uphold the standard of behaviour expected at all time. Through Relationships Education and Health Education, pupils will be taught about online relationships, being safe (including in a digital context) and online safety and harms. Teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to our pupils' lives through the 'Education for a Connected World' framework. The framework is central to our whole school approach to safeguarding and online safety; complimenting and broadening our curriculum and provision of online safety education. It focuses specifically on eight different aspects of online education:

1. Self-Image and Identity
2. Online Relationships
3. Online Reputation
4. Online Bullying
5. Managing Online Information
6. Health, Wellbeing and Lifestyle
7. Privacy and Security
8. Copyright and Ownership

The objectives promote the development of safe and appropriate long term behaviours. It also supports our teachers in empowering our pupils and building their resilience. We aim to give our pupils the information that they need to make good decisions about their own health and wellbeing which includes teaching children how to be safe online and the impact social media and the internet can have on their wellbeing. The framework details the skills and understanding that children should develop as they progress through our school.

### **Promoting Positive Well-Being and Mental Health**

At Knypersley, pupils will also learn how to build their confidence, independence and resilience so they can keep themselves mentally healthy. The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe and knowing how and when to ask for help if problems arise are included as part of our PSHE curriculum. We also celebrate National Celebration Events such as Children's Mental Health Week and Anti-Bullying Week. We strongly believe that a healthy body means a healthy mind and, therefore, we promote and support children in understanding that good physical health contributes to good mental wellbeing, and vice versa.

### **Pastoral Support - Interventions and Support Strategies**

As part of our pastoral programme, we will endeavour to identify and support those pupils who are more vulnerable. We offer a variety of classroom strategies that complements the promotion of emotional wellbeing of pupils in our school, such as:

- Emotion boards
- Worry monsters
- Anti-bullying Ambassadors (Knypersley Knights and Peer Mediators)
- Pupil leadership groups such as Playground leaders

Beyond the classroom, support may include:

- Mental Health Support Team
- Action for Children
- VIP Education – Emotional Coaching
- SEMH interventions-individual and classroom
- SEND hub referral
- Graduated Response
- Outreach Support

Interventions do not aim to solve *all* the pupils' difficulties. It will target the priority need at the time and we will utilise other services to help where and when necessary. We also have quality resources, books and activities that help to build pupils self-esteem, resilience, increase inner calm, manage anger, improve understanding of emotions and encourage positivity.

### **Positive Classroom Culture**

At Knypersley First School, we feel passionately about empowering our children to have a 'growth mindset' which enables them to love learning and strive to be the very best that they can be. The children's capacity to develop a growth mindset is underpinned by the school's ethos and motto of Learning together, learning for life. It is further developed through whole school assemblies and wider curriculum.

#### **We aim to achieve:**

- A love of learning and a desire to improve.
- A desire to be challenged.
- A resilience and willingness to work for a positive result.
- A belief that with effort and practice you can achieve anything.
- An understanding that you can learn from your mistakes and failures.
- Self-motivation and resilience.
- Being proud of all of your achievements.

### **Anti-Bullying**

Bullying in any form will not be tolerated at Knypersley First School. (Please refer to our Anti-Bullying Policy) Bullying is the unwanted behaviour towards another person over a period of time. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. (Please refer to our anti bullying policy).

### **Equal Opportunities and Entitlement for All**

The safety, welfare and well-being of all pupils and staff is a key priority at Knypersley First School. We actively promote values of respect and equality and work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics, including sexual orientation, gender identity and family diversity, as we prepare pupils for life in diverse 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter middle school and beyond in the world of further study. We commit to challenging discrimination and aim to provide positive information about different groups of people, including LGBTQ+ people, that is non-stereotyping. Under the Equality Act 2010 we have a duty not to discriminate against people

on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This is in recognition of the further development of good practice in teaching and learning across the school to support all pupils' learning and the specific support provided for pupils who have difficulties with aspects of reading, writing or spelling.

### **Inclusion**

We are committed to promoting an environment that embeds the values of inclusive educational practices so teaching and learning is accessible and relevant to all our children. We look beyond inappropriate behaviour to support each child's individual needs. We also recognise the limits of our expertise and welcome the support of outside agencies. Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

### **Parental and Community Involvement**

We believe that a healthy partnership with parents and the community is essential. We wish to build a positive partnership with parents and carers based on mutual understanding, trust and cooperation. We aim to work collaboratively with parents to uphold consistent messages about how to behave, both at school and at home. Parents are regularly informed of events and developments on the school newsletters, on our school Facebook feed and via the school website. Working with parents is a vital part of our whole school approach to positive behaviour. Our three school rules are shared with parents in our welcome meeting before new EYFS parents join us and in our 'Welcome to the Year Group' information booklets given out at the beginning of the year. Our positive behaviour policy is shared on our website and a paper copy can be requested from the office.

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Pupil Transition**

**Incoming Pupils:-** The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

**Out Going Pupils:-** To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to the relevant staff at the start of the term or year in order to support the pupil.

## **Exclusion**

Whilst the ethos of our school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour. We are committed to inclusive practices that support the needs of all our children and we work in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence.

However, in response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time - refer to Restrictive Physical Intervention Policy.

If serious incidents or persistent poor behaviour continues which has not improved following in-school sanctions and interventions, the school can use suspension and permanent exclusion in response. Behaviour which may trigger this could include persistent disruptive behaviour, verbal abuse or threatening behaviour towards an adult or child, assault of an adult or child, dangerous behaviour that could harm self or others.

Exclusions both temporary (suspension) or permanent, are seen as a last resort. However, if behaviour raises issues of health, safety and wellbeing to others, then the Headteacher will follow the exclusion procedures as set out by the Department of Education. Parents/ Carers will be informed both verbally and in writing (see Appendix 4 Suspension Example Letter) along with the Local Authority and the Safeguarding Link Governor - S.Hine Every child at Knypersley First School has the right to learn, free from distractions caused by the behaviour of other children.

## **Confidentiality**

As a school we will ensure that:

- Staff, children and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality. Adults must not guarantee unconditional confidentiality.
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. Hope Project, Child Line, NSPCC
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Should a child disclose, in or outside of lessons, the Head of School (Designated Safeguarding Lead) or Assistant Headteacher (Deputy Designated safeguarding Lead) will always be informed and will follow child protection procedures as appropriate. Further details are outlined in our Safeguarding policy.

## **Training**

As part of their induction process, our staff are provided with training on managing, logging and responding to behaviour. Behaviour management will also form part of continuing professional development.

## Impact

Knypersley First School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Behaviour Policy guides staff to teach self-discipline not blind compliance by providing simple, practical procedures for both staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

...and above all, foster in our children positive learning behaviours that will equip them well as they go on to the next stage of their education journey.

## Communication/Dissemination of this Policy

This policy document is published on our school website and a paper copy is available on request. This policy is referred to in our prospectus. A link to a copy of this policy can be found in the staff handbook too.

## Supporting Documents & Review Procedures


This behaviour policy will be reviewed by the headteacher and Local Advisory Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data or training.

**This policy is based on legislation and advice from the Department for Education (DfE) on:**

1. [Behaviour in schools: advice for headteachers and school staff \(2024\)](#)
2. [Searching, screening and confiscation: advice for schools \(2023\)](#)
3. [The Equality Act 2010: guidance](#)
4. [Keeping Children Safe in Education \(KCSIE\) \(2024\)](#)
5. [Suspension and permanent exclusion from maintained schools, academies and PRUs in England, including pupil movement \(2022\)](#)
6. [Use of reasonable force in schools](#)
7. [Education for a Connected World - UKCIS Framework](#)
8. [Supporting pupils with medical conditions at school](#)
9. [SEND Code of Practice: 0 to 25 years](#)
10. [Academy behaviour policies and anti-bullying strategies: DfE guidance on publication](#)



## Appendix 1 – SEMH Graduated Response

What all pupils should be getting:				
<b>Quality First Teaching/Whole Class Approach:</b> <ul style="list-style-type: none"> <li>Assemblies to explore Trust/School Values CHILDREN</li> <li>Adult in-depth knowledge of the class needs and backgrounds</li> <li>Create a <b>consistent</b> and positive learning environment and atmosphere</li> <li>Development of collaborative class rules which are displayed and referred to regularly</li> <li>Adults and children have high expectations for learning behaviours and involvement</li> <li>Individualised praise for correct behaviours</li> <li>Class visual Behaviour Tracker which allows for positive and negative movement</li> <li>Use of Class visual emotion board displaying a range of emotions that have been introduced/explored by the children</li> <li>Access to class worry station to ask for help/time/access to adults</li> <li>Access to Class Anti Bullying Advocates</li> <li>Circle times</li> <li>PSHRE curriculum</li> </ul>				
				
	Reasonable Adjustments	Intervention	SEN Support	SEN Support/EHC
<b>Core offer</b>	<ul style="list-style-type: none"> <li>Academic Assessment analysis – is the child able to access the curriculum? Are barriers to learning the root cause?</li> <li>Individual discussion with child – what <u>are</u> the trigger points for negative learning behaviours</li> <li>Individual behaviour tracker introduced</li> <li>Positive reward chart developed based on information gained from discussion</li> <li>Increased communication with home through texts, emails, informal catch ups</li> <li>Log any major behaviour incidents on Arbor with actions</li> <li>Reasonable adjustments made around trigger points – cloakroom/playtime/lunchtime/lining up/PPA/drop off &amp; collection</li> </ul>	<ul style="list-style-type: none"> <li>ABC sheets to be completed by school staff after incidents</li> <li>Behaviour for learning classroom audit completed by SENCo and provide recommendations</li> <li>Language assessment completed – BPVS/<u>Wellcomm/Spaakwrite</u></li> <li>Meeting with parents to discuss the child's emotional needs and behaviours</li> <li>Positive behaviour plan <u>written with</u> pupil (if appropriate) SENCo, parents and class teacher signed by all parties</li> <li>Plan to be shared with all relevant adults including reasonable adjustments, rewards and sanctions to ensure consistency</li> </ul>	<ul style="list-style-type: none"> <li>Child added to the SEN register as SEN support</li> <li>SENCo to complete CFLP timed observation and provide recommendations</li> <li>Review Positive behaviour plan</li> <li>Support plan to be written by all parties and include lessons learned from behaviour plan, recommendation from times observation and intervention organised</li> <li>Start Assess Plan Do Review process</li> <li>Refer to outside agencies for support: Action for children, Dove, CAMHS, SAL, Early Help</li> <li>Log major behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Refer to SEND or Inclusion HUB to seek further outside agency support</li> <li>Refer to Educational Psychologist</li> <li>Outside agency reports scrutinised and recommendations put into practise and trialled.</li> <li>Evidence gathered of recommendations and interventions</li> <li>Log major behaviour incidents on Arbor with actions</li> <li>ABC incident review to be completed and analysed</li> <li>Complete Classroom staff to complete CFLP EIBC daily logs and analysed by SENCo</li> <li>Completed CFLP timed</li> </ul>
	<ul style="list-style-type: none"> <li>Good communication and shared expectations from all school staff</li> </ul>	<ul style="list-style-type: none"> <li>Complete Parent/teacher CFLP SDQs to gain a baseline and direction for intervention – analysed by SENCo</li> <li>Provide Nurture/Time to talk/ELSA interventions to support emotional literacy</li> <li>Complete Parent/Teacher CFLP SDQ to measure impact of intervention – analysed by SENCo</li> <li>Log major behaviour incidents on Arbor with actions</li> <li>ABC incident review to be completed and analysed by SENCo</li> <li>Refer to Trailblazers</li> <li>Adjusted behaviour ladder</li> </ul>	<ul style="list-style-type: none"> <li>incidents on Arbor with actions</li> <li>ABC incident review to be completed and analysed by SENCo</li> <li>Classroom staff to complete CFLP EIBC daily logs and analysed by SENCo</li> </ul>	<ul style="list-style-type: none"> <li>observation and review recommendations</li> <li>Consideration of Reduced timetable Plan and notify LA</li> <li>AEN funding application</li> <li>EHC application</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>DSL/DDSL</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>SENCo</li> <li>SEND Hub</li> <li>LA</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Telephone call</li> <li>Additional communication with parents</li> <li>Log on Communication &amp; Notes on Arbor</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with parents</li> <li>Upload behaviour plan and communication on Arbor</li> <li>Incidents/ABC to be analysed and trends highlighted</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with parents</li> <li>SEN Support on Arbor</li> <li>Upload plans onto Arbor</li> <li>Referrals uploaded on Arbor</li> <li>Intervention records analysed and reviewed</li> <li>Incidents/ABC to be analysed and trends highlighted</li> </ul>	<ul style="list-style-type: none"> <li>External agency referral &amp; reports – uploaded to Arbor</li> <li>Recommendations noted on paperwork/into practise</li> <li>Intervention records analysed and reviewed</li> <li>Incidents/ABC to be analysed and trends highlighted</li> </ul>

## Appendix 2 - 'Red Card Letter'

Knypersley First School,  
Newpool Road  
Knypersley  
Stoke-on-Trent  
Staffordshire  
ST8 6NN



Date: XX/XX/XXXX

### Red Card Letter

Dear XX,

Unfortunately, your child XXXX has received a red card at school today. This was for XXXXX. I have been alerted that your child has received 3 Red cards over a XXX-week period. Red cards are recorded on our Arbor Behaviour record system, analysed and reported to our Local Advisory Board each term.

Excellent behaviour is a minimum expectation for all. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create a culture of exceptionally good behaviour for learning which lays down the blueprint for positive behaviour for life. All behaviour in school is underpinned by our three school rules:

- BE SAFE
- BE RESPECTFUL
- BE READY

We are inviting you to a meeting to discuss your child's conduct and how we can support them to follow our school rules more effectively. This will help to reduce the likelihood of receiving further red cards. This meeting will be with their class teacher and a member of the Senior leadership Team. We would like you to attend on xxxxxx at xxxxx pm. Our Behaviour Ladder is on the back of this letter and the full policy can be seen on our website [Behaviour Policy \(Knypersley First School\)](#)

We thank you in advance for your support in this matter.

Best Wishes

Miss L Leese

Assistant Headteacher

### 3 - 'SEMH Targeted Strategy Plan' Example



#### SEMH Targeted Strategies Plan



Name:	D of B:	Age:	Teacher:	SENCo:
School:	Start date:		Review date:	
Assessment				
Child's strengths Academic Levels Results from in-house assessments – target areas (SDQ, Boxall, <del>Talkabout</del> , Language) Outside Agency Involvement				
<b>Plan</b> Strategies to be used	<b>Do</b> Provision- What does this look like?		<b>Review</b> What's working well	

#### Appendix 4 - 'Exclusion Letter' Example

Knypersley First School,  
Newnool Road  
Knypersley  
Stoke-on-Trent  
Staffordshire  
ST8 6NN



Date: XX/XX/XXXX

Dear XX,

I am writing to inform you of my decision to suspend XXX for a fixed period of X day. This means that he will not be allowed in school for this period. The suspension starts today XX/XX/XXXX and ends on XX/XX/XXXX. Your child should return to school on XXXXXX.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend XXXXX has not been taken lightly. XXXX has been suspended for this fixed period due to XXXXXXXX.

You have a duty to ensure that XXXXX is not present in a public place in school hours during this suspension unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

You have the right to make representations about this suspension to the Local Advisory Board. If you wish to make representations, please contact myself on 01782 973810, as soon as possible. Whilst the governing body is not required to meet and has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the governing body/PRU management committee.

You are requested to attend a reintegration meeting with myself and the class teacher on XXXXXXXX at XXXXXXXX. The purpose of the reintegration interview is to discuss how best XXXXX's return to school can be managed and any amendments required to current plans already in place.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- Education Inclusion Officer, Claire Butters  
Email: [claire.butters1@staffordshire.gov.uk](mailto:claire.butters1@staffordshire.gov.uk) Telephone: 01785 296290

**Review Date:** This policy will be reviewed every two years or earlier if necessary.

<b>Updates:</b>	<b>Date:</b>
Appendix 1 added - SEMH graduated response	June 24
Page 4- 'If over a 7 week period (half a term) 3 red cards are reported onto the Arbor system parents/ carers will receive a 'Red Card Letter' (see appendix 2) and will be invited into school to discuss incidences and to create together an SEMH Targeted Strategy Plan if required to promote positive behaviour.'	June 24
Appendix 2 - Red Letter Card	June 24
Appendix 3 - SEMH Targeted Strategy Plan example added	June 24
Page 8 - ELSA replaced with VIP Emotional Coaching	June 24
Page 10 - 'Parents/ Carers will be informed both verbally and in writing (see Appendix 4 Suspension Example Letter) along with the Local Authority and the Safeguarding Link Governor - K.Mellor'	June 24
Appendix 4 - Exclusion Example Letter	June 24
<b>Page 4</b> Sharing learning with the Head of School added as a positive encouragement recognition and reward.	June 25
<b>Page 5</b> Behaviour ladder - at 'ready to learn' it was added that <i>'The child's peg will be added to the ladder as they are 'ready to learn' in line with the 3B school rules.</i> Under Reminder to make better choices it was added that <i>The child's peg will be removed from the ladder to prevent public reprimanding until they become 'ready to learn' in line with the 3B school rules.</i>	June 25
Under the behaviour ladder on <b>Page 5</b> it was added within the 'Please Note' section that <i>(children's developmental ages and level's of understanding will of course be taken into account).</i>	June 25
Reviewed and updated the scripted response conversations to ensure that were a good reflection on the culture at Knypersley First School. Addition of visual prompts to support a communication friendly school approach.	June 25

S.Hine replaced K.Mellor as Safeguarding link	June 25
<b>Page 14</b> Updated legislation and advice links from the DfE	June 25