



**Appendix to support *Promoting
Positive Relationships and
Supporting Behaviour Regulation
Policy***

Learning with PRIDE Behaviours (Choices)



- Demonstrating the 5 values:
 - Peace
 - sharing with others.
 - telling the truth.
 - being a defender.
 - befriending someone who seems lonely.
 - picking things up and putting them in a safe place or finding the rightful owner.
 - walking through school quietly and safely.
 - listening well.
 - Respect
 - saying 'please', 'thank you' or 'excuse me' when talking to others.
 - respecting other people's beliefs, views and ideas.
 - waiting for others to finish a sentence before speaking.
 - using table manners when I eat.
 - volunteering to say a special 'thank you' to a visitor in school or after a trip.
 - Independence
 - knowing what I am good at and what I need to improve.
 - doing as I am asked immediately by staff in our school.
 - being safe on the internet by following website and app guidelines.
 - starting work as soon as I am asked to and staying on task until I am finished.
 - completing homework.
 - improving my spelling.
 - attending a school club or a regular activity outside of school.
 - having a job.
 - carrying my own school belongings to and from school.
 - Determination
 - being brave to conquer tricky things.
 - sharing my dreams and aspirations for my future.
 - learning my multiplication tables.
 - making progress in my learning.
 - reading at home regularly and getting it recorded by an adult.
 - Equality
 - keeping my house t-shirt safe and wearing it on special days.
 - wearing the correct uniform and black school shoes.
 - having the correct PE kit.
 - taking part in school votes and democracy.
 - treating everybody equally and celebrating differences.
- Following instructions first time.
- Putting your hand up if you want to speak.
- Listening carefully to adults and other children.
- Being kind and friendly to others.
- Being sensible, organised and mature.
- Taking part in lessons and trying your hardest.

- Completing work that is sent home e.g. spellings.
- Being helpful to adults or other children
- Showing good manners and being polite.

Learning With PRIDE Consequences

- Verbal praise.
- Stickers and certificates
- Nominated for Rainbow Certificates
- Win an award at the End of Year Celebration.
- Positions of responsibility (e.g. Sports Leaders, School Council etc.)
- Praise shared with parents/carers verbally or through electronic communications.
- Comments at Parents Evening and in school reports.
- PRIDE rewards
- Class specific initiatives (e.g. Raffle tickets)
- Child specific initiatives (e.g. Reward Charts)
- Whole-class rewards (e.g. Additional Playtime)

Verbal Warning/Middle Cloud Behaviours (Choices)



- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Not having correct uniform
- Not bringing the right equipment – including PE kits, book bags etc
- Not sitting on chairs correctly or rocking on chairs
- Not pushing chairs underneath the table
- Not tidying up equipment at the end of lessons etc. (the choose, use, tidy rule)
- Not taking care of school resources and equipment e.g. drawing on labels, bending rulers, sharpening pencils on both ends etc.
- Running inside
- Being slow to come to the carpet and be ready to learn at group times
- Holding items in hands at group times
- Pushing in the line, jostling during transitions
- Fidgeting, touching equipment or looking around the room when the teacher is talking
- Not transitioning between areas and/or activities sensibly
- Using much louder voices than necessary
- Use of inappropriate language
- Annoying or disturbing peers
- Trying to get others in trouble
- Lying
- Having sweets/toys or other unnecessary items in school
- Use of discriminatory language (e.g. racism, homophobia, sexism, derogatory comments about people with disabilities) through ignorance of lack of understanding.

Verbal Warning Consequences:

MINIMUM OF:

- Verbal challenge – Establish and Communicate the expectations
- Redirect and sustain the expectation
- Verbal warnings should be given once before moving to middle cloud

Middle Cloud Consequences:

- Short 'Time-out' from an activity
- Not getting rewards e.g. miss out on an activity the class are doing
- Moved to a different seat in class
- Completing work at playtime/lunchtime

Class teachers will manage verbal consequences and middle cloud behaviours. They will use time out time to support regulation and explain consequences for behaviour.

Time Out Behaviours



REPEATED VERBAL WARNINGS

SIGNIFICANT DISRUPTIVE BEHAVIOURS IN CLASS/SCHOOL, FOR EXAMPLE:

- Making a deliberate loud/disruptive noise
- Repeated shouting out
- Throwing items

NON-COMPLIANCE, FOR EXAMPLE:

- Initial refusal to comply with a consequence (first time only)
- Initial refusal to go to or leave a specified area (first time only)
- Walking out of class or away from designated place without permission
- Not responding well when being spoken to by staff (e.g. laughing, walking away, shouting at staff)

OTHER BEHAVIOURS:

- Threatening to others in class
- First-time bullying behaviours or first-time 'knowing' use of discriminatory language (e.g. racism)
- Lesser stealing
- Lesser graffiti or damage to property/building
- Encouraging another child to commit a Thundercloud Behaviour and/or lying or failing to report when another child has committed a Red Behaviour.

Time Out Consequences

PARENTS/CARERS INFORMED AND A MINIMUM OF:

- Internal isolation of at least 10 minutes in another class
- Incident logged on CPOMs

OTHER POSSIBLE CONSEQUENCES (AS MANY AS DEEMED APPROPRIATE)

- Internal isolation outside the classroom (at least 30 minutes)

Lunchtime isolation with a member of staff (30 minutes)

Temporary removal from preferred/special lessons/sessions, e.g. PE, swimming, end of year party (half to whole session)

Temporary removal of privilege (e.g. extra-curricular clubs or school roles e.g. sports leaders)

Class teachers will hold a restorative conversation for Time Out Behaviours.

Thunder Cloud Behaviours



REPEATED AND PERSISTENT VERBAL WARNING, MIDDLE CLOUD AND TIME OUT BEHAVIOURS

EXTREME DISRUPTIVE BEHAVIOURS IN CLASS/SCHOOL, FOR EXAMPLE:

- Walking out of class or away from where you are supposed to be
- without permission, in a way that is dangerous or disruptive
- Tipping over or throwing chairs/tables/other furniture
- Throwing large/expensive items or a large amount of small ones that create a lot of mess

EXTREME NON-COMPLIANCE, FOR EXAMPLE:

- Prolonged failure to follow instructions
- Prolonged refusal to go to or leave a specified area in a way that is risky or dangerous
- Prolonged refusal to comply with consequences
- Verbally abusive to staff, especially swearing and/or physical threats

OTHER EXTREME BEHAVIOURS:

- Leaving the school building without permission
- Absconding from the school site
- Repeated use of discriminatory language (e.g. racism)
- Repeated bullying behaviours
- Physically aggressive to others in a way that causes injury or distress e.g retaliation, fighting, pushing, hitting, biting
- Any aggression towards staff (verbal or physical)
- Repeated or serious negative behaviour on a school trip or activity out of school
- Serious stealing
- Serious graffiti, vandalism or damage to property/building
- Bringing a dangerous item to school (e.g. knife, lighter)
- Illegal or serious misuse of the school's internet access
- Deliberately setting off a school fire alarm unnecessarily
- False accusations against staff
- Bullying
- Discrimination
- Racism

- Serious Online Behaviour
- Nasty, offensive language
- Inappropriate behaviour / touch
- Spitting
- Blame shaming

Thunder Cloud Consequences

- Removal from the classroom to another class for a minimum of 30 minutes. This will be with a member of SLT.
- Miss breaktimes or lunchtimes with a member of SLT.
- Restorative conversation to happen at the end of the consequence.
- Incident logged on CPOMs by class teacher and action logged by a member of SLT
- SLT to inform parents of the consequences below verbally, by phone, or electronically.

PARENTS/CARERS INFORMED AND AT LEAST ONE OF:

- Full lunchtime isolation with SLT (up to 5 days of the week)
- Full lunchtime inside with other member of staff - (up to 5 days of the week)

OTHER POSSIBLE CONSEQUENCES (AS MANY AS DEEMED APPROPRIATE)

- Removal from preferred/special lessons/sessions, e.g. PE, swimming, end of year party (half or whole session)
- Permanent removal of right to attend trip/residential
- Permanent removal of privilege (e.g. extra-curricular clubs or school roles e.g. sports leaders) Removal of responsibility role
- Formal meeting to discuss behaviour with parents/carers
- Suspension
- Permanent exclusion for persistent thundercloud behaviours