

<p><b>Warning Stage</b></p> <p>Verbal Warning 1</p>	
<p><b>Warning Stage</b></p> <p>Verbal Warning 2</p>	
<p><b>Stage 1</b></p> <p>5 minutes of Golden Time lost.</p>	
<p><b>Stage 2</b></p> <p>10 minutes of Golden Time lost.</p>	
<p><b>Stage 3</b></p> <p>20 minutes of Golden Time lost.</p> <p>Loss of Break Time/Play Time – Reflection Sheet.</p> <p>Communication to Parents via Text or Email.</p>	
<p><b>Stage 4</b></p> <p>All Golden Time lost.</p> <p>Sent to Senior Leadership Team.</p> <p>Communication to Parents via Meeting.</p> <p>Communication Card – done with Pupil</p> <p>Positive Behaviour Plan (if positive then back to the start – if not then placed on RED Report)</p>	
<p><b>Stage RED</b></p> <p>Red Report Plan (no Playtime, no Golden Time, no Clubs, or Trips, no Rewards – if positive then back to the start – if not then further consequences would be applied)</p>	
<p><b>Continual RED Behaviour –</b> see Graduated Behaviour</p>	

**Automatic Yellow Card Behaviours**

**If you...**

- Fail to engage with your Homework on 3 occasions:
  - Numbots/TimesTable Rockstars
  - Spelling Shed
  - Reading (Accelerated Reader/MyOn)
- Use Swear Words.
- Are Purposefully Unkind.
- Bring Fizzy Drinks, Chewing Gum, or Sweets.

**1 WEEK      HALF TERM**

\*3 Yellow Cards in a Week – Positive Behaviour Plan.  
 \*\*5 Yellow Cards in a Half Term – Positive Behaviour Plan.

**Positive Behaviour Plan**

**If you...**

- Fail to engage with your Homework on 5 occasions:
  - Numbots/TimesTable Rockstars
  - Spelling Shed
  - Reading (Accelerated Reader/MyOn)
- Show Physical Aggression towards another Child.
- Swear at someone.
- Bully (Several Times on Purpose).
- Refuse to hand in your Mobile Phone.
- Use a Mobile Phone during School.
- Intentionally use of Homophobic/Racist/Sexist language.
- Steal.
- Use Social Media/Online Platforms inappropriately.
- Damage school or another person's property.

<b>Foundation</b>	<b>Year 1, 2, and 3</b>	<b>Year 4, 5, and 6</b>
1 Day	3 Days	5 Days

**Red Report Plan**

**If you...**

- Repeat a behaviour that you have previously been given a Positive Behaviour Plan for i.e., a second Racist Incidents.
- Fail to achieve the points on a Positive Behaviour Plan.

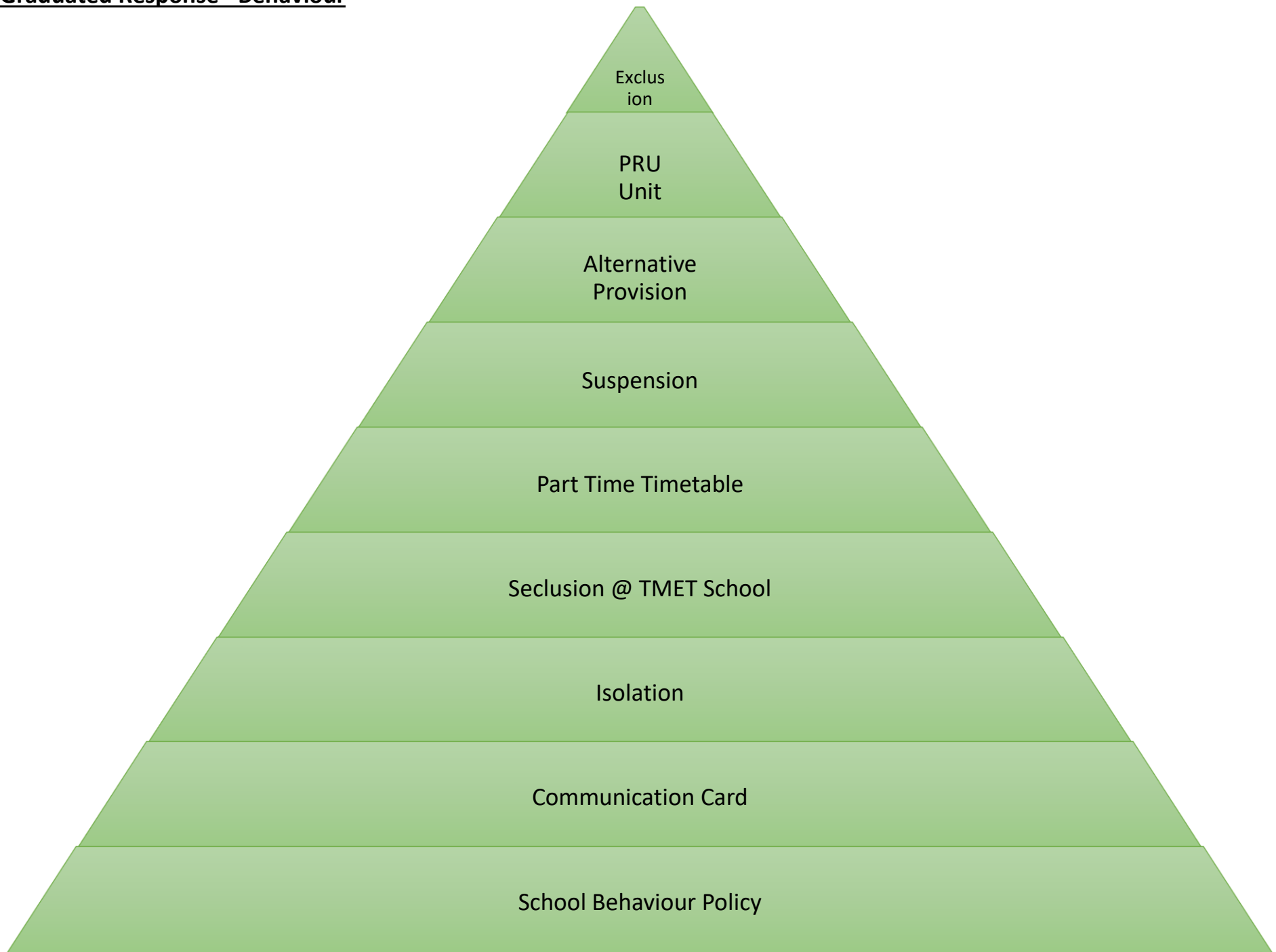
<b>Foundation</b>	<b>Year 1, 2, and 3</b>	<b>Year 4, 5, and 6</b>
1 Day	3 Days	5 Days

## REWARDS

There are many rewards that the children can receive by following the School Values:

<p>Verbal Praise</p> 	<p>Raffle Tickets</p> 	<p>School Value Stickers</p> 
<p>Showcase Achievements</p> 	<p>Twitter Post</p> 	<p>Goodie Boxes</p> 
<p>Golden Time</p> 	<p>Star Treat (no lost time)</p> 	<p>School Value Certificates</p> 
<p>Postcard Home</p> 	<p>Milkshake Club</p> 	<p>Green Day</p> 

## Graduated Response - Behaviour



Graduated Response Level	Action
School Behaviour Policy	<ul style="list-style-type: none"> <li>Follow School Behaviour Policy.</li> </ul>
Communication Card	<ul style="list-style-type: none"> <li>Communication Card to be created for the child to give Teachers and Support Staff an understanding of what the child believes to help them with their behaviour from their perspective.</li> </ul>
Isolation	<ul style="list-style-type: none"> <li>When receiving a Red Report Plan, the child will spend a minimum of one day in isolation. Then this will be reviewed.</li> <li>If a child's behaviour does not improve i.e., they don't have a positive Red Report Plan then they will be put in Isolation.</li> <li>If there is an instance where a child needs to be removed from another child, they will be put in Isolation. i.e, physical abuse or a sexual concern the child will be put into isolation.</li> </ul>
Seclusion @ TMET School	<ul style="list-style-type: none"> <li>If continual poor behaviour continues i.e., frequent Red Report Plans and no reflection has been shown then the child will be taken to another TMET school for reflection.</li> <li>Following this a reintegration meeting will take place with child, parents, teacher and member of the SLT upon return.</li> </ul>
Part Time Timetable	<ul style="list-style-type: none"> <li>If needed a reduced timetable for the child will be introduced. This will then be reviewed on a weekly and/or fortnightly basis (dependent on the individual case) to see if the time can increase.</li> </ul>
Suspension	<ul style="list-style-type: none"> <li>If the above steps have not seemed to have a positive impact upon the behaviour of the individual, then a Suspension will be considered. This will be based on the individual case and therefore the length of the Suspension may vary.</li> <li>Other reasons for Suspension:               <ul style="list-style-type: none"> <li>Physical assault against a Pupil or Adult</li> <li>Verbal abuse or threatening behaviour against a Pupil or Adult</li> <li>Use of threat of use of an offensive weapon or prohibited item that has been prohibited by School Policy.</li> <li>Bullying</li> <li>Racist Abuse</li> <li>Abuse against Sexual Orientation and Gender Reassignment</li> <li>Abuse relating to Disability</li> </ul> </li> <li>Following a Suspension a reintegration meeting will take place with child, parents, teacher and member of the SLT upon return.</li> </ul>
Alternative Provision	<ul style="list-style-type: none"> <li>Some children may benefit from Alternative Provision if they continue to struggle in school. This will be done alongside the parent to ensure it is correct for all parties.</li> </ul>
PRU Unit	<ul style="list-style-type: none"> <li>Some children may benefit from a PRU Unit if behaviours cannot be managed.</li> </ul>
Permanent Exclusion	<ul style="list-style-type: none"> <li>In the final stage an exclusion may be necessary for extreme behaviours.</li> </ul>

Discretion - No Behaviour Policy can cover all eventualities. The Principal reserves the right to use their discretion, in line with this Policy, to help Fosse Mead pupils make better choices.

THESE ARE OUR EXPECTATIONS AND THE REASON WE HAVE THESE EXPECTATIONS IS  
TO GET THE BEST OUT OF THE CHILDREN AND GIVE THEM THE BEST CHANCE.