

Tregolls Academy

At Tregolls our three school rules are **Ready Respectful Safe** which support our learning, interactions and choices. These rules set out the vision that we have for our pupils' learning and their character development at Tregolls and beyond. **Kindness and gratitude** are the expectations of all adults and children. We ensure that Lessons are **free from disruption** and **time is used efficiently**. All adults have **equal authority** and **consistently lead behaviour** in and out of classrooms. This promotes an ethos of **Curiosity, Aspiration, Resilience** and **Excellence**.



Ready



Tregolls School Rules

Respectful



Safe



Active ingredients of behaviour strategy

- Consistent, calm adult behaviour
- Reasonable adjustments
- Relentless routines, taught and practised
- Every child has unlimited potential, it is for us to unlock
- First attention to the best conduct
- Analyse the triggers and address
- Enable success because success breeds motivation
- Equality of adult authority
- Positive language choice

All Staff

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful and Safe.'
3. Have consistent routines
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson. E.g. Lighthouse Points
6. Be calm and consistent in your expectations.
7. Ensure that there are always opportunities for repair after any sanction.
8. Never ignore or walk past learners who are behaving inappropriately.

SLT

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. **Senior leaders will:**

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Model the expected behaviours to all staff.
- Consistently deal with staff and children's behaviours in a fair and collaborative way

Recognition and Reward for Effort

Classroom

- Positive praise and interactions
- Stickers
- Lighthouse points
- Presentation Champions.
- Celebrating success awards

School

- Gold Awards
- Celebrating success Awards (Signed by Adults)
- House Awards – half termly

Steps	Action
1	Redirection Non-verbal cues or a Gentle encouragement to change the unwanted behaviour to one that we expect to see. For example: "Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready" At this point, pause and wait before continuing. If the behaviour continues move to step 2.
2	Reminder. A reminder of the expectations ' Ready, Respectful and safe ' delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you." If the behaviour continues move to step 3.
3	Caution A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. E.g. "What can I do to help you? Help me to remember what you should be doing right now?"
4	Time with/Missed playtime Speak to the learner privately for 10 minutes during their break or lunch time and give them a final opportunity to modify their behaviour/complete missed learning. It is imperative that this is conducted with the class teacher using the language to positively phrase the discussion and explain how to change the behaviour. E.g. "It is important to be respectful to the person speaking, you can do this by looking and listening carefully. This will ensure that you understand how to complete your learning and be successful. I will be watching closely after break to spot you doing the right thing at the right time!" If the behaviour continues move to step 5
5	Escalation to SLT Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with'. The SLT will be notified and a phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern or using ABC/behaviour log sheets. SLT involved.
6	Formal Meeting A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and recorded on MyConcern if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. A behaviour plan will be implemented and monitored over the course of two weeks.
Exception Immediate response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:- <ul style="list-style-type: none"> • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with deliberate intent <p>In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. The behaviours will be explored and managed by the school's leadership team, class teacher and SENDCo.</p>

Lunchtimes and playtimes

Steps	Action
1	Redirection Pupils have reported that another child is being unkind to them. The adult investigates and speaks with all children involved. If a minor disagreement they will be asked to apologise and continue playing with their friends.
2	Time out If a pupil has admitted to, or been found to have failed to follow one of the school rules or being Ready, Respectful and Safe, they will be asked to serve a time out by sitting on a bench by an adult/standing by an adult. The period of time will start at 5 minutes and increase to 15 minutes in 5 minute intervals.
3	Taken out If there is believed to have been any of the following, more serious incidents: -Swearing, -Deliberate Physical Contact The pupil will be taken into school to a class teacher who is on duty (see Appendix D who will deal with the incident and record it. The sanctions may include: missing the remainder of their break and subsequent break times, a phone call to parents an meeting with SLT/Head of School.