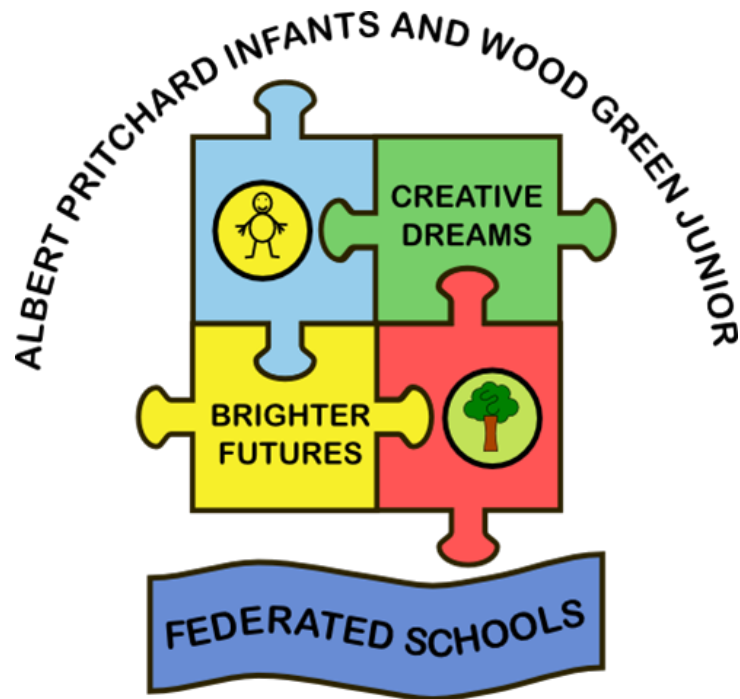
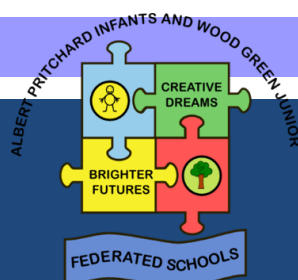


Albert Pritchard Infant and Wood Green Junior Federated Schools



Behaviour Policy



January 2026

To be reviewed: January 2027

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

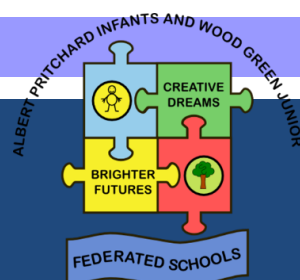
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

As a school we use the behaviour recovery approach (further details for behaviour recovery can be found in appendix 2)

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform



Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

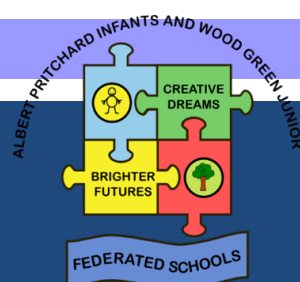
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Several times on purpose

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures



Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing body

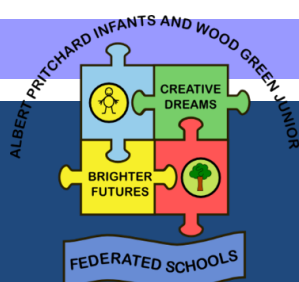
The Governing Body of Albert Pritchard Infant and Wood Green Junior Federated Schools are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body of Albert Pritchard Infant and Wood Green Junior Federated Schools will also review this behaviour policy in conjunction with the senior leaders and monitor the policy's effectiveness, holding the executive head teacher to account for its implementation.

5.2 The executive headteacher

The executive headteacher is responsible for reviewing this behaviour policy alongside senior leaders in conjunction with the Governing Body of Albert Pritchard Infant and Wood Green Junior Federated Schools giving due consideration to the school's statement of behaviour principles (appendix 1). The executive headteacher will also approve this policy.

The executive headteacher and senior leaders will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Communicating relevant behaviour incidents with parents / carers

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

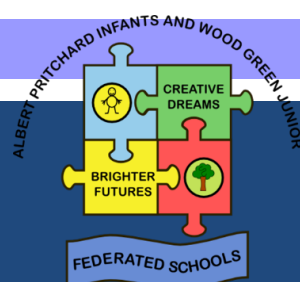
Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Our parent charter was devised with parents, pupils and staff (The full charter can be found in Appendix 3). As part of our charter pupils are expected to:

- Respect all children and staff when in school to create a harmonious ethos.
- Embrace learning opportunities with confidence. Take responsibility for their learning and progress. Take ownership of and look after their belongings.
- Be ready to learn - Understand classroom and school routines, e.g. how we change reading books, when PE is, what is expected of school uniform and jewellery.
- Homework -Further develop their learning outside of school, showing independence, e.g. reading records, Mymaths. Engage in home learning.
- Children will follow school rules and contribute to making class rules.
- Have the highest standards of behaviour (Follow behaviour recovery). Report incidents straight away so they can be dealt with quickly.
- Take letters home as and when necessary. Encourage parents to attend events and information sessions.
- Use our values. Children will use and apply their knowledge of British Values when talking to staff, parents and other children
- Show pride in their appearance, work, activities and achievements.



7. Rewards and sanctions

Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and rewards are given individual, group and whole class levels in order to promote a sense of both individual and shared responsibility.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Certificates in assemblies
- Share with others
- Comments on your work/book
- Putting your work on display
- House Points
- Values tokens
- Fifty for Fun
- Postcards home to parents
- Special responsibilities/privileges

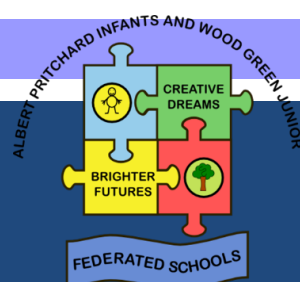
The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- The child goes to an alternative classroom (parking, blue sky or red sky – please refer to our behaviour recovery information in Appendix 2)
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Meetings with parents
- Putting a pupil on a behaviour tracking system with personalised targets

We may use the blue sky room in response to serious or persistent breaches of this policy. Pupils may be sent to the blue sky room during lessons if they are disruptive and the behaviour/s displayed follows the process for our behaviour recovery system. At all times, the child will be supervised by a member of staff.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.



7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The executive headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

As a school we use the 'Behaviour Recovery' system. Full details of this can be found in Appendix 2

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

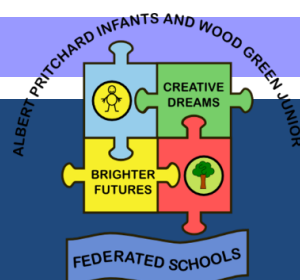
They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property



Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

8.3 Confiscation

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

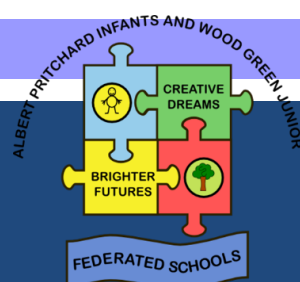
8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



8.5 Reasonable adjustment

Reasonable adjustments at Albert Pritchard Infants and Wood Green Junior Federated Schools, we recognise that behaviour is a form of communication and some pupils with special educational needs and physical or mental health needs can display exceptional needs with regard to their behaviour. We endeavour to provide a thoughtful approach to behaviour management that takes into account any personal circumstances but that does not undermine a consistent implementation of this policy. Where 'reasonable adjustments' are made, we strive to ensure that everyone is aware of the philosophy behind them, this includes gaining the understanding and support of staff and appropriate parents. When making decisions, the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. Reasonable adjustments are used to prevent discrimination and reduce the risk of exclusion.

Reasonable adjustments can be taken in the form of:

- Strategic acceptance of some low-level inappropriate behaviour
- Reward systems
- Use of Individual Behaviour Trackers.
- Intervention programmes
- Support from Sandwell Inclusion Support

For children in the Foundation Stage, the policy will be applied with due consideration for the child's age and stage of development.

9. Pupil transition

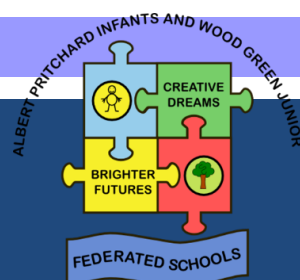
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Behaviour management will also form part of continuing professional development. It forms part of induction for new staff.

Positive handling training takes place in school every two years



11. Monitoring arrangements

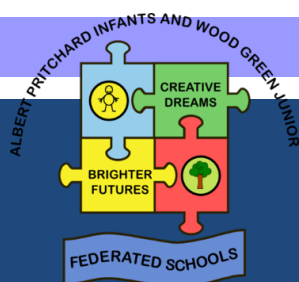
This behaviour policy will be reviewed by the executive headteacher and governing body every year. At each review, the policy will be approved by the executive headteacher and governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies

- Safeguarding policy
- Anti bullying policy.
- SEMH policy

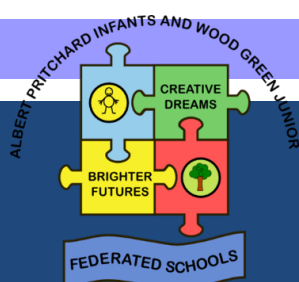


Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the head teacher every year.



Appendix Two - Behaviour Recovery Information

Classroom Management

The following strategies will make classroom management easier:

Be vigilant, seat children carefully, keep all children in view (especially when sitting with a group), do not assume that children know the rules - teach classroom rules, display the School rules, rewards and sanctions in your classroom, ensure you give jobs and responsibilities, have all equipment and resources available or to hand, develop clear routines, when the class is leaving the room instruct the children to leave a table at a time and keep the corridor and classroom in view.

Plan of Action

The following activities help us to achieve these aims and objectives:

Hold a weekly circle time as part of PSHE of between 10-30 minutes per week. (Time depending on age of children)

School Rules

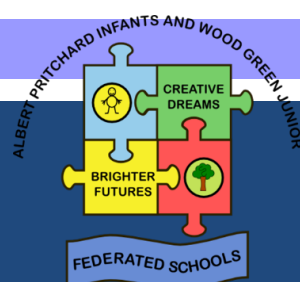
Establish School rules and which are the moral values agreed by everyone and develop the culture of the classroom.

- Always keep my hands and my feet to myself.
- Please and thank you I always say.
- Work hard and try my best.
- Get along and grow together.

It must be made explicit to the children what these rules mean for them in their classroom.

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and rewards are given individual, group and whole class levels in order to promote a sense of both individual and shared responsibility.



School Rewards:

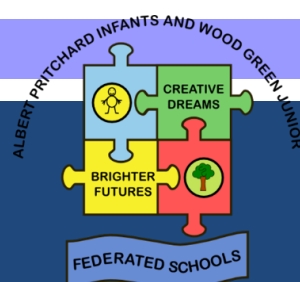
- Certificates in assemblies
- Share with others
- Comments on your work/book
- Putting your work on display
- House Points
- Fifty for Fun
- Positive Postcards

Behaviour Recovery Programme

From September 2015, Albert Pritchard Infants and Wood Green Junior Federated Schools have adopted the Behaviour Recovery Programme introduced by Inclusion Support from Sandwell Local Authority. Behaviour Recovery is a supportive and structured approach to provide alternatives for fixed term exclusions. This programme provides a highly structured, systematic and rigorous programme for establishing boundaries that lead to de-escalating cycles of unwanted behaviour and over a period of time it will allow children to manage their own behaviour.

There are 7 stages to behaviour recovery:

1. The Look - A non-verbal signal to be given as a reminder for positive behavior
2. The Warning - A quiet word, warning of future sanctions if the right choice is not made.
3. Thinking Zone - Child moves seat to the 'Thinking Zone' within the classroom. It is a time to reflect and for the pupil to calm down.
 - Parking - This should involve a prior arrangement with a teacher in another classroom within the same year group. Following a persistent non-compliance, a pupil is accompanied or sent to another classroom and seated on a table, by themselves for: EYFS - 10 minutes in the same classroom, Year 1 - 20 minutes , Year 2 - 30 minutes and KS2 45 minutes. Again, the child should not be given curriculum work to complete as this should be time used to reflect and calm down. 'Thinking Sheet ' should be given to the child to support them I calming down and help recover appropriate classroom behaviour. At this stage parents will receive a text message to inform them of their child's behaviour.
4. Blue Sky - This is an opportunity for children to calm down and regain control over their behaviour in a low-stimulus area. A pupil should remain in this area for 45 minutes. No staff attention should be given until the pupil has calmed down and is ready to talk. A member of staff must then carry out a Behaviour Recovery conversation. This is an opportunity to discuss the behaviour with the pupil and assess their readiness to return to the classroom. Parents will be asked to attend a meeting to discuss their child's behaviour. If a pupil should reach 'Blue Sky' on 3 occasions during one half term, they will automatically move to 'Red Sky' (internal exclusion)
5. Red Sky - If a pupil continues to be non-compliant, they will be excluded internally for a short period of time. The pupil will then be supervised by one of the Senior Leadership Team for half the day or a full day. In this case pupils will be asked to complete academic work. Their own class teacher will prepare work packs for the pupils. Adult attention should only be given to the pupil to reinforce wanted behaviour. A formal letter will be sent to parents informing them of the internal exclusion and inviting them to a meeting to discuss more positive behaviours, both at home and at school.

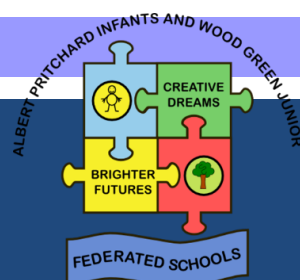


If at any point Behaviour Recovery does not work, or a serious incident occurs then School Leaders will consider external exclusion following Local Authority procedures.

Each day is split into 3 sessions.

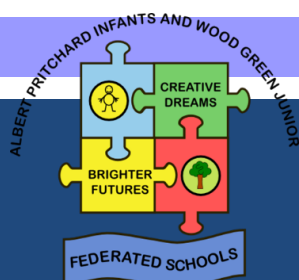
- 1) Morning 'Learning Zone' session
- 2) Lunchtime 'Play Zone' session
- 3) Afternoon 'Learning Zone' session.

Children will return to either the 'learning Zone' or the 'Play Zone' for each session.

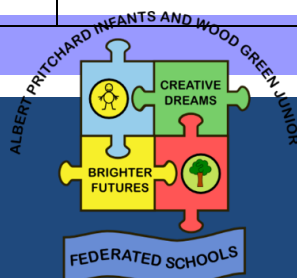


Examples of Behaviour

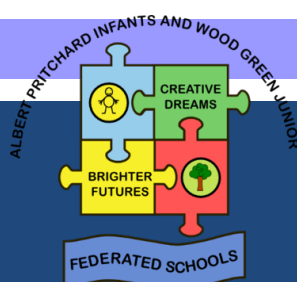
Behaviour Recovery Steps	Behaviour	Strategy/Sanction	By Whom
<p>1 The Look</p> <p>2 Warning</p>	<p>Fairly low level, but frequent and intense</p> <ul style="list-style-type: none"> -Making noises -Calling out -Fidgeting constantly - Daydreaming -Annoying other children -ignore minor instruction -pushing in line <p>Work avoidance tactics</p>	<p>Analyse the cause. Is it something that can be solved by classroom management?</p> <p>Areas to consider:</p> <p>Differentiation/learning styles</p> <p>Clarity of instructions</p> <p>Paces of lesson</p> <p>Interest/motivation</p> <p>Understanding of the task</p> <p>Communication</p> <p>Accessibility of resources</p> <p>Layout of furniture</p> <p>Routines</p> <p>Problems with peers.</p> <p><u>Behaviour Recovery Steps</u></p> <ol style="list-style-type: none"> 1. <u>The look</u> 2. <u>The warning</u> 	<p>Dealt with by the class teacher and members of staff in that class.</p>



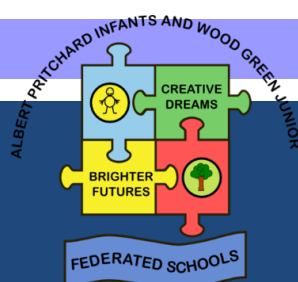
<p>3. Thinking Zone</p>	<p>Any behaviour that has been described above and pupils have been spoken to several times and has not modified his/her behaviour.</p> <ul style="list-style-type: none"> -continued refusal to follow instructions - swearing -deliberate throwing of items 	<p><u>Behaviour Recovery Steps</u></p> <p>3. <u>Thinking Zone</u></p> <p>Given time to reflect on their own behaviour for 5 minutes</p>	<p>Dealt with by the class teacher and members of staff in that class.</p>
<p>4.Parking Zone</p>	<p>Any behaviour That has been described above- The pupil has been spoken to and has been to parking and they have not modified his/her behaviour</p> <ul style="list-style-type: none"> -behaviour that leads to another child being hurt -Deliberately swearing -Deliberately damaging school property -Leaving the class without permission -Challenging authority -Continued refusal to follow instructions after being spoken to and moved to the thinking zone -Fighting 	<p><u>Behaviour Recovery Steps</u></p> <p>4. <u>Parking</u></p> <p>'Parking' for:</p> <p>EYFS - 10 minutes in the same classroom.</p> <p>Year 1 - 20 minutes</p> <p>Year 2 - 30 minutes</p> <p>KS2 - 45 minutes</p> <p>in another classroom in the same year group. 'Thinking Sheet ' given to reflect on their own behaviour.</p> <p>Parents will receive a text message to inform them that their child has been in Parking.</p> <p>If a child has been in parking on three occasions during one half term, then parents must attend a meeting with the class teacher and Inclusion Manager.</p>	<p>Dealt with by the class teacher and year group colleagues.</p>



<p>5. Blue Sky</p>	<p>If behaviour is not recovered in the 'Parking' zone then the pupil will need to move straight into 'Blue Sky'</p> <p>Deliberate swearing at any adult or other child</p> <ul style="list-style-type: none"> -Vandalism -Continued challenging of authority -Continued Refusal <p>There may be some instances when it appropriate for pupils to go straight to 'Blue Sky'.</p> <ul style="list-style-type: none"> -Theft -Bullying -Malicious fighting -Aggressive behaviour 	<p><u>Behaviour Recovery Steps</u></p> <p>5. <u>Blue Sky</u></p> <p>Children will calm down and regain control in the 'Blue Sky' room for 45 minutes.</p> <p>A Behaviour Recovery conversation will occur at the end of the 45 minutes or when you feel the child is calm.</p> <p>Parents will be asked to attend a meeting to discuss their child's behaviour.</p> <p>If a pupil should reach 'Blue Sky' on 3 occasions during one half term, they will automatically move to 'Red Sky' (internal exclusion)</p>	<p>Timetabled staff to monitor 'Blue Sky' room on a weekly rota.</p> <p>Class teacher will speak to parents and arrange a meeting to discuss behaviour.</p>
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<p>6.Red Sky</p>	<p>Any behaviour that pupil has not recovered in 'Blue Sky' then the pupil will automatically go into 'Red Sky'.</p> <p>There might be some instances when it is appropriate for pupils to go straight to 'Red Sky'.</p> <ul style="list-style-type: none"> -Physical assault on adult or children -possession of a weapon -possession of drugs -Evidence of continued bullying -Throwing furniture -Sexual inappropriate behaviour 	<p><u>Behaviour Recovery Steps</u></p> <p>1. <u>Red Sky</u></p> <p>The pupil will then be supervised by one of the Senior Leadership Team for half the day or a full day. In this case pupils will be asked to complete academic work.</p> <p>When a pupil is sent in the 'Red Sky' it will be at the discretion of the head teacher if formal fixed term exclusion is imposed. In severe cases a permanent exclusion, respite places at PRU or a managed transfer to an alternative school may be considered.</p>	<p>Immediate involvement of Senior Leadership Team</p> <p>Parents will receive a formal letter informing them of the internal exclusion and inviting them to a meeting to discuss more positive behaviours, both at home and at school.</p> <p>Involvement of Sandwell Inclusion Support</p>
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Re-integration and Re-entry

A key principle behind the Behaviour Recovery Programme is to allow pupils to 'recover' their behaviour, in other words to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible.

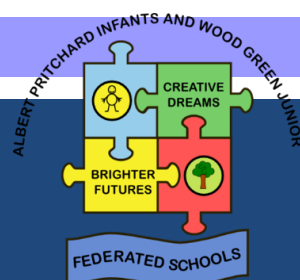
Reintegration- points to consider

- Seating plan
- Welcoming the pupil
- Allowing time for the pupil and their classmates to adjust
- Speaking calmly and sincerely
- Stating what the student needs to do rather than referring to previous misbehaviour or insisting on a public apology
- Praising positive behaviours in a non-counterproductive way.
- Re-establishing rapport and continuing to build relationships.
- Re-introducing the curriculum and accounting for missed learning steps.

Behaviour Recovery: Language

The approach to Behaviour recovery programme allows school staff to use a form of verbal expression that offers children guidance, support and solution.

- Effective praise statement containing 3 parts
 1. gain ATTENTION -by always starting with their name
 2. show APPROVAL- raise self-esteem and prepare the pupil for feedback
 3. give FEEDBACK- provide specific feedback linked to classroom rules or specific instructions.
- Never ask 'behavioural' questions e.g "Why are you...?", "How many times...?"
- Clear explicit statements of what the pupil needs to do.
- Refer to school rules and de-personalise the situation.
- Never Shout



Behaviour Recovery 'Blue Sky' conversation

Staff will follow the script

You are in 'Blue Sky' to help you recover your behaviour.

You must follow the rules

- *Stay in your seat*
- *Talk quietly to adults*
- *Complete the work you have been given*
- *You may only leave when an adult says so*

This is an opportunity for you to cool off, calm yourself down with the help of staff to try to recover your behaviour.

Children will now sit for 45 minutes to recover their behaviour.

At the end of the 45 or when the child is calm a 'Behaviour Recovery' conversation can happen.

What have you done wrong?

Why do you think this behaviour is wrong?

What different strategies could you use next time if you find yourself in a similar situation?

Focus on leaving 'Blue Sky' feeling positive in order to join your class in the lesson.

Leave the room quietly and walk with me to your next lesson.

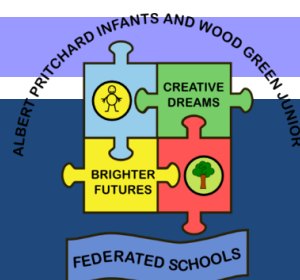
We need to make sure you are: Safe, Happy and Learning.

Behaviour Recovery Steps at Lunchtime

During Lunchtime the following steps should be taken:

1. The Look
2. The Warning
3. Thinking Zone- Children are not allowed to play and must sit in the Thinking Zone for 5 minutes

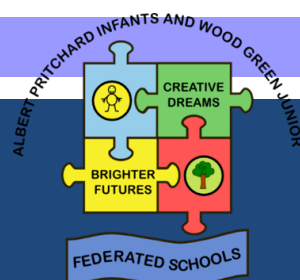
More serious incidents should be referred straight to a member of the Senior Leadership Team who will then decide if 'parking' is an appropriate next step.



For further information on bullying, please see our Anti Bullying policy.

Through this policy we

- Acknowledge our legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs
- Recognise that some pupils require a more sensitive and differentiated approach




CLASS REWARD POINTS - Fifty for Fun!

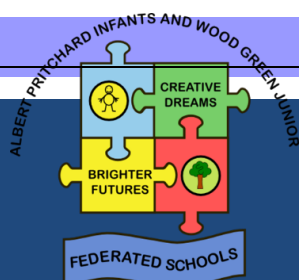
Staff to award class points when the whole class display exceptionally good behaviour.

Every class to earn 50 points and will be rewarded with celebration event lasting 30 minutes. You should aim to achieve Fifty for Fun once every each half term. Once you have achieved Fifty for Fun you can arrange a celebration the following day. Just adapt annotate planning explaining that your class has achieved their Fifty for Fun.

Celebration activities can include: Art activities, extra playtime with equipment, board games, free choice session on ICT equipment. NO FOOD, PARTIES, NON-UNIFORM or FILMS as these are used for other occasions.

Class Reward Point collection chart - This is to be displayed in class, children/staff to colour in a square when exceptionally good behaviour points are rewarded to the whole class.

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49
	Our celebration for our exceptionally good behaviour will be:					



Golden Sky

We are currently reviewing how we celebrate children's positive behaviour in school. To fit in with our Behaviour Recovery system, we want to ensure that the children who are always in the learning zone by making the right choices and working hard to do their very best are acknowledged and celebrated more. To do this, we are going to be including "Golden Sky" to our school's Behaviour Recovery system. During the Spring term 2024, we have carried out a trial with classes throughout the Federation and the feedback we have received has been extremely positive. As a result of the positive feedback, we are now going to incorporate "Golden Sky" to the current system.

Starting from **Monday 13th May 2024**, the class teacher will be awarding "Golden Sky" to children in their class who have remained in the learning zone consistently. One child each day will be moved into "Golden Sky" before home time. The child who has been moved into "Golden Sky" will be awarded a Golden Cloud sticker before they come home. The following day, their name will remain in "Golden Sky" and they will be celebrated in class for being such an excellent role model. Children may be moved into "Golden Sky" on several occasions to award and celebrate them consistently staying in the Learning Zone.

Children who have been awarded "Golden Sky" will also be celebrated in the Deputy Head Teacher's weekly celebration assembly at each school.

