



**Millbay  
Academy**

# **Culture for Learning (Behaviour) Policy**

Approval Date	November 2020
Policy Owner	
Adopted by the Trust/Millbay Academy	30 <sup>th</sup> November 2020
Review Date	November 2021

**Learning Together | Achieving Excellence.**

Good behaviour is central to all we do at Millbay Academy, as this creates the right culture for learning. High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of the Academy's life. All members of staff set high standards and pupils are given clear guidance on what is expected of them. Everyone is expected to learn and follow our Academy Charter. Our Behaviour Management System is used consistently to underpin and reinforce good behaviour. We work in partnership with parents to ensure that the Academy's values become central to the lives of learners.

Millbay Academy is committed to protecting the rights of every child in its care and putting this at the heart of our actions and decision-making.

The Culture for Learning (Behaviour) Policy has been written with the UN Convention on Rights of the child in mind with particular reference to:

Article 3 (Best Interests of the Child) which states: *The best interests of children must be the primary concern in making decisions that affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.*

Article 19 (Protection from all Forms of Violence) which states: *Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.*

Article 28 (Right to education) which states: *All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Our Academy Charter has been compiled based on some core principles/rights:

- We have the right to feel safe;
- We have the right to a good quality education;
- We have the right to be treated with respect;
- We have the right to talk, to be heard and to listen to others;
- We have the right to be part of our Academy's community.

This policy should be implemented in conjunction with the following related policies:

- Millbay Academy Positive Handling Policy
- Millbay Academy Anti-bullying Policy
- Millbay Academy SEND Policy

## **Aims**

- To promote the Academy values of Respect, Responsibility, Curiosity, Creativity and Courage.
- To work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility.
- To create an environment which encourages and reinforces good behaviour and enables children to achieve their best.
- To define acceptable standards of behaviour and an understanding of personal responsibility.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage relationships based on kindness, respect and understanding of the needs of others.
- To ensure fair treatment for all regardless of age, gender, race, ability and disability.
- To encourage the involvement of both home and the Academy in the implementation of this policy.
- To treat issues when they occur in a caring and solution-focused manner.

## **Expectations**

- All members of the academy community - adults and children alike - are asked to respect each other.
- Everyone should have high aspirations and try their best to make sure they achieve their goals.
- Everyone is expected to respect their own and other people's property and to take care of books and equipment.
- Everyone should be considerate to others when moving around school by walking carefully and quietly.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Abusive language will not be tolerated on school premises.
- Everyone is expected to be punctual and attend to the best of their ability.
- Children must not bring in the following prohibited items to the Academy:
  - sharp or dangerous objects
  - toys or expensive personal belongings (unless given permission by the Academy)
  - Money (unless given permission by the Academy)
  - Phones or other electronic devices
  - Alcohol, tobacco in any form or controlled drugs
  - Fireworks
  - Children should wear the correct Academy uniform.

*This policy has been formulated for the safety and well-being of the children in our academy.*

## **Approach to conflict resolution**

- When speaking with a child, ensure you are not towering over them by getting down to the child's level.
- Ensure all children involved have the chance to speak and give their view on what happened, even if the adult thinks they know what happened. It is important that all involved listen to what each child has to say and do not interrupt. The adult should make clear these expectations, that everyone should speak respectfully and calmly and that everyone will get a chance to speak.

- These conversations should take place as close to the incident happening as possible but sometimes due to heightened tensions or time-constraints, this is not sensible or practical and should happen at the next convenient opportunity.
- During the conversation, the adult should take care to label the child's behaviour and not the child. The adult should use our restorative questions - see Academy Charter (appendix 4).
- The aim is to find some agreement about what happened and for all to agree what should happen next. Time should be given for the children to reflect on what they would do differently if the situation should arise again in the future.
- To try to avoid spiralling poor behaviour, it is important that adults finish the conversation so that children leave with the belief that they can put things right and that the adult believes they can behave well.
- If the incident is a serious one, it should be noted on Arbor and where appropriate the Headteacher or Assistant Headteacher informed. Parents should be informed on the same day, either using a written slip (appendix 5) or for more serious or repetitive incidents face to face or on the phone.

## Rewards

Across the Academy, all staff reward children using positive behaviour strategies. These include:

- Smile and warm eye contact
- Praise
- Positive body language
- Positive tone of voice
- Merit or House points (recorded on Arbor)
- Positive use of the behaviour chart 'Good to be Green'
- Describing exactly what the child is doing right
- Using a child as a positive example
- Recognising all the children who are making the right choice
- Communicating good news with parent/carer after school

More tangible rewards are given in the form of:

- **Merits** - awarded to all children who are on green at the end of the day (recorded as a merit point on Arbor);
- **Stamps / stickers** - for additional merits awarded for personal excellence (also recorded as a merit point on Arbor), children have a stamp/sticker added to their Good to be Green Bookmark (appendix 6);
- **Raffle tickets** - for a completed row of 10 frogs, a raffle ticket is awarded and placed in the Good to be Green raffle ticket box; the raffle will be drawn every half term at the Good to be Green assembly;
- **Good to be Green** postcards are awarded by SLT for exceptional behaviour;
- **Weekly certificates** are awarded in the Good News Assembly: 2x stars of the week per class; 2x lunchtime awards per key stage (key stage one includes EYFS for the purposes of this award); 1x class attendance certificate; stars of the week and lunchtime awards are recorded as house points on Arbor following the assembly, and communicated to parents the following week;
- **Celebration Assembly** happens every half term at which awards are given out for 'Good to be Green', Attendance (the attendance cup), Values and Attitudes to Learning.

The ratio of these strategies should always heavily outweigh the use of reprimands to create a positive, caring environment. Positive comments should be specific eg 'I like the way you tidied up the game after you had finished playing', rather than just a generalised 'well done'.

## House Points

Pupils belong to one of four houses (Phoenix, Union, Atheneum or Newport). Every 5 merit points will automatically earn 1 point for the child's House (these house points are calculated automatically by Arbor). Pupils can also earn direct house points for 'going the extra mile', in particular for achievements in learning, sport, music and the arts, for positive contributions to the academy or wider community and through demonstrating our values.

## Good to be Green display

Every class has a Good to be Green behaviour chart for recognising children demonstrating our values.

- On this display, all children have a card with their name on it.
- Children start each day on green.
- If children make negative individual choices they are first warned verbally and then supported as per the table below.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards the amber/green.

Good To Be Green	Pupils who remain green all day will automatically get a merit point. Recorded on Arbor.
First reminder - PIP	Praise In Public - notice the good
Second reminder - RIP	Remind in Private
First warning (I've noticed that...)	Pupil reminded of Academy values. Pupil turns their card to amber. Appropriate time is given for pupil to address low level behaviour.
Second Warning	30 sec script (to include the consequence) - see the Academy Charter (appendix 3).
Final Warning	Pupil turns card to red. Pupil is moved away from their peers and spends 5/10 minutes (depending on age) reflecting on their behaviour on the designated time out/thinking chair. During this time the children should complete a Behaviour Reflection Sheet (appendix 4). The incident is logged on Arbor. Pupil then returns to class and has an opportunity to move back to amber/green by demonstrating positive behaviours.
Where a child is still on red at the end of the day	A slip is sent home with the child so that parents are aware (see appendix 5). Teachers may need to phone parents to discuss the circumstances; SLT need to be informed and the phone call logged on Arbor. If a pupil is persistently on red, a parental meeting with the class teacher may be required. A behaviour support plan may also be drawn up. SLT are informed and any meetings recorded on Arbor.
If poor behaviour persists or is high level (see Behaviour Categories - appendix 2)	Pupil taken to see Headteacher or Assistant Headteacher and a phone call home is made. In these instances, each case is judged individually and may result in any of the following:

	<ol style="list-style-type: none"><li>1. Missed playtimes</li><li>2. Loss of privileges, eg. trips</li><li>3. Internal exclusion within the Academy</li><li>4. External exclusion - Child does not attend the Academy for a fixed period.</li></ol> <p>In the very rare circumstances of the Headteacher permanently excluding a child, the decision will be referred to the Governing Body/RSAT for ratification.</p>
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## **Recording behaviour incidents**

Behaviour incidents that warrant a child's name being moved to red must be recorded on the academy MIS, Arbor. This includes all medium and high incidents as shown on the behaviour category sheet in appendix 2. Serious incidents, categorised as 'high', must also be recorded on CPOMS.

Recording should be done as soon as conveniently possible but definitely by the end of the day in which the incident took place.

## **Serious Behaviour**

Sadly, there will be times when children are inappropriately behaved. Serious behaviour incidents include:

- Refusing to follow instructions and defiant or disruptive behaviour in the Academy
- Physical or verbal violent towards another pupil or member of staff
- Behaviour that affects the safety and well-being of other children and adults eg. fighting, bullying, intimidating behaviour, swearing, spitting
- Persistent disruption of learning
- All racist and homophobic incidents are referred to the Headteacher or SLT and are recorded.

Such behaviour will involve escalation to a final warning, followed by being taken to the Headteacher's office and a strategy meeting arranged between parent/carer, the Headteacher, SLT and/or the class teacher. In occasional cases the incident may be serious enough to warrant an exclusion being issued.

If a pupil's behaviour causes serious risk to other pupils or staff in the Academy, or their behaviour continually breaches the Academy's behaviour policy, this may result in the Academy trying various measures to try and avoid exclusion, these may include:

- Approaching the local authority for advice.
- Removing the child from their class into the parallel class where appropriate or another year group in extreme circumstances.
- Offering a part time place in the afternoons at a partner RSAT Academy, for a fixed period of time.
- Reducing the child's timetable for a fixed period of time with a planned timetable of increased hours.

These measures are in addition to any referrals or SEN actions that the academy will have put in place, including behaviour plans.

In the event of all these measures being exhausted, the Academy may have to consider either fixed term exclusions or, as a last resort, a permanent exclusion from the Academy.

### **Behaviour outside of school**

The Academy has high expectations of its pupils not only when they are inside the Academy but also outside of Academy opening times. Pupils may face consequences to their behaviour both before and after school and at the weekend.

Examples of unacceptable behaviour includes:

- Inappropriate use of social media
- Sending abusive messages over the internet, or through social media or messaging systems.
- Inappropriate behaviour on public transport or on the journey to or from the Academy

Consequences of inappropriate behaviour in these circumstances will follow the Academy's behaviour sanctions, and in serious circumstances may result in fixed term or permanent exclusion from the Academy.

### **Exclusions**

Exclusions are the ultimate sanction. The Academy will comply with all national regulations and give due regard to RSAT guidance. In all exclusion matters, the safety of the individuals concerned will be paramount.

The decision to exclude a pupil will be taken in the following circumstances:-

- In response to a serious breach of the Culture for Learning (Behaviour) Policy;
- If allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the Academy.

Exclusion is an extreme and serious sanction and is only administered by the Headteacher or Assistant Headteacher in their absence.

Exclusion - whether fixed term or permanent - may be used for any of the following, all of which constitute examples of unacceptable behaviour and are infringements of the Culture for Learning Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils

- Physical abuse to/attack on staff
- Physical abuse to/attack on other pupils
- Persistent low level aggressive behaviour towards another child
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Leaving school premises without permission
- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Where children are not excluded, parents will receive a written warning and a discussion will be held with the Headteacher as to an appropriate sanction. This list is not exclusive and there may be circumstances that have not been envisaged.

### **Duration of exclusions**

The Headteacher will consider the length of the exclusion on a case by case basis. More serious offences will result in exclusions of longer duration, as will subsequent exclusions.

Excluded pupils and their parents are required to attend a reintegration meeting with the Headteacher and/or the Assistant Headteacher before the pupil can return to class.

### **Playtime and lunchtime provision**

At Millbay Academy, we expect our children to have high standards of behaviour during playtimes. At playtimes, the play areas are staffed with Mealtime Assistants, as well as some teaching assistants.

While supervising, Mealtime Assistants play with the children in the playground.

Mealtime Assistants are expected to use positive reinforcement and avoid negative language when speaking to the children, i.e. 'I really like the way...', 'I'm impressed by your...' If there are any instances of

inappropriate behaviour during lunch, Mealtime Assistants will give a verbal warning. If the behaviour continues, a timeout will be used. If the behaviour still continues, it will be referred to the staff member on indoor duty. Any incidents requiring referral to the staff member on indoor duty will be recorded on Arbor and communicated to the class teacher by the staff member on indoor duty.

We have some specific rules for lunchtime and play times:

### **Dining Hall Rules**

We always:

1. Walk sensibly and wait quietly in the dinner queue.
2. Say please and thank you.



3. Listen to the mealtime assistants and do as we are asked.
4. Talk quietly and only to the people on our table.

### **Playground Rules**

We always:

1. Play together and choose games that don't hurt others.
2. Stay in sight of an adult.
3. Play carefully with equipment.
4. Show respect when talking and playing with other children.
5. Show respect to all adults by listening to them when they are speaking to us.
6. Stay calm, listen respectfully and wait our turn to speak when we are trying to resolve a disagreement.
7. Stay in the playground unless we have permission to be inside.
8. Stop when the bell goes and stand still.
9. Walk quietly to our classroom.

A time out area is provided for children who may be experiencing difficulties in the playground.

## **Appendix to behaviour policy in light of Coronavirus June 2020**

To be reviewed: August 2020, or sooner if any material changes are made to reopening plans.

During the Coronavirus pandemic one of the most important protective factors in keeping staff and children safe is social distancing. Staying more than 2m apart from other people is one of the key ways of keeping safe.

All staff will role model social distancing whilst working so that children can see the importance of this strategy.

All staff will explain to the children in their care why social distancing is so important and that it is now part of our behaviour policy. Social distancing is an expectation of children and demonstrates they are making good choices.

Whilst it is recognised that young children will find it difficult to socially distance, every effort will be made to enforce this rule.

Staff will also make every effort to help children understand this rule, for example by regular reminders to the whole group and individual support where needed.

If any child wilfully refuses to follow socially distancing instructions, they will be excluded for a fixed period and asked to follow the home learning in place for their year group.

Some children will not be able to follow social distancing rules due to an additional need. In this case, any adult working with this child will be provided with PPE to provide them with an additional layer of protection.

Risk assessments will be in place for these situations.

## **Appendix 1 – Useful de-escalation techniques**

- o Calm stance
- o Calm talking
- o Consequence reminder
- o Contingent touch (touch involving little, if any, active resistance such as reassuring touch, physical prompts and guides and unobtrusive personal safety responses to low level risks)
- o Distraction
- o Diversion
- o Firm clear directions
- o Humour
- o Inform of desired behaviour
- o Instruction
- o Limited choices
- o Negotiation
- o Non-threatening body language
- o Oops is OK
- o Options offered
- o Patience
- o Planned ignoring
- o Reassurance
- o Reminders about consequences
- o Step away
- o Success reminders
- o Swap adult
- o 'Talk and I will listen'
- o 'When you are calm I will listen'
- o Time to think
- o Verbal advice and support
- o Withdrawal directed
- o Withdrawal offered

**Appendix 2 - Behaviour Categories - (not an exhaustive list)**

Low	Medium	High
<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Out of seat</li> <li>• Near-by distraction</li> <li>• Running in school</li> <li>• Work avoidance</li> <li>• Not following instructions</li> <li>• Name calling/teasing</li> <li>• Snatch/throw to disrupt</li> <li>• Misusing equipment</li> <li>• Not lining up</li> <li>• Pushing</li> <li>• Littering</li> <li>• Risky play</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the behaviours listed in the 'low' category, when persistent and repeated after a warning.</li> <li>• Not accepting responsibility</li> <li>• Refusal to follow instructions</li> <li>• Refusal to complete work</li> <li>• Disrupting class</li> <li>• Rude to adults</li> <li>• Deliberate use of feet to hurt (i.e. kicking)</li> <li>• Deliberate use of hands to hurt (i.e. hitting)</li> <li>• Deliberate use of mouth to hurt (i.e. biting)</li> <li>• Deliberate actions to upset</li> <li>• Swearing (reaction/shock)</li> <li>• Stealing (minor)</li> <li>• Leaving classroom</li> </ul>	<p>Any of the behaviours listed in the 'medium' category, when persistent and repeated after a warning.</p> <ul style="list-style-type: none"> <li>• Threatening/intimidating pupils</li> <li>• Threatening/intimidating staff</li> <li>• Physical abuse to/attack on staff</li> <li>• Physical abuse to/attack on other pupils</li> <li>• Indecent behaviour such as showing / touching private parts</li> <li>• Sexual abuse or assault</li> <li>• Discriminatory Language (gender, sexuality, race, religion, heritage)</li> <li>• Vandalism/graffiti</li> <li>• Disruption stops learning</li> <li>• Running away/around school</li> <li>• Risk to safety</li> <li>• Swearing (intimidate/threaten)</li> <li>• Bullying</li> <li>• Stealing (major)</li> <li>• False accusations against staff</li> <li>• Fighting</li> <li>• Refusal to leave/blocking room</li> <li>• Open defiance/derogatory to staff</li> <li>• Assault on staff</li> <li>• Bringing in/sharing prohibited items</li> <li>• Carrying an offensive weapon</li> <li>• Leaving or attempting to leave premises without permission</li> </ul>
Consequences		
<p>Teacher informed</p> <ul style="list-style-type: none"> <li>• Name moved on behaviour chart</li> <li>• Reflection</li> <li>• Complete reflection sheet</li> <li>• Time-out in class</li> <li>• Time-out from playground</li> <li>• Discuss at break/lunch</li> <li>• Restorative action</li> </ul>	<p>Teacher informed</p> <ul style="list-style-type: none"> <li>• Name moved on behaviour chart</li> <li>• Reflection</li> <li>• Complete reflection sheet</li> <li>• Time-out in class</li> <li>• Time-out from playground</li> <li>• Discuss at break/lunch</li> <li>• Restorative action</li> </ul>	<p>Teacher informed</p> <ul style="list-style-type: none"> <li>• Name move on behaviour chart</li> <li>• Reflection</li> <li>• Complete reflection sheet</li> <li>• Time-out in class</li> <li>• Time-out from playground</li> <li>• Discuss at break/lunch</li> <li>• Restorative action</li> </ul>
	<p>Recorded on Arbor</p> <ul style="list-style-type: none"> <li>• Parent/carer informed</li> <li>• Time out in parallel class</li> <li>• Discussed with Inclusion/SLT</li> <li>• Consider behaviour support plan (BSP)</li> <li>• Behaviour review meeting</li> </ul>	<p>Recorded on Arbor</p> <ul style="list-style-type: none"> <li>• Parent/carer informed</li> <li>• Time out in parallel class</li> <li>• Discussed with Inclusion/SLT</li> <li>• Consider behaviour support plan (BSP)</li> <li>• Behaviour review meeting</li> </ul>

		<p>Recorded on CPOMS (and Arbor)</p> <ul style="list-style-type: none"><li>• Discussed with Headteacher</li><li>• Meeting with parents/carers</li><li>• Risk of exclusion meeting</li><li>• Internal exclusion</li><li>• Fixed term exclusion*</li><li>• Permanent exclusion*</li></ul>
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- Contact police\*
- Inform RSAT\*

### Appendix 3 - Millbay Academy Charter

<p><b>Our Academy Values</b></p> <p>Responsibility Respect Curiosity Courage Creativity</p>	<p><b>Our Aim is for All</b></p> <ul style="list-style-type: none"> <li>★ To be safe and happy</li> <li>★ Are excellent Learners</li> <li>★ Have excellent social and emotional skills</li> <li>★ Fulfil their potential</li> <li>★ Serve their community</li> </ul>	<p><b>When We Go Above and Beyond</b></p> <ul style="list-style-type: none"> <li>★ We acknowledge our best on our class 'WAGOLL board.</li> <li>★ Merits and House points awarded and recorded on our Good to be</li> <li>★ Green bookmark &amp; Arbor.</li> <li>★ Stars of the Week certificates at our weekly Good News Assembly.</li> <li>★ Half termly Celebration Assembly.</li> <li>★ Weekly Celebration events with SLT.</li> <li>★ Postcards and phone calls home.</li> </ul>
<p><b>Our Routines</b></p> <ul style="list-style-type: none"> <li>★ Hands up for silence</li> <li>★ Meet and Greet</li> <li>★ Silent Signals</li> <li>★ Silent transitions</li> </ul>	<p><b>The Millbay Charter</b></p> <p>We are calm We notice the BEST We have routines We think about what we say We repair relationships</p>	<p><b>Our Phrases</b></p> <ul style="list-style-type: none"> <li>★ "I've noticed that...." 'I need you to..."</li> <li>★ "Remember our Academy values"</li> <li>★ "Can I remind you about..." - <i>previous good behaviour.</i></li> <li>★ "I need to speak to you at... today" (2 minute conversation).</li> <li>★ "Thank you for ...."</li> <li>★ "Fantastic walking, thank you".</li> </ul>
<p><b>We Will...</b></p> <ul style="list-style-type: none"> <li>★ Praise in Public (PIP)</li> <li>★ Remind in Private (RIP)</li> </ul>	<p><b>Our In-Class Steps</b></p> <ol style="list-style-type: none"> <li>1. Reminder - PIP - notice the good</li> <li>2. Reminder - RIP - Drive By</li> <li>3. Warning ( I've noticed that...)</li> <li>4. Last chance - 30 script ( to include the consequence) - Amber</li> <li>5. Repair</li> </ol>	<p><b>We Rebuild and Repair</b></p> <ul style="list-style-type: none"> <li>★ What happened?</li> <li>★ Who has been upset, and in what way?</li> <li>★ What were you thinking and feeling?</li> <li>★ How could things have been done differently?</li> <li>★ What do you think about it now?</li> <li>★ What do you think needs to happen to make things right?</li> </ul>
<p><b>We Manage Moments...(30 second script)</b></p> <p>"I understand that you.... But our rules at Millbay are ....". "Be that as it may, my expectations are...". "The consequence will be..."</p>		



**Appendix 4 - Behaviour Reflection Sheet - restorative questions to support children to reflect and take responsibility**

<b>1. What happened?</b>	<b>2. Who has been upset, and in what way?</b>	<b>3. What were you thinking and feeling?</b>
<b>4. How could things have been done differently?</b>	<b>5. What do you think about it now?</b>	<b>6. What do you think needs to happen to make things right?</b>



**Appendix 5 - Behaviour Report Slip**



Dear \_\_\_\_\_,

Unfortunately, \_\_\_\_\_ has today behaved in a way that is contrary to the Millbay Academy charter, resulting in disruption to learning and/or harm to other children.

Despite attempts to provide support and guidance, there has been no significant improvement to the behaviour during the course of the day.

A brief explanation is provided here:

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Please confirm by signing this slip that you have discussed the behaviour with your child and supported them in understanding why this is not acceptable, and return the slip to school. If you would like to make a comment, please do so on the back.



Dear \_\_\_\_\_,

Unfortunately, \_\_\_\_\_ has today behaved in a way that is contrary to the Millbay Academy charter, resulting in disruption to learning and/or harm to other children.

Despite attempts to provide support and guidance, there has been no significant improvement to the behaviour during the course of the day.

A brief explanation is provided here:

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Please confirm by signing this slip that you have discussed the behaviour with your child and supported them in understanding why this is not acceptable, and return the slip to school. If you would like to make a comment, please do so on the back.

**Appendix 6 - Good to be Green Bookmark**

Book marks will be given to all children.  
Merit stickers or stamps will be given to children as they are awarded with a merit; once a row of 10 has been achieved a raffle ticket will be issued.

<i>My Bookmark</i>		
		
<i>Dream BIG....READ!</i>		

**Appendix 7 - Behaviour Support Plan (BSP)**

Child's Name:				
DOB:	Class/Teacher:	Need/Diagnosis:	Agencies involved:	Date Started:  Review Date:  Review Date:  Review Date:
PHOTO:	Likes and interests:	Warning signs:	Resolution:	
Home/School communication:	Preemptive Measures:		School Actions:	Recording and communicating incidents:
	Proactive Measures:			Education visit arrangements: