

Procedures for Promoting a Positive Culture of Good Learning Behaviour



St. Ann's
Catholic Primary School

All children are at stage 1 unless stated otherwise.

- Every week starts with the expectation that all children will keep the Golden Rules and enjoy all their Golden Time
- All children sign up for a Golden Time activity on Monday morning (unless stated on their individual plan, which may operate differently)
- Children who have lost regular chunks of Golden Time in a half term will be reviewed weekly to consider next steps and any interventions.

STAGE 1 – Golden Time as an incentive for our ‘always children’

| Following the Golden Rules | Reminders and warnings | Loss of Golden Time | Regular loss of chunks of Golden Time |
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| <p>A child follows the Golden Rules all week, and no Golden Time is lost. This is usually between 90 – 95% of all children.</p> <p>The child enjoys all their Golden Time entitlement.</p> <p>Any child who has kept all of their Golden Time at the end of the term will receive a special award – a bronze, silver or gold badge.</p> | <p>A child breaks a Golden Rule. After being made aware of this (reminder) they will have a verbal warning.</p> <p>A script will be used for this process.</p> <p>If no rules are broken before the next transition, the warning card is removed.</p> <p>The child enjoys all their Golden Time entitlement.</p> <p>Any child who has kept all of their Golden Time at the end of the term will receive a special award – a bronze, silver or gold badge.</p> | <p>A child breaks a Golden Rule. After being made aware of this they will have a warning card.</p> <p>A script will be used for this process.</p> <p>If any rule is broken while they have the warning card, inform the child they have lost 5 minutes of their GT. Remove the warning card.</p> <p>Note this down on the class ‘Golden Time’ list with reference to which rule was broken.</p> <p>This will become a tracking record.</p> <p>The child loses the time on Friday and watches a sand timer while other children are enjoying their Golden Time.</p> | <p>A child breaks a Golden Rule. After being made aware of this they will have a warning card, but still loses all their Golden Time in 5 minute chunks. Later, when the child is calm, negotiate with them for opportunities to win back the lost Golden Time (only if they lose all of it and they can only earn back up to half of it) by using an ‘earning back contract’ and appropriate tasks.</p> <p>After 2 weeks of 15 minutes (or more) lost during a half term or regular losing chunks of Golden Time, a meeting involving SLT and the class teacher should happen.</p> <p>This should be reviewed weekly to consider the next steps.</p> |

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STAGE 2 – Children identified from Stage 1 but still within the Golden Time framework.

| Short time out in a 'buddy class' or other arranged space | Serious Incidents | Observations and discussions | Individual behaviour plan |
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| <p>Time out buddy system to be used as needed for short periods (to be stated by the class teacher). Then back to own class for learning.</p> <p>Identified time out spaces could include the brown sofa, comfy corner, corridor or buddy class.</p> <p>If a child needs time out during a learning session*, this must be followed up with a conversation at the start of a child's social/lunchtime by the class teacher.</p> <p>Specific 'time out' arrangements are made as part of a behaviour plan. Walking out of class is considered a serious incident.</p> <p>It is the class teacher's responsibility to liaise with the 'buddy class' teacher regarding stars/time period etc.</p> <p>session* - a block of teaching e.g. RWI, Big Maths, Circle Time</p> | <p>A serious incident should be given for any of the reasons stated at the top of the form. There will always be a degree of professional judgement to be made.</p> <p>For some children who may regularly be getting serious incidents, it may be agreed between the class teacher and SLT to keep an agreed log to record significant behaviour incidents. These are ABC logs and must be discussed with a member of SLT first.</p> <p>Parents MUST be informed every time a child is given a serious incident, these must be logged on CPOMS and the back should be filled in with the child once they are regulated. All serious incidents will be looked at on a Monday morning with SLT and with the children on a Monday lunchtime.</p> | <p>Where children are losing regular chunks of Golden Time, it may be decided to implement a different plan.</p> <p>Before any plan, observations will be completed by the inclusion team alongside discussions with class teacher and learning mentors/SENCOs if necessary.</p> <p>It may be a change of approach from the class teacher is needed, a different seating plan, planned movement breaks for the class are other examples.</p> <p>Staff to use the window of tolerance to spot the hypo and hyper behaviours within the classroom.</p> | <p>Where children are losing regular chunks of Golden Time, it may be decided to discuss an individual support plan.</p> <p>Before any plan, observations will be completed by the inclusion team alongside discussions with class teacher and learning mentors/SENCOs if necessary.</p> <p>Once the functions of behaviour and triggers have been identified a behaviour plan will be put in place with strategies/diversions/tactics/key phrases for each stage – anxiety driven, defensive behaviours, crisis behaviours, recovery behaviours and restorative conversations.</p> <p>Lunchtime plans, report cards and signs of safety may be considered at this stage.</p> <p>These plans will be shared with parents/carers and a review date will be set at the time of writing.</p> |

These children will be discussed at the weekly SLT Monday morning meeting following collation and analysis from the previous week.

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STAGE 3 – Children at ‘Beyond Golden Time’ stage

| Behaviour plan | Signs of Safety | Monitoring Cards | Reduced Time Timetable |
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| <p>Where a child is regularly hurting others, needs physical intervention or endangers themselves or others, a more detailed behaviour plan is needed.</p> <p>The plan is a working document completed collaboratively with the key adults involved and regularly reviewed.</p> <p>The plan also needs to be shared and discussed with parents. It will articulate the responsibility of the child, school staff and the parent. It should clearly define where a suspension may be appropriate.</p> | <p>Every child who is at this level should also have a Signs of Safety plan.</p> <p>The plan will identify the child and family strengths, the concerns we have including any complicating factors and the next steps. This may well include the involvement of other services.</p> <p>All staff involved with the child should be involved in capturing what goes into the plan.</p> <p>The Signs of Safety plan will be led by the headteacher and SLT. The review date should be agreed at the initial meeting.</p> | <p>Monitoring cards can be useful to:</p> <ul style="list-style-type: none"> • Identify patterns of behaviour • Give children immediate feedback of their behaviour. • Share with parents. <p>Children on yellow monitoring cards lose Golden Time in 5 minutes chunks as normal.</p> <p>Children on red report card earn their Golden Time in 1 minute increments per session. This is defined in more detail on the report card.</p> <p>Children on yellow monitoring card meet on a Wednesday lunchtime with SLT.</p> <p>Children on a red report card meet with SLT on a Monday and Friday social time.</p> | <p>For some children who are regularly receiving suspensions, have significant additional or special needs and are disrupting the learning of their class on a daily basis, a reduced time timetable could be considered.</p> <p>This can only be done in discussion and agreement with parents. Usually this will only be done after all other avenues of support have been explored and considered.</p> <p>The RTT must be reviewed every 2 weeks with the parent and submitted to the local authority on the official forms. The aim should be for time to be increased whenever possible and can only go through 3 x 8 week cycles.</p> |

