

ADAPTED BEHAVIOUR FOR LEARNING PROCEDURES

At Wellington Primary and Wellington Eagles Academy we promote good behaviour through reflection, restoration and celebration of achievement. We follow the Good to be Green behaviour system and have a clear code of conduct that all parent and pupils agree to adhere to. The expectations for all children are set out in the Behaviour for Learning Procedures and should be followed by all pupils. However, we recognise that for some children, this is a challenge and there may be times where further guidance is needed. Children with diagnosed mental health difficulties, SEN or, in exceptional circumstances, children with rapid deterioration in health or moves into the country or county, may not be able to follow the steps set out in the whole school procedures, so the Adapted Behaviour for Learning Procedures may need to be used.

If a child receives a red card and, having followed the Behaviour for Learning Procedures, is unable to de-escalate and reflect on the reasons for this and the behaviour continues, a TIER 2 red card will be issued. This recognises that simply reissuing red cards can cause anxiety and heightened behaviour issues and therefore a different consequence is needed for extreme behaviour.

When a TIER 2 red card is issued, the following adaptations will be put in place:

- Support from Behaviour/Thrive specialist will be sought by class teacher
- Child will be escorted to Nurture/Thrive room by specialist
- De-escalation techniques will be used to calm the child and create a safe environment for them
- Reflection time will be given for the child to review their individual code of conduct
- Parent will be contacted by office to attend a Restorative Justice session on the day of the incident, between 3.00-3.30pm
- Restorative Justice will be led by a Specialist and include parent and child working alongside the class teacher.
- The restorative justice session must be held before the child can attend school the next day.

Working as a partnership

- Parents are a key partner in dealing with challenging behaviour, as a child needs consistent expectations at home and school
- At the Restorative Justice meeting, school will provide a restorative activity sheet for parents to work on at home with their child
- Pupils will be provided with a Daily Conduct Card, which will be completed by the teacher at the end of each session. There are 5 sessions in a school day and it is an expectation that the pupil is able to manage their behaviour for 80% of the school day for a 3 week period.
- Parents will be asked to sign their child's Daily Conduct Card each day to confirm they have reinforced their expectations with their child.

Additional Provision

A child who joins the school with diagnosed SEN, Mental Health or who displays a rapid deterioration in their health may need support in coping with the transition into a new school and may start by working in Thrive or Nurture. The aim is always to support the child into successfully accessing their learning in their classroom.

Repeated extreme behaviour may result in a child being assessed for a place in Thrive or Nurture as their needs are not able to be met in the classroom or they have become a risk to themselves and others due to their behaviour. It may be necessary for them to have a managed move within the trust, attend a provision available at the other site to the one they normally attend, work within a different year group, spend time in Thrive or Nurture, have a reduced timetable or have a managed move to another local school. This will differ depending on each individual child's needs and will be a decision taken by the Headteacher. There will be regular communication with the parent, with the long-term aim that the pupil can successfully access their learning back in class on a fulltime basis.

Expectation for all children to follow 'Good to be Green'



Red card issued (reflection time on the day of the incident)



Challenging Behaviour leads to Tier 2 Red Card



Parent contacted to attend Restorative Justice meeting that day



Continued Challenging behaviour leads to Thrive or Nurture intervention



Further strategies implemented may include internal move within the trust, access to a provision on a different site and a reduced timetable, with the aim to gradually reintegrate the child to fulltime in class