**BUILDING RELATIONSHIPS**

All staff will:

* Name the behaviour if the child is having their card changed.
* Name the behaviour if the child is earning their card back.
* Use scripts to promote self-regulation, model and discuss behaviour.
* Develop an individual class reward system

**When a child has broken a rule:**

|  |  |
| --- | --- |
| **Step 1** | Verbal warning given. Name the behaviour and the rule that has been broken. |
| **Step 2** | Name the behaviour and the rule that has been broken. Move card to yellow |
| **Step 3** | Name the behaviour and the rule that has been broken. Give warning. |
| **Step 4** | Name the behaviour and the rule that has been broken. Move card to orange. |
| **Step 5** | Time out for 10 mins to another class. (See triads)  (Reflection Sheet P4-7, Reflection picture P1-3) |
| **Step 6** | If behaviour continues. Red card and SLT informed via behaviour incident sheet. SLT will then meet with the child. |

EXTREME RED – straight red card will be given for violence or extreme vandalism. A behaviour incident form will be given to SLT who will then speak with the child and call home.

**Time out Triads**

**Privilege and Reflection Time**

All classes will have this on a Friday from 2:30-3:00. Class teacher will set up activities and children will be given the opportunity to opt into their chosen activity.

If a child reaches

**Orange = 5 mins lost, Red = 10 mins lost Extreme red – All privilege time lost.**

**i.e. if a child has ended 3 days on orange, 15 mins will be lost.**

***\*\*Please ensure that if a child had ended the day on any colour other than green, this is recorded on your posi points sheet daily as well as on their diary stickers.\*\****

*Agreed 23/08/2017*