



31st January 2024

Dear Parents/Carers,

As you will be aware, the Kaleidoscope Trust schools launched a new Behaviour Curriculum at the start of this academic year. Details of this can be found on the school website but since September the children across all seven schools have been learning about our Expectations (be ready, be safe, be respectful) as well as practising the new routines which are:

- Silent Signal
- Star Sitting
- Wonderful Walking
- Marvellous Manners
- Terrific Transitions
- Careful Contributing

At Ashcombe, the children have been using these routines on a daily basis, watching videos of good practice from other classes in the school and re-visiting them during assemblies with Mr Penny. For all of these routines, consistency is the key and the children understand why we are using them and that these routines are to be followed at all times of the school day as well as in other MAT settings i.e. MAT sports events

Of course, as much as we expect all children to use and follow these routines there will be times when a small minority will not show the expected behaviours. On these occasions, our first response is always to recognise the good behaviours that we are seeing. In most cases, this is usually enough to correct the behaviour with no further action needed.

Consequences

So what happens if a child is repeatedly unable to follow our routines? When a child continues to show unexpected behaviours and has not responded to encouragement to make good choices it is important that they understand that there are consequences. Consequences do not need to be severe. Their certainty is far more important than their severity.

Some years ago, we introduced our Behaviour Blueprint. This was a simple set of steps or consequences that teachers worked through with any child who was unable to follow the expected behaviours and routines. These steps were;

1. Remind the child of the behaviour we wish to see.
2. Warn the child that if the unexpected behaviour continues they will miss a short period of their playtime.
3. Explain that because they are still not following the routine and behaving as expected they will miss playtime as warned.



4. The adult sits with the child and has a 'restorative' conversation. They discuss what has happened and how it can be made better.

Each MAT school has used a system similar to this but to run alongside the new Behaviour Curriculum, there is now a new MAT consequences chart. This is very similar in its essence to the Behaviour Blueprint but goes a little further in terms of how we report to parents and brings consistency across all seven schools.

The attached chart is what will be displayed in classrooms alongside the routines and will be clearly explained to the children during the last week of term. There are a series of scripts and prompts for teachers to use to ensure that children receive the same messages from all adults in school.

This new system will apply to around 95% of all children in school. There are a small number of children who have individual plans that are tailored to their individual needs.

- C1 (consequence 1) – A polite reminder to show the expected behaviours.
- C2 – A warning to explain that if they continue to make poor choices, they will miss a short part of playtime.
- C3 (Yellow card)– Time lost at playtime. Restorative conversation between adult and child.

When a child gets to C3 (Yellow card) and has to miss some playtime - it will be recorded discretely by the teacher or adult in class.

If a child reaches C3 three times within a week (has their name in the class book 3 times in one week), their class teacher will send a red card letter to their parents via Ping to inform them and explain why this has happened. This will maintain good home-school communication and allow you to follow up at home should you feel the need to. The child will have received the consequences to their actions in school so there would be no call for you to deal out further consequences at home. A simple and gentle conversation will suffice. Please do not panic if you receive a C3 (red card) letter. It will not be about serious behaviour incidents, just a heads up that your child hasn't managed to follow all the routines consistently in school and is being supported to improve their choices by adults they work with.

Every day is a fresh start. Time lost at playtime will not be carried over to the next day.

Every week is a new start. If a child reached C3 twice in one week, the slate is wiped clean at the start of the new week.

If you would like to discuss this further or have any questions, please see Mr Penny on the playground or during his Tuesday morning parent surgery.

Yours sincerely,

Emma Wotton – Personal Development Lead
Chris Penny - Headteacher