

WINTON PRIMARY SCHOOL



Good Behaviour Policy

2018-2019

Status	Current	Approval	By SIC
Maintenance	Headteacher	Role(s) responsibility	HT/SLT
Date effective	1 st September 2015	Date of last review	May 2018
Date of next review	May 2019	Date withdrawn	n/a

Winton Primary School

Good Behaviour Policy

At Winton Primary School, our work is underpinned by the values of the United Nations Convention on the Rights of the Child (UNCRC).

As a school we are committed to a positive approach towards all aspects of the children's learning and development, supporting them to be treated equally and with dignity.



Building the self-esteem of all children and giving everyone a chance to express themselves is fundamental to our approach. We try to 'catch children being good'.

All children share the same emotional need for a positive self-image created through having:

- Chances to make real choices and decisions, to share opinions and to have those opinions and decisions valued.
- Someone to listen and respond to the emotions and ideas they express.
- Genuine achievements rather than artificial praise. Having a say in what those achievements might be.

We believe good behaviour needs to be carefully developed. It is too important to be left to chance. This policy is designed to help staff to understand and practice our approach so that we can work together with parents in the best interest of the children.



What do we mean by good behaviour?

We believe that good behaviour is about working together within the framework of **RIGHTS**, **RESPONSIBILITIES** and **RESPECT**. This is explained later in more detail.



At Winton Primary School, EVERYONE has RIGHTS

Children have a right to work, play and learn in a friendly, safe and helpful school. We want children to grow to be responsible citizens in the community.



Parents have a right to feel welcome and to know that their children work, play and learn in a friendly, safe and helpful school.



Although adults have the ultimate responsibility for the welfare of children we believe that staff and parents should model Rights Respecting Behaviour.

This is our whole school charter which we follow:

Everyone has the right to...

- be welcomed, safe, cared for and happy. (Article 16)
- learn and to do their best. (Article 28)
- to be listened to, have their own opinion, thoughts and ideas. (Article 12)
- fairness from everyone. (Article 20)
- the equipment needed to help us learn. (Article 28)

So we respect each others rights by...

- being kind, gentle, polite and always help others.
- always trying our best and allowing others to learn and be listened to.
- sharing, caring for and helping each other.
- listening, sharing ideas and celebrating our differences.
- treating others as we wish to be treated.
- looking after school property and the environment.

The bottom section of the charter features two logos. On the left is a circular logo with the text 'WE CAN CHANGE THE WORLD WITH FRIENDS' around a globe. On the right is a blue rectangular logo with the text 'WINTON RESPECTING SCHOOL UNICEF' and a central graphic of a globe with a star.

This should be displayed in every classroom and around the school for consistency so that all children are familiar with the charter and the responsibilities we share.

Using 'circle time' the children are encouraged to devise their own class responsibilities based on the overall school framework shown here. (This is done within the first week of the school year and reviewed as necessary during the year.) The responsibilities should be phrased positively to facilitate the use of positive behaviour techniques. Rather than writing "No swearing" as a rule the class could decide to say "We have the responsibility to be kind, caring and polite to others, Classes then take photos and make signs to illustrate these rules and other examples of good behaviour e.g. We say, "After you" to be polite to adults who may be walking around the school. These signs are then placed around the school to provide a non-verbal cue to encourage good behaviour as well as a visual reminder for people new to the school.

The logical consequence of rules needs to be clear to the children e.g. what happens if we break the rules, rewards for keeping rules/ good behaviour. The children learn about the sanctions as well as the rewards. All staff work closely together to ensure consistency of approach and appropriate progression of sanctions across the school. (see 'Sanctions systems in place')

How we encourage good behaviour

Everyone at Winton Primary has agreed to:

- recognise and celebrate good behaviour as it occurs
- ensure that all children are praised for behaving well. Once a week children can receive a Rights Respecting Certificate nominated by their peers in class.
- explain and demonstrate the behaviour that we wish to see and this is a constant visual reminder by posters displayed in the school designed by the children.
- encourage children to be responsible for their own good behaviour
- let parents know about their child's good behaviour
- reward individual children and groups of children for behaving well through the use of star points, class rewards and Rights Respecting certificates.

Strategies used to promote positive behaviour:



Guidance for Staff

The following points are our current school policy. They will not resolve every issue, work for every child and neither are they an exhaustive list. They do provide guidance for all staff, to ensure there is consistency across the school. For new staff, both teaching and non-teaching, they provide our practical strategies and approaches which can be added to their existing repertoire of strategies.

- Our Behaviour Plan has three elements, which are shown in Appendix A. They are Rights, Responsibilities and Respect, a hierarchy of rewards and a hierarchy of consequences. All three of these are displayed in every classroom and around the school.

- Each classroom should have a class charter display with responsibilities on and photographs showing children in the class demonstrating how to keep these
- Each classroom should have on display a hierarchy of rewards and a hierarchy of consequences. These can be personalised for the class as required (see Appendix A).
- At the start of the school year our PSHE programme JIGSAW and additional curriculum time should be used as required to establish these displays, discuss and re-affirm Rights & Responsibilities and to construct a class code or set of rules which help to keep these. Children will be reminded regularly of the elements of the behaviour plan, including through assemblies.
- Staff should encourage good behaviour. Staff should praise those that behave appropriately. Both verbal and non-verbal feedback is given a high priority both in and out of the classroom. It is particularly important in the corridors and playground.
- We encourage children to line up, move quietly and keep to the left when possible.
- All learning environments are expected to be well organised, well managed and well planned. They should foster independence and independent learning and children should be clear what is expected of them. The range of abilities and learning styles should be planned for and accommodated. We recognise that when classrooms meet these conditions that they are most conducive to positive learning and good behaviour.
- Jigsaw & Circle Time are an integral part of our positive behaviour policy. Regular PSHE/Circle Time is set aside each week for these activities.
- We treat all children sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure focuses on the behaviour, not the child.
- We listen to children and speak to them calmly and quietly. They are never belittled. Staff take the time to explain the reasons for children being asked to do something. Every opportunity is taken to keep respect for others, and their property, in high profile. The development of self-esteem is a key focus of PSHE/ Jigsaw and Circle time.
- When disputes between children arise, all children involved are given the opportunity to explain their version without interruption. They are encouraged to find a solution. No blame is given to one child more than the other until the facts are determined.
- Children are always asked to apologise and make friends after disputes. Shaking hands, written or verbal apologies are all acceptable.
- Children are consulted on issues, behaviour management and the school environment. This is done through the school council, which is supported and promoted by all staff. All children have the chance to raise issues through class council and to have discussions to seek solutions. This helps them take responsibility for the behaviour of themselves and their peers.
- Pastoral Care is the responsibility of all staff, led by the class teacher. Efforts are made to build a relationship with and an understanding of the child and their family. All staff have the support of the Emotional Literacy Support Assistants who are trained to work on

individual programmes with children as required. Outside support agencies will be accessed through the SENCO or SLT as required.

- Lunchtime staff award raffle tickets for good behaviour and one ticket is chosen to receive a prize in the weekly celebration assembly. There is a set of lunchtime rules in the hall and playtime rules on the playground. (See Appendix B)
Any incidents of inappropriate behaviour are recorded in the lunchtime logs, dealt with at the time and also shared with the class teacher for follow up.

Emotional Literacy

At Winton Primary, we accept that children develop at different rates, and we work hard to support all children at each stage of their social and emotional development. There is a focus throughout our school on encouraging good behaviour through social interaction, sharing, good manners, good speaking and listening skills, and positive friendship experiences. We use the Jigsaw programme in assemblies and the lessons, recognising the importance of this work in promoting a successful learning environment and good standards of behaviour, developing the children's skills in the five areas of Emotional Literacy (EL) that of self awareness, social skills, motivation, empathy and managing feelings.

Additional social/ emotional/ behavioural needs

Children develop at different rates and have a range of experiences, both in and out of school that may have an impact on their potential to learn. Some children need support to develop their Emotional Literacy skills, and we provide 1:1 and small group work to meet these emotional/ behavioural needs. Our 'Learning Hub' is used as a base for some of this work.

We are supported by Behaviour First to enable us to plan and implement any additional work. In addition, some of our Teaching Assistants have trained to become 'Emotional Literacy Support Assistants' (ELSAs), to work with specific children from across the school. (For further information about identification and support for specific children please refer to the inclusion policy)

We have agreed that there should be positive incentives for good work and good behaviour in the form of a range of rewards.

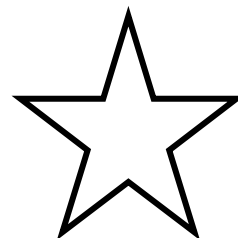
Among these at present are:

- Star points
- Driver Awards
- positive comments when marking children's evidence
- comments or smiley faces on children's work
- public praise in front of peers
- assemblies for good work and good behaviour
- stickers and certificates



- sharing achievements with other members of staff and parents
- in-class reward systems
- exchanging individual **Star Points** for rewards
- team-based activities - 'table of the day'
- giving special responsibilities, 'Star/special person of the day/week'
- R Time 😊 😊 😊

You have listened well and worked hard today. Well done!



Each year group phase need to inform/discuss their own rewards and sanctions systems in detail with parents at the initial 'Back to School' meetings in September.

'Star Points' award scheme.

Each child has a Star points card in their home/school book on which pupils record their Star points. The system is for rewarding good behaviour of the majority of pupils.

The expectation in terms of effort or behaviour to earn a point should be the same for every child.

Wow points:

- **10 Star Points:** When a child gains 10 star points, or a multiple of 10 points they are awarded with a certificate by the class teacher and they earn a house point for their house.
- **50 Star Points:** At 50 Star points children earn their Robert Baden-Powell Award, which is presented in Celebration Assembly.
- **100 Star Points:** At 100 points they earn the Benjamin Britten Award presented in assembly with a Star prize.
- **150 Star points:** At 150 points a child earns their Charles Darwin Award, their parent is invited to Celebration Assembly and they are presented with a book.
- **200 Star points:** If a child earns 200 points their parent is invited to assembly and they receive a special prize and their Tim Berners-Lee Award.

Children can earn 1 Star point for a piece of quality homework. 1 Star point can be earned for reading at home 3x in a week on 3 different days (the reading log must be signed at home by an adult to confirm this has happened. Adults should only sign if the child has read for a reasonable period of time. The expectation for this will vary across the school and dependent on the ability of a child but as a guide a child should read for about 20 mins to count as one of these times).

Teachers should establish a system that is easy to manage but not open to abuse (e.g. use of Star stamp/stickers). The system should allow children to be awarded Star points by all staff, as they move around the school and on the playground.

Those children who have a behaviour or emotional element to an IEP should have an additional and separate programme in place. This should avoid the situation where a child who requires additional support for EBD earns more Wow points than a child who normally behaves appropriately. The school believes that the system loses value in the eyes of pupils and their parents if such a situation arises.

Team Points

Every member of the school is placed in a house. There are four houses and siblings will be in the same house. Pupils earn a house point for every 10 star points they collect. The system is also used for whole school events such as Sports Day. The house captains count the number of tokens each week. Each token is worth 10 points and the running total is announced in Celebration Assembly



R Time Clubs

Every child will have a regular weekly 'R Time' during one afternoon, which they can lose for poor behaviour. Every child starts the week with 30 minutes of R Time.

During this time children are able to choose from a range of fun and rewarding activities. These might include computer club, painting, construction kit, drawing, toys, parachute games, team building activities, art/craft, drama, football, athletics, dance, gardening. These are run and organised by all members of staff, are refreshed termly and discussed at class and school councils.

Once the list of activities is decided it is displayed on Monday morning for children to sign up. This is important for two reasons:

- children can look forward to the activity they have chosen.
- staffing can be arranged around the number of pupils requesting an activity i.e. if the whole school wanted to cook it would be organised so that they could.

Each week children get a choice of what they want to do. The sheet should then be cut up into activity lists and any lost minutes recorded on this sheet. The list is given to a responsible child to pass to the teacher in charge of the activity.

Loss of R Time

- If a child does not keep one of their responsibilities they are given a warning, wherever possible this should have a visual element to it e.g. referral to a picture, photo or other visual cue.
- If the child breaks any of their responsibilities in the same session, after being given a warning, they lose 5 minutes of their R Time.
- The teacher must keep a private record of any time lost, loss of R Time should never be recorded publicly or where other children can see.
- If a child initiates a discussion with the teacher about earning back their time they can enter into an "earning back contract" (see Appendix C for an adaptable proforma). The

conditions of the contract should be that they keep their responsibilities they broke for the rest of the week. If they are successful in doing this they can earn back half of what is lost.

- During R time those children who are missing any time, must sit and watch the other children for the set number of minutes.

'Happy Sun'

In the Reception - Year 2 classrooms there is a 'Happy Sun', where every child's name is on at the start of each week.

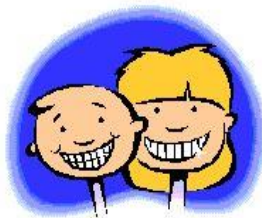
During the week if a responsibility is not kept then five minutes (for each rule) is taken from a child's R time, and the child's name moves onto the 'wobbly/ grumpy cloud' (a halfway stage). The child then has to earn their way back onto the sun. If the child continues to show poor behaviour, their name moves onto the 'gloomy/ sad' cloud (final stage).

When a child comes off the sun, an adult (Teacher or TA) takes the child aside and speaks to them individually about their behaviour, and encourages them to take responsibility for their actions so that they can earn the right to have their name moved back onto the 'sun'.

Parents are informed if a child is persistently on the sad/gloomy cloud.

Children who have remained on the 'Sun' all week receive praise and have the full amount of Golden time and their name moved onto the rainbow above the sun. In addition children who display consistently good behaviour during the week can earn additional rewards and have their name placed on the 'wow' star.

EVERYONE has a fresh start after the R time afternoon.



Stopping inappropriate behaviour/Sanctions systems in place

Every class must have a whole class reward system that can be used to reward individual and collective good behaviour or improvements. This could take the form of marbles in the jar, sticker charts, sliding scales etc. Once the class reach an agreed number e.g. the jar is full then they earn a pre-agreed whole class reward such as 5 minutes of extra play.

Occasionally, children may forget our aims for good behaviour and be inconsiderate towards others. Everyone at Winton Primary School has agreed to try to stop this happening by:

- Reminding children of our school charter and expectations
e.g. The right to safe movement: Misbehaviour - Running inside school
Consequences, Sanction, Reprimands and Reminders - Child is asked to 'go back and walk' and reminded of the corridor and communal space rule, **"It's SILENT and SLOW through the corridors we go"**

- Noticing good behaviour as it occurs
- Emphasising the 'Happy Sun'
- Using 'Time out' systems
- Using a clear sanctions system -These systems can be developed with the older children where they discuss and agree four levels of unacceptable behaviour and the sanctions linked to each level. This is done at the start of the year, reviewed as necessary and is based on the agreed rights and responsibilities among the year or class group.

Examples of misbehaviour and immediate and short term actions that might be taken can be seen in Appendix E

What is 'Time Out'?

It means supervised time away from the group or class. This can take place **in the classroom** and can also take place in a different room with another partner teacher.

The child must be accompanied to that partner teacher and supervised at all times.

Time Out:

- ☺ The primary purpose of 'time out' is to protect children's and teachers' rights.
- ☺ Time out gives the disruptive child time to cool down, to regain control and relative composure.
- ☺ It gives the rest of the class and the teacher the necessary time to cool.
- ☺ It can be used *before* something happens to give those involved time to calm down.

Teachers make professional judgements about whether a child needs regular time out/ regular support with their behaviour. It has been agreed that Staff will only send a child to the year group above / below their actual year group to complete a task.

Extremes of Behaviour

Occasionally, for children who might not respond to the usual levels of sanction or whose behaviour is more extreme, an individual plan will be drawn up with parents to help the child to understand what is expected of them and to help the child to behave well.

This can be discussed with the SENCO or another member of SLT as required.

There is no place in our school for violence, harassment, bullying, vandalism, rudeness to others or bad language. These kinds of behaviour will be discouraged.

Consideration will be given to:

- Situations that may precipitate disruptive behaviour
- Alternative seating
- Clarification of behaviour that needs to stop and behaviour that needs to be worked on and why.

The Individual Behaviour Plan (IBP) should have separate rewards and not use star points or Golden Time.

Whenever the system pays out for the individual they must also pay into the whole class system e.g. if they earn 10 minutes computer time for themselves they must also put a marble in the jar or whatever the individual class system is.

By doing this, there is a collective benefit to supporting the child with their additional needs, rather than fostering resentment in children who behave well that the individual gets more

rewards than the average child. Examples of standard charts for behaviour are attached to this policy (Appendix D) and available on the shared Drive and from the SENCO.

All IBPs will be done in partnership with parents because we find a strong home/school partnership is extremely beneficial for the child. For more information/ advice about dealing with ongoing behaviour issues, please speak to the Special Educational Needs Co-ordinator.



Parent involvement

We aim to work as constructively with families as possible. The use of the home-school agreement and regular meetings facilitates good communication and builds the partnership working necessary for more positive behaviour.

We aim to report good behaviour as well as poor behaviour to parents. Some children with EBD may benefit from a home-school liaison book. This should be recorded on the child's IEP.

Children with Special Needs

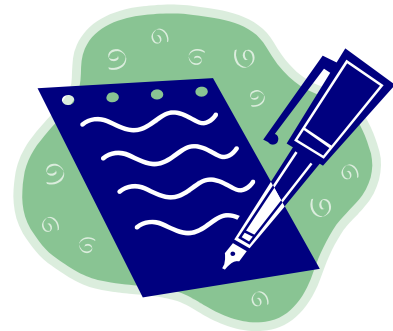
Pupils with SEN will be treated in the same way as others, in that problems will be identified and strategies put in place to overcome them. The child must have an IEP with behaviour target(s), which show the additional support the child is receiving beyond that which the average child should expect.

Recording and Monitoring of Behavioural Problems

Where a child struggles with behaviour on a regular basis the class teacher should maintain a record of incidents for that pupil.

Records should be specific and use the ABC approach (Antecedent, Behaviour, Consequence) described in Appendix F.

This can be very useful when reporting to parents and when liaising with other outside agencies or formulating an Individual Behaviour Plan.



Use of Force to Control or Restrain

The School and Governing Body recognise that teaching staff have the legal right to intervene physically in certain circumstances. However we have a number of policies and procedures in place to try and prevent the need for physical intervention when dealing with behaviour or discipline issues. We believe physical intervention should only be necessary to prevent serious injury or damage to property and where there are no alternatives to such action.

We encourage staff to remove other pupils from the situation/classroom rather than trying to physically remove one pupil

Reasonable Restraint

If a child were to be involved in a serious incident, for example:

- attacking and hurting another child or member of staff,
- running out of school without permission,
- putting themselves in a position where they could hurt themselves,
- damaging property,

Staff would intervene, where appropriate, and use reasonable restraint. This might mean for example, holding the child's hand or arm, putting our arms around them, putting a hand on their back or blocking their path.

In **rare cases** it may be necessary to exclude a child from school on fixed term or permanent basis following Bournemouth LA's policy on exclusions.

We will let parents know what has happened and, with parents' co-operation we will work together to develop a behaviour plan to help the child to behave more appropriately.

Bournemouth Borough Council has a separate policy for using physical intervention with pupils with complex Special Educational Needs (SEN). The Governing Body have adopted this model policy and it should be read before using regular physical intervention with a child who has SEN. The policy stipulates the need for a plan being drawn up by professionals and parents together before any physical intervention is used. Please talk to the SENCO if you believe this policy needs to be considered for a child.

Red Triangle System

We have a red triangle system that staff can use if they require assistance in managing a pupil or situation. Each room in school has a red triangle and this should be sent to the school office. Office staff will then find a senior member of staff to go and assist in the classroom. The Red card is not a consequence and should not be referred to as a sanction when talking to children.

Should there be no alternative to prevent serious injury or damage to property staff are advised to use reasonable force only to prevent such an incident. This would normally involve containing or restraining a pupil.

DfE restraint terminology:

It is helpful to be aware of the latest government guidance as to what these terms mean.

The following guidance has been issued by the Department for Education (DfE)

Reasonable -

"The decision on whether to physically intervene is down to the professional judgement the teacher concerned. Whether the force used is reasonable will always depend on particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force. 'Reasonable in the circumstances' means using no more force than is needed". (DfE May 2012)

Restraint and Control -

"As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury". **DFE May 2012**

The Governing Body will support staff if they have used reasonable force in a situation that necessitated it.

Using Physical Intervention

If physical intervention is used

The school has a number of procedures which must be followed if physical intervention is deemed to be necessary by a member of staff.

- 1) A red card must be sent to the office as soon as is reasonably practical so that senior staff can help to manage whatever situation has arisen.
- 2) The Headteacher must be notified as soon as possible and always on the same day.
- 3) A use of force form should be completed and passed to the Headteacher before being filed on the pupil record. These forms are available from the School Office.

Anti-Bullying

What is bullying?

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Children need to know that all kinds of bullying are wrong because they affect the rights of others.

It is important to recognise that bullying may take the form of:

- Physical abuse - hitting, kicking, pinching, hair pulling etc.
- Verbal abuse - teasing, name calling, sarcasm, threats, racist or sexist comments
- Emotional abuse - ridicule, tormenting or humiliation

Bullying will not be tolerated in our school.

Please see Winton Primary School's Anti-Bullying Policy

Advice For All Staff

Be Consistent

Children have the right to experience a consistent approach from staff.

Obviously, where different personalities are involved, no two people will have exactly the same response, but at Winton we try to do the following:

Generally

- Always speak polite to children
- Be warm and friendly
- Don't let children get too clingy and over-dependant on you. Try to find them some friends.

Reprimands

- Use reprimands sparingly
- Be firm, not aggressive. **Use a tone of voice, don't shout**
- Target specific behaviour e.g. "We don't hit people in this school. At Winton, hands are used for being good".
- Address behaviour, not the child, e.g. "that was an unkind thing" not "You are an unkind child".
- If you have to tell of a child or several children, take them to one side. This prevents other children from chipping in with their comments or ganging up on you. It also prevents other children from 'enjoying' seeing others in trouble.
- Avoid sarcasm and idle threats. If you say you are going to do something - do it!
- Don't allow your anger to show
- If a child is rude, ask them to repeat what they have said. This gives them the opportunity to reflect and retract their statement. It also gives them a chance to apologise.

Avoid confrontation

- Try not to get into a bad-tempered confrontation with a child where you are both becoming angrier and less likely to resolve the situation
- Stop and speak quietly
- If necessary, tell the child that you will speak to him/her in a few minutes
- Allow time for you both to calm down
- Mentally practise what you are going to say and follow through calmly.

Remember...

- The way we behave towards each other as adults acts as a powerful example to the children.
- The way we behave towards the children can have a profound and lasting effect on them.

"Events have come to a frightening conclusion. I am decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised."

(Written by a teacher)

And finally...

At Winton Primary School, we want to make sure children are happy. Children are happy when they are learning how to do things. Our children have a right to learn to read and write, to play together, to discover, to make things and enjoy social times.

We seek to work alongside parents to encourage children to develop as fully as possible.

Our children have a right to:

- Grow socially, so that they learn to live well with others
- Grow personally and learn to understand themselves
- Grow academically and do their best.

At Winton Primary School we believe that because staff, parents and children value good behaviour then...

Children will:

- Learn what good behaviour means
- Understand their rights and their responsibilities
- Learn to care for each other
- Develop self confidence
- Learn the value of friendship
- Do as well as possible in their school work

Staff will:

- Work effectively with friendship problems
- Meet the needs of children
- Make positive contacts with parents

Parents will:

- Support the school in its efforts
- Know that their children will receive support when they need it
- Feel welcome in school to discuss their child's progress
- Feel confident about what is happening in school.

Appendix A - Our Behaviour Plan

The following three components should be present in all classrooms.

Whole school charter

These should be displayed on a board with photos of the class members keeping the rules.

Rewards

Praise - non-verbal/verbal

Smiley face, stickers, class reward system, star points

Wow Points leading to certificates

R time

Rights Respecting certificates

Superstar Certificates/Letters home

Visit another teacher

Achievement Certificate in Assembly
Visit senior staff/head

Sanctions

Warning

Name recorded by teacher

Loss of 5 minutes R time

Time out in class

Loss of other privilege e.g. playtime

Time out in another class

Involvement of senior staff

Examples of how these can be presented are available electronically (see below).

**Our most important message is
"You own your behaviour...you make the choices".**



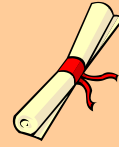
Praise



Stickers



Certificates



Star Points



R Time



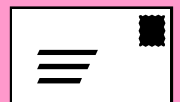
Visit another teacher or the
Headteacher



Certificate in Celebration



Assembly

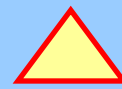


Star Awards

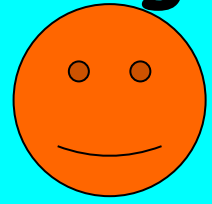
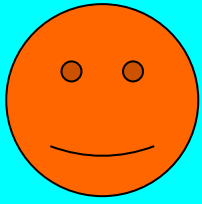




Warning



One strike- move to the orange face.



Two strikes- move to the red face.



Three strikes-5 minutes off playtime to think about the choices you have made and name recorded in the behaviour log.



Lost R minutes to give you time to think about the choices that you have made.



Time out of class which may lead to an internal or external exclusion.

Appendix B

Lunchtime rules

- We walk - we don't run.
- We use quiet voices - we don't talk in a loud voice.
- We sit down - we don't get up without putting up our hand.
- We are tidy - we don't leave any mess.
- We put our rubbish in the bin - we don't forget to clear away our trays or lunchboxes.

All of our lunchtime supervisors have laminated lanyards to encourage them to use the Rights Respecting language when dealing with playground disputes or lunchtime behaviour.

Appendix C

Example 'Earning Back Contract'

I, class agree to keep the responsibilities
.....

I will do this by

If I am able to do this until Friday I will earn back Minutes of RTime.

Signed(pupil).

Signed (teacher)

Date

Appendix D

Example Key Stage 2 Behaviour Chart (Two variations - child sees SLT daily or end of the week)

Name:..... Class.....

Good Behaviour Chart

Insert
photo of
child here

Targets:

- To enjoy a successful break time, treating other children and their belongings respectfully.
- To make sensible choices about who to play with and about the activities I get involved in.
- To come into and remain in class / use 'Chill out' time sensibly.

	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Session 1					
Assembly					
Break					
Session 2					
Lunch					
Session 3					
Session 4					

SLT signature

My Rewards are

- ✓ To
- ✓ To .
- ✓ To achieve these rewards I must gain at least __smiley faces each day.
- ✓ Rewards time will be for (time).....and on.(day).

Signed:

Child.....Parent.....

Class Teacher..... _____

Insert
Photo
here

(Insert name) Good Behaviour Chart

- Targets: 1. I can play nicely with sensible children.
2. I can

	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Maths workshop					
Phonics					
Assembly					
Playtime					
Lunch					

SLT signature:

My Rewards are:



- ✓ To achieve my rewards I must get 8 out of 10 ticks...
- ✓ To...

Rewards time will be for (time).....and on.(day).

Signed: Child Parent

Class teacher:.....



(Insert name) **Playtime and Lunchtime
Good Behaviour Chart**

Week Beginning:	Targets		SLT signature
	PLAY	LUNCH	
<u>MONDAY</u>			
TUESDAY			
WEDNESDAY			
<u>THURSDAY</u>			
FRIDAY			

REWARD

To have 10 minutes extra play on a Friday.

Signed: Child..... Parent.....

Class teacher:.....

Example 'Catch Me' Behaviour Chart:

(Insert Name) 'Catch Me' Chart

Catch me

sitting properly and listening
listening



looking after property



with my lips closed when



REWARD

If (name) getsticks, she/ he can spend 5 minutes on
.....(a chosen activity and agreed)!

Start date:Signed: Child.....Class.....

ParentClass Teacher.....

Appendix E

Examples of misbehaviour and immediate/ short term actions that might be taken.

Everyone's right to:	Example of Misbehaviour	Consequences, Sanction, Reprimands and Reminders
Safety	Using scissors inappropriately	Child loses the right to use the scissors independently. He/she will need to show that he/she can use the scissors safely. If possible, child should repair anything that has been damaged. Parental involvement.
Learning	Disturbing other children who are working	Children will be ignored first, then given a warning. They need to be moved near the teacher, away from other children. After a warning, child may be moved to work on his/her own - possible 'Time Out'. For persistent disruption to others the child may miss minutes of their playtime/ lunchtime. Parental involvement.
Good Treatment	Hurting someone on purpose, e.g. kicking, name calling.	Name removed from the 'sun'. Possible 'Time out'. Listen to how the action made them feel. Do they something for the hurt child that makes them feel better, e.g. write a letter to say sorry/ make something/ draw a picture/ do their tidying up. The child who has misbehaved will suggest what they should do to put things right. Missing ten minutes at playtime/ lunchtime, removal from the activity. Parental involvement.
Safe Movement	Running inside the school	Child is asked to 'go back and walk' and reminded of the rule Rule: SILENT and SLOW through the corridors we go'
Good communication	Continually refusing to co-operate with staff.	Loss of outside times, removal from class/ activity, SLT/ Head teacher involvement, parental involvement.

Appendix F

Recording behaviours: The ABC approach

Once completed - to be discussed with the SLT and / or SENCO

Behaviour Log: Name of child: Class: Any other comments:			
The behaviour that concerns me:			
Dates & Times:	A (Antecedents)	B (Behaviour)	C (Consequences)
	<ul style="list-style-type: none"> • What is the context for the behaviour? • Who is the child working with ? • What are the adults in the room doing ? saying ? • What is the task ? • What resources were or weren't available ? • What time of day is it? Or day of the week ? • What happened immediately before the behaviour? 	<ul style="list-style-type: none"> • What exactly does the child do that is of concern? 	<ul style="list-style-type: none"> • What usually happens afterwards? • What do you do/say? • What does the child do/say? • What do other adults do/say? • How do you think the child might be feeling? • What usually happens next? • What do you think the child might be getting out of behaving this way? • What do you think other children might be getting out of him/her behaving this way?