

## Behaviour – Summary of Rewards and dealing with undesirable behaviour.

<b>Positive Rewards</b>
Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Adults use praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their special achievement with the Headteacher in order to receive a special 'Headteachers' sticker. A wide range of further rewards are also used to promote positive behaviours:
<b>Go Show</b> Pupils can share their learning or special achievement with other members of staff and classes in school. Pupils enjoy having their successes shared and acknowledged and feel proud when given this opportunity.
<b>Class Praise</b> Many pupils learning will be praised and shared with the rest of their class as good examples. Pupil's enjoy this acknowledgement and feel proud of their achievements.
<b>Values Jars</b> Children can earn points for following the school values. Each week these are collected and exchanged for beads that are placed in the school values jars. Once the jar is full the whole school receives a reward which has been negotiated by the school council.
<b>Dojo Points</b> Do-Jo Points are awarded for to individuals for their high quality learning in school or at home. Dojos are collected and exchanged for certificates, which are awarded in assembly, as well as prizes. For 50 dojos, children will receive a certificate and a prize. For 100 dojos, children will receive a certificate and a prize. For 150 dojos, children will receive a certificate and a place on a special end of year event. We also encourage children to work together to collect dojos for a group reward. When everyone in a class earns 50 dojos they will receive 15 minutes extra break. When everyone in a class earns 100 dojos they will receive 30 minutes extra break. When everyone in a class earns 150 dojos they will receive a free afternoon, where they will be allowed to choose (e.g. a film afternoon, a pyjama party, a picnic, a disco etc).
<b>Friday Celebration Assembly</b> This is a recognition and celebration of learning and behaviour in assembly. Each week two children are celebrated from each class. They receive a certificate and small prize for being either the Star Learner or Star Value.
<b>Maths Rock Stars</b> Every other week pupils celebrate their times tables achievements. All winners receive 5 dojos and a certificate.
<b>Reading Raffle</b> During the week a child from each class who has shown excellent effort in reading receives a gold coin. This is exchanged for a reading book of their choice from the school book vending machine.
<b>Attendance awards</b> We also recognise attendance and punctuality as important learning behaviours to be celebrated. Every Monday the class with the highest attendance (over 96%) is rewarded with and additional five minutes play time. Our attendance officer runs half termly attendance initiatives for pupils and supplies all classes with a sweet treat if they achieve a weekly attendance of 100%.

In addition to the above whole school positive rewards, class teachers may implement other strategies to meet the needs of their pupils. These may include:

- Smiles/positive eye contact/gestures.
- Individual and peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Written comments on work/in books.
- Displaying good work.
- Working towards an activity chosen by the pupil.
- Special responsibilities
- Positive feedback to parents – verbal, written and by text

### Undesirable and Unacceptable Behaviour

Fostering positive attitudes, helps us to keep discipline problems to a minimum. However, if problems do arise, issues are treated fairly based on the needs of the child. Children are always encouraged to speak to any member of staff when they have been upset by a situation. Staff ensure that children are spoken to respectfully at all times by listening to all problems in an empathetic and understanding manner; they endeavour to support pupils by sharing advice and strategies, allowing the child to correct their behaviour. Following this, adults clearly state which behaviour they expect to stop and present a calm clear statement of expectations using the language of choice (Appendix 1).

All adults in school will follow through all instances of socially unacceptable behaviour in the following way:

Stage	Cue	Description
1	<b>Non-verbal signal</b>	Adult signals the appropriate behaviour and allows take up time, e.g. hand gesture to lower chair, eye-contact, facial gesture. Reinforce with positive non-verbal signals, e.g. thumbs up or smile, when any instruction has been followed. Support without confrontation and continue to teach and address the whole class.
2	<b>Proximal non-verbal signal</b>	Adult, continuing to teach, moves closer to the pupil, signals the appropriate behaviour and allows take up time, e.g. side-on, reassuring touch, hand gesture to lower chair, eye-contact, facial gesture. Again, ensure that positive nonverbal signals are used when any instruction has been followed. Support without confrontation – eye contact is not always necessary – and continue to teach and address the whole class.
3	<b>Verbal Signal (proximal)</b>	Adult will move close to the pupil, state the inappropriate behaviour, describe the desired behaviour and give choices, e.g. 'Name (then short pause) you're calling out / disrupting the learning. I need you to signal – thank you.' Be mindful of tone and volume to support without confrontation. This should be done out of earshot of the child's peers. Consider basic needs and the use of sensory activities such as a movement break.
4	<b>Verbal Reminder (proximal)</b>	Use praise to reinforce any good choices made and do not challenge secondary behaviours e.g. sighing, other noises, tone of voice. Ignore any secondary behaviours and use this opportunity to speak with the child – using the 'WIN' script (I Wonder, I Imagine, I Noticed) or similar – to explore any triggers that may be affecting their behaviour and support the child accordingly to prevent any further escalation.

<b>5</b>	<b>Take 5</b> - Take up time] - Co-regulate and connect	A) If inappropriate behaviour continues to disrupt the learning, the child will be asked to 'Take 5'. This may happen at their desk, at another place within the classroom or outside of the classroom (which is individual to the child). The aim of 'Take 5' is to allow the child to co-regulate or regulate their own behaviour. Use therapeutic language to help attune and regulate/co-regulate.
		B) The pupil may be asked to leave the classroom if the behaviour begins to escalate quickly towards crisis. This decision is not taken to punish a child, but rather to provide a low stimulus environment without an audience where they can co-regulate / regulate.
<b>6</b>	<b>Reflection</b> - Reflect, repair, reconnect. - Restorative conversation and restorative justice.	Once regulated, a restorative conversation (using restorative questions and affect language where necessary) should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, as they will quickly escalate back to crisis. Any work that is outstanding will be completed, with support where necessary, at an agreed time, with support where necessary at an agreed time.

If a pupil demonstrates continued negative behaviours or ongoing issues, the pupil will miss some of their free time to reflect on these more thoroughly. This will take place at break time or dinner time with a member of staff, in order to solve problems, seek a way forward and restore positive relationships. If a child continues to display persistent disruptive behaviour the following stages may be implemented:

Stage	Cue	Description
<b>7</b>	<b>Reflection with as member of the senior leadership team.</b>	Once regulated, a restorative conversation should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, as they will quickly escalate back to crisis. Any work that is outstanding will be completed, with support where necessary, at an agreed time, with support where necessary at an agreed time.
<b>8</b>	<b>Complete learning in another class</b>	In exceptional circumstances a child may be asked to complete their work in another class. This is to give the pupil time to regulate and reengage in a different environment as well as minimising disruptions to the learning of the rest of their class.
<b>9</b>	<b>Complete learning in isolation</b>	Where a child displays dangerous behaviour towards themselves and others or are continuing to disrupt the learning of others they may complete their learning in isolation. This will be supervised by an adult who will support the child with their learning where needed.

Parents and Carers will be informed if stages seven to nine are followed. At this stage parents / carers may be invited to a meeting with their child's class teacher and a member of the senior leadership team to discuss possible pathways to success. See below for 'persistent disruptive behaviour'.

## Appendix 1

### Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

### Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

### Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you’ll have to walk with me for 5 minutes. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

## 5 Principles of effective behaviour management:

Shared rights & responsibilities expressed as rules.

Minimise unnecessary confrontation & embarrassment.

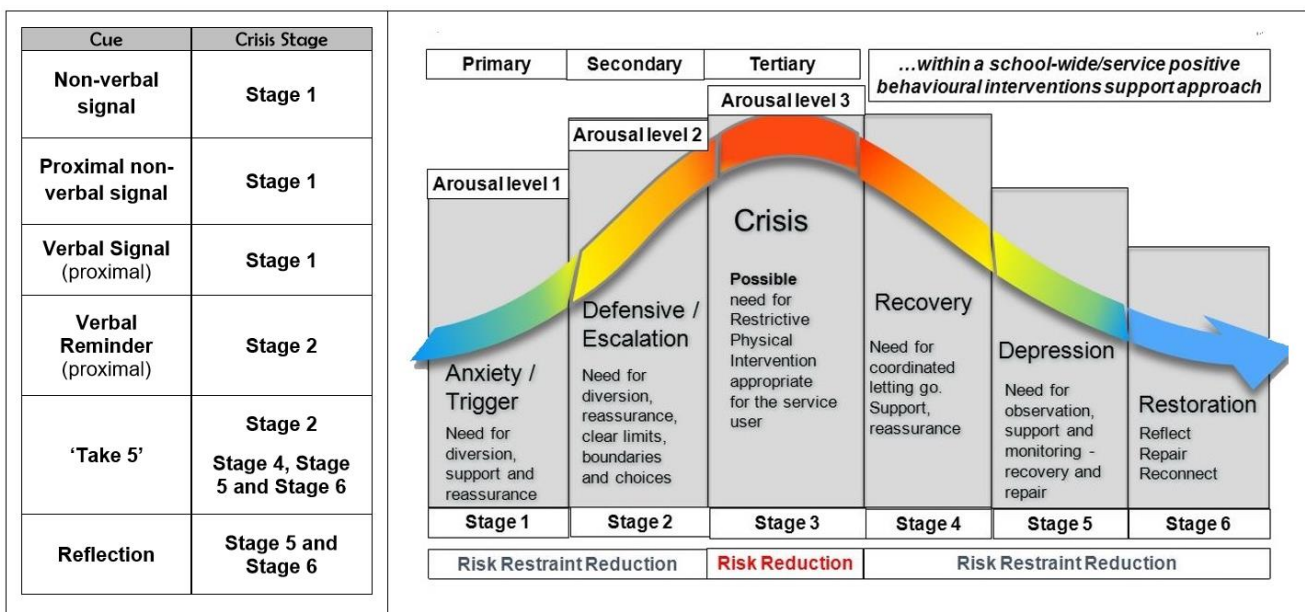
Offer choices to show confidence in students.

Communicate expectations & standards positively.

Model respectful & dignified behaviour.

## Appendix 2

Behaviour that is communicated	Stage and Cue to take
Disrespect	Move through stages 1 - 4
Disruptive to learning	
Inappropriate behaviour	
Failure to follow instructions	
Refusal to attempt work	
Other disruption	
Dishonest	Stage 4
Verbal disrespect – name calling	Stage 5 AND Stage 6 Restorative circle between offender, victim and witnesses (friends/family)
Verbal abuse – Swearing / Threatening	
False accusation	
Unsafe	
Damage to property	
Theft	
Hurting / spitting / fighting / biting	Stage 5 AND Stage 6 Restorative circle between offender, victim and witnesses (friends/family)
Assault – pupil / adult	
Intentional damage to property	
Incidence bullying / racist / phobic behaviour	
Persistent socially unacceptable behaviour – see all of the above.	Stage 7 to 9



## Appendix 3

If a pupil is demonstrating persistent disruptive behaviours, class teachers should consider use of The Weekly Record to monitor behaviours and, crucially, identify triggers more readily. This should not be viewed as a 'last resort' or a negative step. The Weekly Record:

- Can be used for a short period of intensive monitoring, or may support a pupil on a longer term basis.
- Offers the opportunity to give a child a high level of positive feedback on a session-by-session and week by-week basis.
- Strengthens communication between parents and school, and with senior leadership within school.
- Allows the pupil to focus on three specific targets for improvement in their behaviours – strengthening their ability to discuss their behaviour using more precise vocabulary than they might otherwise.
- Develops pupils' self-awareness, so that they might respond to warnings more readily.
- Can be linked to specific nurture provision to develop their understanding of and ability to manage specific behaviours.
- The decision to place a child on a weekly record should be discussed with the phase leader / SLT so that they maintain an awareness of persistent behaviours within the phase.

1) A meeting with the child and their parent(s) should determine the first targets, with scope to modify the record to include home–school recording if negative behaviours are consistent between the two. The child should work on the same targets until they can be considered consistently met, at which point new targets should be agreed in a review meeting with parents.

2) Achievement against targets agreed should be discussed at the end of each session and points awarded. This provides a good opportunity for a positive discussion frequently throughout the day and is an essential component – it should not be the case that the record is completed at the end of a morning or full day, nor that the record is only referred to where there have been warnings given or an incident has occurred.

3) The targets set should be specific and seek to redress some aspects of the child's recurrent behaviours. Feedback, session by session, should be specific to progress against these targets and should avoid general sanctioning e.g. if warnings have been given for other matters within the session.

4) At the end of each day, the total points earned across the day should be totalled and bonus points awarded, where appropriate.

5) At the end of the week, the total number of points achieved should be recorded and the pupil should have the opportunity to discuss their weekly record with the phase leader and to claim their agreed prize, if appropriate.

6) Incidents which occur within the period of monitoring using the weekly record should also be recorded on Safeguard in order to maintain an accurate view of whole school behaviour patterns.

7) Weekly records should be passed to Lisa Loftus for analysis, each week.

8) If a child's behaviour re-sets following a period of weekly monitoring, the class teacher and phase leader / SLT may agree to remove the child from the weekly record and manage behaviour within the policy.

9) If a child's behaviour does not demonstrate rapid improvement once the weekly record has been implemented, the class teacher and phase leader / SLT should consult with SENDCo for a period of observation and advice.

10) Where appropriate, the writing of an Individual Behaviour Plan, a Positive Handling Plan and a Pupil Risk Assessment may be necessary. Again, the SENDCo will support with this process but it is the responsibility of the class teacher to seek the support.

Thurs	Targets	Observations
9:00 – 10:00	A	B
	B	T
	C	A
10:00 – 11:00	A	B
	B	T
	C	A
11:00 – Lunch	A	B
	B	T
	C	A
12:50 – 1:50	A	B
	B	T
	C	A
1:50 – 2:50	A	B
	B	T
	C	A
2:50 – 3:00	A	B
	B	T
	C	A
Total	/ 36	

Fri	Targets	Observations
9:00 – 10:00	A	B
	B	T
	C	A
10:00 – 11:00	A	B
	B	T
	C	A
11:00 – Lunch	A	B
	B	T
	C	A
12:50 – 1:50	A	B
	B	T
	C	A
1:50 – 2:50	A	B
	B	T
	C	A
2:50 – 3:00	A	B
	B	T
	C	A
Total	/ 36	

# Weekly Record

Date:

Name:

## TARGETS

A – follow instructions given by adult

B – Complete task set

C – Stay in the learning environment

0 = Target not met

1 = Target partially met

2 = Target met

**B** = Behaviour **T** = Trigger **A** = Action

If there is an incident during the session the **behaviour** displayed, the **trigger** that caused it and the **action** taken by staff will be recorded.

**Daily**

**30 / 36 = 2 Bonus stamps**

**Weekly**

**160 / 180 = prize**

Mon	Targets	Observations
9:00 – 10:00	A	B
	B	T
	C	A
10:00 – 11:00	A	B
	B	T
	C	A
11:00 – Lunch	A	B
	B	T
	C	A
12:50 – 1:50	A	B
	B	T
	C	A
1:50 – 2:50	A	B
	B	T
	C	A
2:50 – 3:00	A	B
	B	T
	C	A
Total	/ 36	

Tue	Targets	Observations
9:00 – 10:00	A	B
	B	T
	C	A
10:00 – 11:00	A	B
	B	T
	C	A
11:00 – Lunch	A	B
	B	T
	C	A
12:50 – 1:50	A	B
	B	T
	C	A
1:50 – 2:50	A	B
	B	T
	C	A
2:50 – 3:00	A	B
	B	T
	C	A
Total	/ 36	

Wed	Targets	Observations
9:00 – 10:00	A	B
	B	T
	C	A
10:00 – 11:00	A	B
	B	T
	C	A
11:00 – Lunch	A	B
	B	T
	C	A
12:50 – 1:50	A	B
	B	T
	C	A
1:50 – 2:50	A	B
	B	T
	C	A
2:50 – 3:00	A	B
	B	T
	C	A
Total	/ 36	

The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey. Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low level behaviours is never the best course of action for any child's long-term chance of success.