



Wordsworth Primary School
Celebrating the individual and building a team

Behaviour Policy Appendix:
Wordsworth Positive Behaviour management systems

Aim: To be a clear, visual system, based on positive reinforcement, that can be understood by all, and both equally and consistently followed.

Yr R and KS 1 Behaviour management

Positive rewards:

1. Visual whole class behaviour 'chart'

In Yr R and 1 this will be a rainbow and a sunshine up on the wall, and a pot with a 'reflection' cloud (Yr 2 will adapt pictures- but principles will apply)

All children will start the day on the rainbow, and after a WOW moment can be moved up to the sunshine. Whilst on the rainbow or the sunshine children can earn dojo points

Underneath the rainbow visual pictures (labelled) showing what a child can do to move onto the sunshine.

2. Dojo points (recorded on excel not the DoJo system)

Dojo points will replace sticker charts.....

A dojo point can be earned for school values/ following golden rules/ other positive behaviours:

Only 1 Dojo point can be given out at a time

Children will earn a coloured (Rainbow) certificate in Year group assemblies once they have reached a certain number of dojo points: Yr R: every 15, Yr 1 and 2: every 20

1. Red
2. Orange
3. Yellow
4. Green
5. Blue
6. Indigo
7. Rainbow certificate (and badge in Yr 2). Parents invited to the assembly

3. Whole class reward

Each class will have their own whole class reward system eg marbles in a jar, based on a current area of behaviour that requires improvement eg effective tidy up time, hands up, lining up quickly etc Must be visual and used consistently.

Children must help plan the reward eg extra playtime, additional PDR session, short video.....should then inspire them to achieve.

4. Star of the day

Changed daily: Children should be told why they have been chosen (Reinforcing school values or positive behaviour) (In Yr R 2)

Specific 'jobs' assigned to role- to give children feeling of responsibility (consistent between classes within year group)

Visual: Name on a star. Responsibilities listed

5. Post cards home

Relaunch.....every child over the course of the year will have a postcard sent home stating why you are proud of them

6. Yr R will continue to use visual faces to support immediate communication without discussion or interruption- reinforcing adult attention of positive/ negative attention

School values and School rules

- **Golden Rules:** All classes to display school Golden Rules (at front of class, above IWB). Personalised within each classroom with class photo's to visually support understanding. Constantly refer to/ make links/ consolidate/ reward eg Star of the day. (No separate class charter)
- **Weekly Year group assemblies:** have a planned slot each week where Golden Rules are the focus so that they are embedded/ driven by YGL. Reinforce current school value
- **School values:** Yr 1 and 2: Ensure the current value is very visual in the classroom (next to Golden Rules): over the half term add photo's of the children demonstrating the value/ constantly refer to it. Build up a display of all values over the year. Yr R: Characteristics of learning dino's- school values in Summer term
- **PSHE Weeks:** Focus for initial 2 weeks in September is PSHE (Golden Rules, expectations, team building, friendships, sharing)

Sanctions:

4 step procedure (visual card)

1. **Clear verbal warning** (simple language stating that they are not making the right choice and they need to.....)
2. **Reflection time** (name off rainbow and put into reflection cloud pot. Time out in front of reflection cloud- visual/ written prompts on cloud for supporting thinking and making the right choices. 5 minute sand timer.) Aim – for children to change their behaviour and get name back onto rainbow as quickly as possible. Cannot earn dojo points whilst name is in pot. Children may need de escalation time before sitting by time out.
3. **Miss playtime** (outside holding TA or T's hand for timed 5 min- Yr 2 inside classroom with teacher)/ **miss part of lunchtime** (with teacher)/ **miss part of a fun session in afternoon.** During this time a short restorative practice conversation needs to take place
4. **Parents informed:** teachers to talk to parents at the end of the day re behaviour. Prior to conversation teachers to have restorative behaviour chat with child

Refresh after lunch

Referral to YGL: Repeated low level (3x a week+/ major incidents) will be a referral to YGL. A referral form will be filled out and kept on record (with agreed specific actions and follow up)

YGL will hold another restorative practice chat with child and class teacher – at a good time (when child has de escalated), in private eg playtime/ lunchtime, in child's own class

Major Incidences: Immediate referral to YGL, who will then decide upon action

What is a major incident?

- Swearing with intent, as an abusive message or threat
- Deliberate act of physical violence with intent to harm another.
- Deliberate destruction of school, or other individuals property.

Next step: SLT referral- this will be done through CPOMS.

If behaviour of concern continues it is then time to begin the graduated response to behaviour strategy. (see below)

Positive Behaviour Management System for KS2

Rewards

- Children earn house points and work towards attaining their badges:

Award	No of House points	Year group 'average' child expected to achieve it in.
Bronze	100	3
Silver	250	3
Gold	500	4
Platinum	750	4
Diamond	1000	5
Head teachers	1250	5
Governors	1500	6
JET	1750	6
William Wordsworth	2000	6- Exceptional achievement

- House-points will be awarded according for demonstrating the school values but also for other things agreed by the class and class teacher.
- Unlike KS1 adults can award more than 1 house point at a time, however 5 is the absolute maximum and should be given for something incredible.
- Teachers will keep a running total of how many house points children have got- these must be passed up to the next class teacher as part of transition.
- Badges and certificates will be awarded in Key Stage assemblies.
- All classes will have a reward/ growth mindset board as part of their learning environment protocols. On this board there should be a visual representation of the badges children can earn in that year group and the children's names are to be placed on the badges they have earned when they have earned it.

Class rewards

Classes and teachers together can choose additional class rewards to earn e.g. thorough collecting marbles/ cubes in a jar. However these rewards must be whole class rewards such as extra playtime/ a film afternoon/ a pamper afternoon/ a bakery session etc.

WOW CARDS

Wow cards are to be relaunched. The aim is for every child to get at least one sent home across the year. Adults fill them in and place them in the office to be posted once a week. A supply of Wow cards are kept in the office.

Star of the Day/ Week

Teachers can still do star of the day/ week – whatever is most appropriate for their class. These individuals will get certain pre agreed perks e.g. get to go at the front of the line. Choose a friend to have some reward time with etc.

Responsibilities

It is important to give children responsibilities/ monitoring jobs within classrooms. Year 5/6 will have official roles around school.

DON'T'S

No treasures/ toys/ gifts/ sweets to be given to children as a physical reward. (Teachers can still give their whole class an end of term/year small gift if they want to but should be under no pressure to do so)

Children should not be sent between year groups for a reward from another teacher/ to show work to another teacher. Children should be sent to teachers within the year group or to SLT for this purpose, unless another adult has been agreed as part of a formal behaviour plan.

Sanctions.... Stop and Think

Step 1. Reflection board (white) – not displayed but placed in a discreet place and children place their name on it from out of a pot.

Step 2 Quiet time (physical movement in class room if appropriate or move other children away if more appropriate to avoid escalation.)

Step 3 Miss some break time- Restorative practice chat with class teacher.

Step 4 Teacher chat to parents at end of the day and further restorative practice.

Refresh after lunch.

Repeated low level (3 x a week+ at step 4/ major incidents will be a referral to YGL. **(step 5)** A referral form will be filled out and kept on record.

YGL will hold another restorative practice chat with YGL and class teacher.

Major Incidences: Immediate referral to YGL, who will then decide upon action

What is a major incident?

- Swearing with intent, as an abusive message or threat
- Deliberate act of physical violence with intent to harm another.
- Deliberate destruction of school, or other individuals property.

Next step: SLT referral- this will be done through CPOMS.

If behaviour of concern continues it is then time to begin the graduated response to behaviour strategy. (see below)

Small print

- The reflection board should be kept somewhere discreet- not for public shaming.
- If children are placed on the reflection board they need to stay there until it is time to be refreshed (e.g. lunch time, end of day) even if they have turned their behaviour around so teacher can keep track.
- If children are on the reflection board, unlike KS1 they CAN still earn house points.
- If it helps teachers to keep track they could place a small number next to names on the reflection board so they know which stage they have reached.
- The sanction system needs to meet the following criteria:
 - Needs to be seen to be fair and consistent.
 - Needs to be rigorous.
 - Always to be used in conjunction with positive proximity praise. (5:1)
 - Reasons need to be explained clearly (labelling.)
 - Wherever possible not public (avoid escalation.)
 - Initially % use will be high and this will reduce as boundaries are established within environment.
 - Fresh starts very important (after lunch/ new day)

KS1 and KS2

Special Programmes – Challenging Behaviour

Some children have special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of individual intervention programmes involving social skills, anger management, mentoring and behaviour plans.

Before a programme can be tailored to meet the needs of a child the following **graduated response to behaviour** will be done by the class teacher:

1. Record of behaviours
2. Motivation Assessment Scale
3. Engagement Assessment
4. Risk Assessment
5. Cause for Concern

At this point the Inclusion Team will support to create a **Behaviour Response Plan**.

A risk Assessment with emergency protocols will also be completed if necessary.

As part of an Individual Behaviour Plan, children will be taught new skills for example- collaboration, tolerance, patience, persistence.

Restorative practice

Restorative practice should be completed any time there has been an incident between two or more children, including where friendship difficulties have been identified and when there has been any issue outside of school such as cyber bullying. The class teacher or another adult needs to find time to complete this.

All children should be encouraged, but not forced to take part in a restorative practice discussion. If a child has individual needs then the process needs to be adapted to enable them to take part (for example differentiating the script, using visual cues, planning at a time that enables the child to engage productively, altering the length of the discussion)

Restorative practice should also be used when a child is regularly and persistently making poor choices with their own behaviour in class.

In each case it is vital to reach a resolution that provides appropriate closure for all parties. This often means finding an appropriate way for an apology to be made and ensuring parents are informed where appropriate.

Racist incidents

Any incident that refers to a person's skin colour, language or country of origin needs to be investigated fully. An incident will be deemed racist if the victim feels the offence was racist and it has impacted them negatively. Where any incident is found to be racist in nature, this must be officially reported to the Trust.

The process which should be followed should a concern be raised is as follows:

1. Investigate: Take statements from all children involved. Explain to the 'victim' what is happening and how you hope it will be resolved. Ascertain from the 'victim' if they are hurt by the comments and how they feel (this will determine whether the incident is classed as racist.) Ascertain the views of the 'perpetrator' and level of understanding of the seriousness of the comments.
2. Restorative practice with all parties together.
3. Complete CPOMS
4. Complete appropriate paperwork for HET if incident confirmed as racist (SLT can support if needed)
5. Inform parents
6. Ensure there is closure for the 'victim' and support/ learning for the 'perpetrator'

Recording

CPOMS is now the means to record any communication regarding behaviour- this should include capturing positive progress with behaviour as well as any concerns.

Any restorative practice forms, engagement assessments or motivation assessments should be uploaded to CPOMS