



Wordsworth Primary School
Celebrating the individual and building a team

Behaviour Policy Appendix:
Wordsworth Positive Behaviour management systems

AIM:

To have a clear whole school system, based on positive reinforcement and rooted in the school values, that can be understood by all and consistently followed.

SCHOOL VALUES:

The school values underpin our behaviour policy and will be embedded through the every-day way we manage behaviour and promote social and emotional learning. They are:

Resilience
Reflection
Recognition
Regulation
Relationships

POSITIVE REWARDS:

*** Whole class reward**

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

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

*** Wow Cards**

Wow cards are postcards that get sent home. 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.

Year R

We will not be using points or rainbows and sunshine for names. Just lots of positive praise, encouraging intrinsic motivation.

Will use visual faces to support immediate communication without discussion or interruption-reinforcing adult attention of positive/ negative attention

RAINBOW POINTS (RECORDED ON EXCEL)

A rainbow point can be earned for school values/ following rules/ other positive behaviours:
Only 1 Rainbow point can be given out at a time.

Year 1:

Children will receive a certificate at the end of every half term, saying how many Rainbow points they have earned.

Year 2:

Children will earn Rainbow points accumulatively to go towards their rainbow stripes.

1. Red (40 points)
2. Orange (80 points)
3. Yellow (120 points)
4. Green (160 points)
5. Blue (200 points)
6. Indigo (250 points)
7. 300 points = Rainbow certificate (and badge in Yr 2). Celebrated in an assembly.

Key Stage 2:

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 that 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.

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) This should be non -food based and the whole year group should receive the same. There should not be additional gifts for groups (e.g. intervention groups)

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: Reminder of expected behaviour and praise given to those doing so.

Step 2: Reflection board (white) – not displayed but put in a discreet place and the child or adult places their name on it. (Photos can be used for younger children)

Step 3: Quiet time (physical movement in classroom if appropriate or move other children away if more appropriate to avoid escalation.)

Step 4: Restorative practice chat with class teacher during a break time. (Record on CPOMS)

Step 5: Teacher chat to parents at end of the day. (Record on CPOMS)

REFRESH AFTER LUNCH

Repeated low level (3 x a week+ at step 4/ major incidents will be a referral to a Phase Leader. **(Step 6)** A referral will be made via CPOMS.

Phase Leader will hold another restorative practice chat with child and class teacher.

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)

MAJOR INCIDENTS

Immediate referral on CPOMS where next action will be decided. If behaviour is extreme a referral needs to be made in person to SLT.

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.

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 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)

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.