

St. Michael's CE Primary School

Positive Behaviour and Rewards Policy:

1.0 St. Michael's CE Primary School Values

This policy is underpinned by school's values. At SMPS we develop in our students the values of Respect, Perseverance and Courage.

Learning is our core business and is our highest priority. Every adult and every child will engage in learning every day without exception. We will learn together and independently as well as inside and outside of the classroom. Every moment is an opportunity for learning and if things go wrong learning will be part of the solution.

2.0 Principles

Our principles are the propositions that serve as the foundation for developing positive attitudes to learning and effective behaviour for learning at SMPS.

- A. *Consistent, calm adult behaviour* - behaviour is driven by experience, so adults will model in all aspects of their work calm and consistent conduct.
- B. *First attention to best conduct* - praise and recognition will be individual and personalised, these moments will reinforce our values and develop our school culture.
- C. *Explicit Routines* - adults will systematically teach essential routines that children need to learn so that they become habitual and establish the St. Michael's way.
- D. *Scripting interventions* - we will have a clear set of rules and when conduct falls short of our high expectations we will intervene with known and rehearsed communication to get back on track.
- E. *Restorative follow up* - post intervention we will restore relationships through conversation and re-establish expectation to maintain rapport.

3.0 Rules

We have 3 main school rules that permeate aspects of school life and are applicable to all children.

To be:

Kind
Safe
Respectful

We expect that everyone in our school community follows these rules. We follow our school rules by making sure that we can always:

- v ***Be friendly and share***
- v ***Be gentle and kind***
- v ***Follow instructions***
- v ***Do our best***
- v ***Be honest and truthful***
- v ***Be polite, listen to each other***



This is our community wide mantra and all adults will use this language as part of their work. When children follow the rules they display behaviour that embraces our school value this will be recognised either publicly and/or in private. When children break the rules the behaviour undermines our values and staff will address this in conversation with scripted intervention.

4.0 Praise, Reward, Recognition

In building the culture of the school we will give first attention to the best conduct. This affirms the meeting of expectation and builds a positive atmosphere. Adults will be explicit and expectant in

the behaviour for learning that is needed at school. Children will be rewarded/praised for consistently good behaviour and we will use praise in line with our rules and or expectations. When behaviour is sustainably above and beyond this will be met with individual, personalised recognition and reward.

How do we reward positive learning behaviours at our school?

Rewards and positive messages are key to promoting and recognising positive behaviour at our school. In order to promote a child's self-esteem, we recognise and reward positive behaviour:

- *Good attitudes: good manners, being thoughtful, commitment, caring, fairness*
- *Good work: completing work to the appropriate standard, achievement, effort, taking pride, perseverance*

Action from a teacher might include:

- *Smile, nod, thumbs up, specific 'well done for...', verbal praise*
- *Pointing out good behaviour eg 'I like the way...', tell another adult verbally*
- *Show whole class the work, child shows work to another adult*
- *Special sign, note on work e.g. star, sticker*
- *Special reaction by teacher*
- *Praised privately (if more appropriate)*
- *Work displayed on boards*

School rewards:

- *House Dojo Points – points can be awarded for demonstrating school values and making good choices; courage, perseverance, respect, great effort, making good choices, teamwork.*
- *Celebration Book Certificates (Presented weekly in celebration assembly)*



5.0 Managing Behaviour

When behaviour falls below expectations we use a systematised approach to intervene and encourage positive behaviour. In all situations, the adult takes responsibility for the situation and resolution and uses the flowchart below to support their actions.

5.1 Managing behaviour with inclusion

Firstly, a child will be reminded of the expectations. A warning will then be given. A child will then have time out. The last resort is to remove the child from the situation to another place with work. On the very rare occasion that a child's behaviour is a significant breach of the school's policy then a member of the senior leadership team will take responsibility for the situation.

<p>Behaviour falls below expectation. → Reminder</p> <p style="text-align: center;">↓</p> <p>Behaviour falls below expectation. → Warning</p> <p style="text-align: center;">↓</p> <p>Behaviour falls below expectation. → Time Out</p> <p style="text-align: center;">↓</p> <p>Behaviour falls below expectation. → Removal</p>	<p>Time Out - Reflection</p> <p>The child will have a short, age appropriate, period of time away from the situation. This time is for reflection, cooling off and preparing to come back. This may happen within the classroom in a designated space or in another classroom if necessary for practical reasons. The time out is the consequence. Although any lost learning time can be made up at the teacher's discretion. The adult will lead a conversation, which will follow the St. Michael's intervening in behaviour script. (See Appendix 1) it will be restorative and expectations will be made clear about the return.</p> <p>Removal</p> <p>The child will be removed to an alternative learning space to complete their work, with the assistance of the senior leadership team if required. The removal is the consequence and the adult will take responsibility for the restorative conversation when the child returns, normally this would take place in social time. The adult will inform parents of the situation and resolution. A behaviour incident will be recorded using our online system, Integris.</p>
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5.2 Protective Consequences

Protective consequences are put in place to ensure that anti-social behaviour does not negatively impact on other young people. These are usually necessary where young people are unable to control their behaviour are not engaging with support. These are designed and managed by SLT and may involve Team Teach techniques to support the safety of the students and staff.

Protective consequences:

- Ø Increased staff ratio
- Ø Limited access to outside space (Used to support the safety of student/others rather than punishment)
- Ø Escorted in social situations – close supervision
- Ø Restricted off site activities – only used if student is unsafe to attend off – site activities/educational trips)

Ø Differentiated teaching space

Ø Suspension

Ø Team Teach

Educational consequences must follow afterwards – Use reflection and repair sheet (Appendix 2)

5.3 Managing behaviour with suspension

A significant breach or persistent breaches of the school's behaviour policy is when the education and/or well-being of a child or others would be harmed by allowing the child to remain in the school. For a significant breach or persistent breaches the Head teacher will consider a fixed period of suspension. OCC guidelines for suspension will be followed. Usually following a fixed term suspension, a Re-integration Meeting would be held. Outside agencies are normally involved.

The Head teacher refers behaviour to the Governing Body for the consideration of permanent exclusion or transfer to an alternative school.

6.0 The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. All non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to school, should be brought to the attention of the school leaders. The school may discipline a child when taking part in any school-organized or related activity, travelling to and from school, whilst wearing school uniform or identifiable as a pupil of the school. This also includes behaviour that could have repercussions for the orderly running of the school and posing a threat to another child or a member of the public.

7.0 Positive Handling

As a school, we use de-escalation strategies to prevent the escalation of situations where people or property can be at risk. However, there may be situations where Team Teach techniques need to be deployed such as:

- Immediate risk of harm to self or others
- Failure to act would pose an increased risk to themselves or others.
- De-escalation may be supported by guiding the individual to a new, safe location.

8.0 Staff accused of misconduct

The Headteacher, in consultation with the Chair of Governors, will contact the Safeguarding Team and draw on the DfE guidance 'Dealing with allegations of abuse against staff' in cases of allegations that a member of staff (including volunteers): Has behaved in a way that has harmed a child, may have harmed a child, has possibly committed a criminal offence against or related to a child, has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

9.0 References

This policy has been drawn up in accordance with the Equality Act 2010.

Please see the school's Anti-Bullying Policy for information relating to the school's policy and procedures relating to this area.

Appendix 1 Staff Guidance: Scripts

Language for behaviour

- Constant positive reinforcement that is specific – ‘Jamie - Good sitting/listening’ (repeat as often as needed for all children to ensure all children hear the reinforcement). ‘Look how well Harry is listening’ ‘Ellie, thank you for showing us good sitting and listening’
- Be positive, calm and assertive. Clear, short statements e.g. ‘Eve, I want you to ..., Josh, the rule is..., Jordan, you have been asked to ...’
- Give take up time
- Use rewards often (you may have something just for your class e.g raffle tickets) so that you can go overboard!
- Don’t ignore poor behaviour but don’t focus on it. Stop the class activity and then use the behaviour policy script (modified for pupils with a behaviour plan) = Reminder, warning, time out (reminder, distraction/diversion, reminder, I can see... (offer time out table or removal for calm down activity at pre-designated place)
- Teach the behaviour policy and sequence. It won’t work unless the children understand it.
- Apply it consistently

Examples:

- I notice..... (describe the behaviour)
- That shows me(link to the school rules)
- Remember when.....(Highlight recent positive example)
- That’s the (name of child) I want to see...

- Josh, remember our rule is ... If you chose to break our rule you will have a warning. (*Follow with a positive statement*) Josh I know you can ... because you did yesterday etc

- Josh, remember our rule is... I can see ... I am reminding you again and if you do not make the right choice, you will need to go to time out for 5 minutes (which will mean you lose 5 minutes of your play time). This is your warning.

Language of Choices and Consequences

The principle of this approach is that children need to develop responsibility for their own actions and choices. They need to learn that they can control their own behaviour and they need to be made aware that each choice they make has a consequence. The hierarchy of choices needs to be understood – certainty is more effective than severity.

This is one of the most powerful techniques when used well, with the choices and consequences stated clearly and the emphasis on the positive. It is effective with children of all ages.

Examples:

- Charlotte, you have a choice. You can either do it now or do it later. If you do it now then you will be able to have all your playtime. If you choose not to do it now, you will have to stay in at playtime and do it then – It’s your choice.
- Charlotte, you have a choice. You can work quietly at this table with the others or you can continue to disturb them. If you work quietly, you can stay at the table with your friends. If you choose to make a noise you will have to sit at another table on your own. It’s your choice.

- Charlotte, you have a choice. You can say sorry to Jack for being unkind or you can choose not to say sorry. If you apologise, you can stay out in the playground. If you choose not to apologise you will have to go inside and sit on your own. It's your choice.

FORMULA

- X you have a choice.
- You can either (positive alternative)
- Or you can (negative alternative)
- If you choose (positive alternative) then (positive outcome)
- But if you choose (negative action) then (negative outcome)
- It's up to you – it's your choice.

Remember to say....

'Well done, you have made a good choice' or 'Thank you for making a good choice'.

For children with SEN/with a behaviour plan:

Children on a behaviour plan will have distraction and redirection in the initial stages of the behaviour sequence but if they continue to not comply, they will need to be removed to a pre-designated place.

Distraction and Redirection

Body language and tone of voice should be warm, relaxed and positive

- Catch doing something right
- Chunk task e.g. 'can you do.....by the time I come back'
- Offer support; 'you look as if you could do with some help to sort this out...' 'I'm here to help you, is there anything I can do
- Reminder of past success e.g. 'this morning you were able to....., can you do it again I wonder?
- Tactically ignore/proximity praise
- Distraction
- Easy win where child feels success and need to misbehave is alleviated
- Non-verbal signal e.g. look, secret signal'
- Convenient errand to remove child from situation e.g. 'Can you go and get....'
- Strategic seating e.g. 'is this a good place for you to sit or would you like to sit somewhere else?





Body language and tone of voice needs to be firm, calm and secure, make eye contact, say privately if possible, be minimal in the language you use. Say, then walk away giving TAKE UP TIME. Return to praise if child has complied.

- Describe behaviour not pupil 'you are talking – what should you be doing?'
- Name pause instruction thanks
- I statements 'I would like you to...'
- When you....I...what I need you to do is
- Partial agreement 'I know maths is not your favourite lesson – but I do want you to....'
- Private word with pupil – outside of class – out of earshot/view of other pupils
- Refer to previous success 'Last week you.....Can you show me that now?'

Reflections and Repair Sheet - Key Stage 1

Name:

Date:

<p><u>What happened?</u> Ø Was I being safe? Ø Was I being kind? Ø Was I being respectful?</p>		
I was shouting out	I was talking and distracting others	I refused to do my work
I was off task	I damaged school property	I hit a child or grown up
I didn't follow instructions	I answered back	I spat
I swore or used rude words	I used equipment dangerously	I deliberately damaged/ruined another child's work
<p>How I think other people felt about what I did....</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Upset</p> </div> <div style="text-align: center;">  <p>Angry</p> </div> <div style="text-align: center;">  <p>Embarrassed</p> </div> <div style="text-align: center;">  <p>Frightened</p> </div> </div>		
<p>What should I have done instead?</p>		
<p>Teacher Comments/Additional Notes:</p>		
Pupil Signature	Teacher Signature	Parent Signature *

***For parents:** Please read and sign the form to let us know you are aware of what happened at school. If you feel that you would like to discuss the issue further, please make an appointment to speak to your child's class teacher.

Reflections and Repair Sheet - Key Stage 2

Name:

Date:

<p>What happened?</p> <p><i>Was I being safe?</i> <i>Was I being kind?</i> <i>Was I being respectful</i></p>	<p>How did my behaviour affect other people?</p> 	
<p>What could I have done differently?</p> 	<p>What am I am going to do next to show that I am sorry?</p> 	
<p>Teacher comments/ Additional Notes:</p> 		
<p>Pupil Signature:</p>	<p>Teacher Signature:</p>	<p>Parent Signature*:</p>

***For parents:** Please read and sign the form to let us know you are aware of what happened at school. If you feel that you would like to discuss the issue further, please make an appointment to speak to your child's class teacher.

