

New Grange Behaviour System

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1 Behaviour Vision

The vision for behaviour at Grange is in line with our core values of

- Love
- Hope
- Co-operation
- Respect

We expect all at Grange to exercise their rights and responsibilities towards these core values. Our approach to behaviour is founded on an understanding that all children have a right to be safe, be happy and learn, and that they will take responsibility for their own behaviour and learning, alongside that of others. How we promote positive behaviour and deal with negative behaviour will reaffirm our commitment to these core values and so help our children acquire the knowledge, understanding and skills to be fulfilled members of society.

The aims of the new behaviour system at Grange are:

- To create a safe school environment where adults can teach to the best of their abilities and children can learn to the best of theirs.
- To create norms of high standards of positive prosocial behaviour in classrooms, around school and on the playground.
- To help children learn what behaviours are appropriate and what behaviours are not appropriate.
- To deal effectively and efficiently with incidents of negative behaviour.
- To develop children's self-discipline and self-regulation.
- To help children and adults to take responsibility for putting right any harm they may cause.
- To establish good working relationships and encourage mutual respect.
- To work with parents and pupils to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.

2 Key messages

Key messages for staff

- 1 **Everyone is responsible for behaviour.**
- 2 **Be in charge.** Exercise your authority firmly and fairly.
- 3 **Be a role model.** Display the behaviours you want to see in the children.
- 4 **Focus on the positive.** The more you focus on positive behaviours, the more positive behaviours you will see.
- 5 **Respect the system.** Work within the school's agreed behaviour system, it is there to help everybody.

Key messages for pupils:

- 1 You have the right to be safe, to learn to the best of your ability and to be treated with dignity and respect.
- 2 You have a responsibility to make sure everybody is able to enjoy these same rights.
- 3 The adults are in charge and they will do their best to help you to learn appropriate behaviours.
- 4 If you follow our school rules and class charter, you will be rewarded.
- 5 If you don't follow our school rules and class charter, there will be a consequence.

Key messages for parents:

- 1 At school we will do our best to make sure that all children and adults are safe and happy to get on with the job of teaching and learning.
- 2 We want to work *with* parents and carers to help all children achieve to the best of their ability at Grange. Please speak with us if you have any concerns about your child or if there is anything that you think we should know about your child.
- 3 We expect parents and carers to support the school in laying down firm but fair boundaries for children. This includes helping the children to learn that there are positive consequences for positive behaviour and negative consequences for negative behaviour.
- 4 Violent behaviour will not be tolerated. Children displaying violent behaviour will be removed from class immediately and the parents/carers will be contacted immediately.

3 Overview

The behaviour system comprises four key elements:

- Routines
- Rules
- Responses
- Relationships

Routines

We have an agreed set of routines for all aspects of behaviour in and around the school building throughout the school day. See Routines section below.

Rules

School Rules:

- 1 We move around the school quietly and sensibly
- 2 We learn to the best of our ability
- 3 We listen to others and show respect
- 4 We care for our school environment
- 5 We are kind to others

Each class creates its own rules through the Class Charter

Responses

We implement the Stay on Green behaviour system, which informs how adults respond to behaviour, both positive and negative.

We provide guidance for staff on preferred behaviour management practices.

Relationships

We build positive relationships with and between children by:

- Welcoming the children as they enter the classroom.
- Ensuring all children understand what is expected of them.
- Creating a positive environment where each child feels relaxed and accepted.
- Showing an interest in each child's family, talents, goals, likes and dislikes.
- Engaging with the children during lunchtime and playtime
- Treating each child with respect, never embarrass or ridicule.
- Sharing all successes with the class.
- Believing by recognising their strengths that every child has the ability to learn and achieve.
- Involving the children in making decisions regarding rules and activities within the classroom.
- regulating one's own emotional state
- understanding how special educational needs and disability (SEND) affects behaviour
- understanding the basic psychology of behaviour and motivation

4 Stay on Green

Stay on Green (SonG) provides all members of the school community with a clear and fair system to manage behaviour.

The principles behind this system are:

- All pupils have the opportunity to make positive choices about their behaviour and to correct things when they have gone wrong
- Teachers and support staff model positive behaviours
- Pupils who regularly behave positively are noticed and rewarded

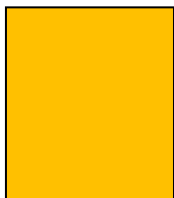
The system allows for:

- A consistent approach that can be used by all staff
- Whole class and individual rewards
- Least intrusive approaches to be used to manage behaviour
- The teaching of specific behaviours and routines

A visual overview of the Stay on Green system is provided on the next page:



Positive choices



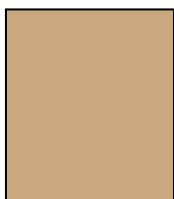
GOLD

The child is sent to SLT and their name is recorded in the Golden Book.
Golden Certificate given in assembly.
Name added to the GOLD STARS tree.



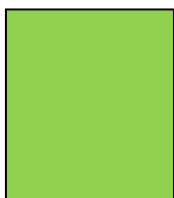
SILVER

Well Done postcard home



BRONZE

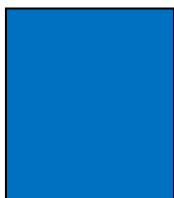
Sticker



GREEN

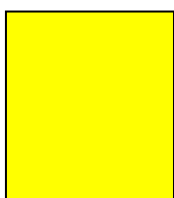
Green points to go to whole class total

The following colours are corrective consequences:



BLUE

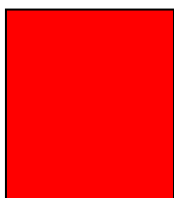
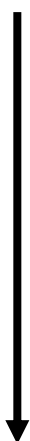
Warning



YELLOW

Reflection Time away from the group - in class (1-10 mins)

Negative choices



RED

Reflection Time in partner class

REPEATED RED BEHAVIOUR

Team Leader involvement
SLT involvement



MOVING UP THE COLOURS

It is important to make use of the rewards side of Stay on Green regularly but *sparingly*. In each class there should be a weekly quota of 0-6 bronze, 0-4 silver.

There should be a half-termly quota of 0-5 gold per class.

A child would not move up beyond **GREEN** more than one level in any one day.

The teacher needs to keep a record of **BRONZEs**, **SILVERs** and **GOLDs**.

Children who display positive prosocial behaviours can be moved up to **BRONZE**.

Moving up is in recognition of behaviours that go above and beyond **GREEN** behaviours (see behaviour colours below for guidance).

Additionally, a child can be moved to **BRONZE** for consistent **GREEN** behaviour.

When a child reaches **BRONZE** the class teacher gives them a sticker.

The third time a child reaches **BRONZE**, they are moved up to **SILVER**.

When a child reaches **SILVER** the class teacher gives them a Well Done postcard to take home.

The third time a child reaches **SILVER**, they are moved up to **GOLD**.

When a child reaches **GOLD** they are sent to SLT to be congratulated and told they will receive a **GOLD** certificate in assembly.

They are given a **GOLD** certificate in assembly.

Their name is added to the School **GOLD STARS** tree display.

At the end of each day, the teacher adds up the number of pupils on **GREEN** and keeps a tally chart. Class total **GREEN** points will be divided between the three houses at the end of each week.

MOVING DOWN THE COLOURS

Every class will have the SonG colour chart and individual pupils' names on laminated card.

All pupils start each day on **GREEN**.

Staff use low-level behaviour management strategies to manage any rumblings or low-level behaviour problems (e.g. first, a 'look' of disapproval is given with a non-verbal gesture to redirect the pupil. Then the desired behaviour is requested politely - this should be enough to get most children back on track). *See Appendix D for further tactical approaches.*

When a pupil does not respond to the low-level behaviour management strategies, staff give a verbal warning that the child is at risk of moving to **BLUE**.

If the teacher decides to move a child's card to **BLUE**, they must tell the child clearly what they are doing wrong, and what the pupil can do to move back to **GREEN**.

Staff are continually on the look out for the opportunity to help pupils make the right choices. When they notice the child doing the right thing, the teacher congratulates them and moves them back to **GREEN**.

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour, the teacher gives a clear verbal warning that he or she is at risk of moving to **YELLOW**.

At least one clear verbal/non-verbal warning is always provided for pupils in between each stage.

If the teacher decides to move the child to **YELLOW**, they direct the child to the thinking space in the room and tells the child clearly what they are doing wrong, and what the child can do to move back to **BLUE** and then back to **GREEN**. In the thinking space the child has distraction and reflection stimuli (Reflection questions; calming down strategies; colouring in pages, etc.). The child will be in the thinking space for a maximum of 10 minutes. At the end of the 10 minutes thinking time, the teacher or member of support staff asks the child the restorative questions. If the child is ready to re-engage with their learning, they return to their seat on **BLUE**. The child will make up the learning time they have lost at an appropriate point later that day (break time or lunchtime).

Staff are continually on the look-out for the opportunity to help pupils make the right choices. When they notice the child doing the right thing, the teacher congratulates them and moves them back to **GREEN**.

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour or is not ready to re-engage with their learning, the teacher gives a clear verbal warning that he or she is at risk of moving to **RED**.

If the teacher decides to move the child to **RED**, they must tell the child clearly what they are doing wrong. The teacher sends the child to the partner class with the reflection sheet for the rest of that lesson. At the end of the lesson the teacher goes to the child and talks through what the child has completed on the reflection sheet.

If the child is ready to come back to class, the teacher agrees to have them back in class (on **BLUE** and agrees a time when they will sit with the child to discuss what secondary consequence would be appropriate.

If the child is not ready to come back into class the teacher refers the child to the Team Leader with appropriate work to complete. The child will spend the rest of the session (morning or afternoon) with the Team Leader or a member of SLT with appropriate work.

The teacher completes an ABC sheet and passes it on to the Team Leader. The Team Leader will bring the child back to class when he/she judges the child is ready. The Team Leader will agree with the child what they agree to do upon returning to class – this will be written on the back of the reflection sheet. The child will sit back in their place and be on **BLUE** until the first opportunity the class teacher has to move them back to **GREEN**.

Using the System in Assembly

Pupils who are showing positive behaviour in assembly can receive a **GREEN** token, which goes towards their House points.

Using the System on the Playground

Pupils who are showing positive behaviour on the playground can receive a **GREEN** token, which goes towards their House points.

Using the System in the Dining Room

Pupils who are showing positive behaviour in the dining room have their name in the Top Table book and may be eligible to be on the Top Table on Wednesdays.

Behaviour Colours

	<p>Consistently following routines, school rules and class charter Behaviour that is EXCEPTIONALLY positive and prosocial</p>
	<p>Helping a fellow pupil Helping a staff member</p>
	<p>(Any positive behaviour which is going above and beyond. See School Council bronze behaviour)</p>
	<p>Following routines / Following School Rules / Following Class Charter</p> <p>Following instructions Settling down quickly Contributing to class discussions Listening to others' views respectfully Listening to staff respectfully Keenly engaging with tasks Politely seeking staff help (e.g. putting hand up) Attentive, interested pupils Arriving promptly for classes Interacting supportively with each other Enthusiastically participating in classroom activities</p>
	<p>NOT following routines / NOT following School Rules / NOT following Class Charter</p> <p>Talking out of turn Making unnecessary noise Hindering other pupils Getting out of seat without permission Not being punctual Eating/chewing in class Work avoidance Cheeky or rude remarks or responses Rowdiness, horseplay or mucking about Ignoring adult instructions Unruliness while waiting Showing lack of concern for others Making unkind remarks Initial acts of defiance towards adults Swearing</p>
	<p>Continuing or escalating BLUE behaviours</p>
	<p>Continuing or escalating BLUE-YELLOW behaviours</p> <p>Unsafe behaviour Physical aggression Threatening behaviour Rude defiance Physical destructiveness</p>

5 Staff Expectations

From the staff wellbeing forums the following have been identified as basic expectations for all staff:

- Model good manners – say ‘good morning’, acknowledge each other
- Check in with each other to see how colleagues are doing
- Work as a team – remember that we are all here for the children
- Share more resources, ideas, practices
- Communicate with each other honestly and respectfully
- If you have a problem with somebody address it with them directly with the aim of sorting it out with them constructively and respectfully
- Support each other – if you see someone may be struggling, don’t wait to be asked, ask them if they would like your help
- Don’t turn a blind eye if you see a pupil misbehaving
- Consistently apply the school systems
- Do what you are here to do
- Be where you are supposed to be when you are supposed to be there
- Pick things up off the floor
- Leave classrooms as you would want to find them
- Put things back where you got them
- Make sure all chairs are pushed in after a class or staff meeting
- Leave the toilets as you would like to find them
- Wash and tidy away your own dishes and your own mess in the staffroom

6 Timeline

28 March	New Behaviour System presented to all staff
30 March	Deadline for staff to feedback comments or questions on the new system to Derrick. Amendments made and agreed system published and shared with staff.
18 April	Whole school implementation of new system (initial 8 week trial period) Morning: All classes will be introduced to the new system, and all classes will develop their Class Charter.
21 April	Any initial comments or questions about the new system to be shared with Derrick. Any immediate changes made and all staff notified.
w/c 12 June	Gather views from pupils, staff and parents about the new system
w/c 19 June	Review the system, making suggested changes Review the behaviour policy
w/c 26 June	Present the reviewed system and reviewed behaviour policy to staff for feedback
w/c 3 July	Finalise system and policy
Autumn Term 2017	Implement reviewed behaviour system and draft new policy.

Appendix A Routines

<p>Start of day</p>	<p>Staff:</p> <p>08:00 Children enter via office to attend breakfast club. Breakfast Club staff direct children to AM Hall for breakfast.</p> <p>Visitors are directed to office entrance.</p> <p>08:30</p> <p>Staff briefing (Monday, Wednesday and Friday) in staff room, led by Maddy/Diana or another member of LT.</p> <p>Email update will be sent out every day by Zohra and Georgina.</p> <p>08:40</p> <p>SCPO starts to see children across road.</p> <p>Rob opens gates. Kim and Rob at gates.</p> <p>Natasha and Miriam in playground. Leadership in playground. Derrick usually on back door.</p> <p>08:45</p> <p>Doors open.</p> <p>Y2 - Y6 children go to classrooms.</p> <p>Y1 staff to collect children from playground and take to class.</p> <p>09:00</p> <p>Gates close. Latecomers come through office and wait in the lobby area until collected by leadership and Natasha.</p>	<p>Children:</p> <p>Breakfast Club:</p> <p>Arrive at school between 08:00 and 08:30</p> <p>Go straight to Breakfast Club in AM Hall</p> <p>Have breakfast calmly and responsibly</p> <p>Tidy up after yourself</p> <p>Go to class calmly when you are sent</p> <p>Reception children:</p> <p>Go straight to classroom from 08:45</p> <p>Rest of school:</p> <p>Arrive at school between 08:40 and 08:55</p> <p>Wait calmly in playground to be sent to class at 08:45</p> <p>Enter building after 08:40 and walk calmly to class</p> <p>Nursery children:</p> <p>Wait in playground and at 08:55 Nursery staff will come to collect you.</p>
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Moving around school	<ul style="list-style-type: none"> • We move around the building quietly and calmly. • We walk with our hands by our sides. • We walk up and down the stairs on the left. • We walk with our class in single file. • We hold the door open for others. 	
In-class First thing in morning	<p>Staff:</p> <ol style="list-style-type: none"> 1) All the adults in the class greet every child warmly, with a smile, and thank children who respond kindly in return. 2) There is an activity waiting for the children to do, or they are expected to change their book/read. 3) At 09:00, the teacher greets the whole class – only do this when there is silence. 4) The register is taken promptly. The children are silent when this is being taken (a legal document) and respond fully, e.g. “Good morning Fatoumatta” “Good morning, Ms Joseph. School dinner please.” 5) Check in – how are children feeling that morning 6) One adult talks the class through the plan for the day (which is visible) 7) Pupil of the Day badge is awarded 8) Mindfulness session before beginning learning (after assembly on Monday and Friday) 	<p>Children:</p> <ul style="list-style-type: none"> • Hang up coats and organise possessions neatly • Respond kindly when welcomed/greeted • Settle to activity quickly • Adhere to requests for silence for registration • Respond to register call politely • Inform adults if you have a problem when checking in • Listen to the plan for the day and ask questions if you do not understand anything • Celebrate the pupil of the day • Engage in Mindfulness session respectfully
In-class	<p>Staff:</p> <p>Hold Mindfulness sessions upon returning to the classroom after assembly and after playtimes.</p> <p>Start every learning session with: motivational videos/messages; VL resources; BTBYCB resources; etc.</p> <p>Ensure learning objective and success criteria are clear and understood by all children.</p>	<p>Children:</p> <ul style="list-style-type: none"> • Engage with learning • Adhere to Class Charter and in class procedures • Put their hand up if they have a question or need support with their learning • Use language for learning • Take responsibility for their own learning and that of their classmates

	<p>Focus language on the learning (Visible Learning).</p> <p>Be consistent in use of Preferred Behaviour Management Practices.</p> <p>Use brain breaks during long teaching/instruction sessions.</p> <p>Children sit at tables from Y3 upwards for whole class teaching.</p> <p>Maintain a “No Hands Up” policy for response to questions – use lollipop sticks, targeted questioning for AfL and random selection (meaning all children have to think).</p> <p>Allow hands up for gaining attention should a child need help.</p> <p>Maintain procedures agreed for when a child is stuck.</p> <p>Be positive at all times.</p> <p>Keep voice calm at all times.</p> <p>Maximise learning time.</p>	<ul style="list-style-type: none"> • Join in with all activities • Ask to go to the toilet at relevant times, showing respect for learning of others • Follow routines at transition times, e.g. tidy up resources, tuck chairs under, etc.
<p>Toilet</p>	<ul style="list-style-type: none"> • Where possible, we visit the toilets as we go out to break. • We are aware of other learners, so ask if we need to go quietly during independent work. • We go to the toilets with one other person. • We respect privacy, so only one person in each toilet. • We lock the door. • We flush the toilet after every use. • We wash and dry our hands after every visit to the toilet. • We leave the area clean and tidy. • We report anything of concern to an adult. 	

Assembly	<ul style="list-style-type: none"> • We enter assembly in silence. • We sit down and put our coats in our laps. • We practise good sitting: legs crossed; hands in laps. • We practise good listening: focus eyes on the leader of assembly; listen well; avoid distractions; reflect. • We only talk during the assembly if we are asked to by an adult. • We close our eyes when asked to have a moment of reflection. • When our class is asked to leave, we stand up, pick up our coats and put them on our arm. • We move in single file, with the front line of class leaving first. • We leave assembly in silence, reflecting. <p>Assembly monitors are needed for chairs and to set up celebration assembly.</p>	
Dining Hall	<ul style="list-style-type: none"> • We wash our hands before we go into the Albert McKenzie Hall • We line up and wait to be served food patiently and respectfully • We use good manners at all times • We talk quietly to the person sitting next to and opposite us • We receive green tokens for positive dining behaviour and our name may go into the top table book 	
Playground	<p>Staff:</p> <p>When on duty, engage and interact with the children.</p> <p>Monitor behaviour scanning the playground for anything that may need attention.</p> <p>Encourage peer mediators to help sort out problems.</p> <p>If you are giving a child first aid, ensure there is an investigation into what happened to the child</p> <p>When not on duty, be on the playground 2 minutes BEFORE the lining up bell rings.</p> <p>Children stand still when the first bell rings.</p> <p>Children walk to lines after the second bell.</p> <p>All children must be in line by the third bell.</p>	<p>Children:</p> <p>We walk to the playground quietly and calmly.</p> <p>We have fun and help others to have fun.</p> <p>We know this is a Telling and Listening School and we report any concerns to an adult or peer mediator.</p> <p>We stand still when the first bell rings.</p> <p>We calmly walk to our line after the second bell.</p> <p>We must be in line by the third bell.</p> <p>We line up in our lining up order, one behind the other.</p> <p>We are quiet when we line up.</p> <p>When we walk in our line, we face the front.</p> <p>We walk with our hands by our sides</p>

		<p>When we enter the building we are very quiet.</p> <p>If we need to speak to our teacher we wait until there is an opportunity in the classroom.</p>
Wet play	<p>Staff:</p> <p>Staff on duty decide whether it is “wet play” and send message round</p> <p>Class teacher waits inside the classroom until member of staff on duty arrives and sets up wet play activities</p> <p>Playground duty staff to ensure classroom is tidied and children are calm before teacher returns</p> <p>Teacher is informed of any incidents or positive behaviours</p>	<p>Children:</p> <p>Support to set up wet play activities</p> <p>Follow instructions given by staff on duty</p> <p>Stay in the classroom, or ask permission to leave, e.g. for visiting toilet</p> <p>Participate in activities calmly, adhering to the behaviour code</p> <p>Ensure classroom is tidy, ready for next lesson, before class teacher returns</p>
In class Towards end of the day	<p>Staff:</p> <p>Hold story time.</p> <p>Give Pupil of day compliments and select pupil for next day.</p> <p>Hold Stay on Green (SonG) celebration count for day and stickers/letters/certificates given out where applicable.</p> <p>Award house points to every child who is on Green at end of day.</p> <p>Check out with class – How was your day?</p> <p>Ensure that letters and newsletters are given out/put in book bags.</p>	<p>Children:</p> <ul style="list-style-type: none"> • Engage in Pupil of the Day compliments • Celebrate tally of Greens • Allocate own house points • Be honest during Check Out • Take responsibility for communicating with home, by ensuring letters and first aid notes go home

<p>End of day</p>	<p>Staff:</p> <p>School gates are opened at 15:20 (Any children in playground at that time to be in MUGA only)</p> <p>Adults supervise children collecting their coats and bags from cloakrooms. (On Fridays and at the end of term, adults check pegs and cubby holes are empty)</p> <p>One adult leads the children down the stairs and along corridors. Any other adults ensure all children are with the class, or wait for them, leaving last.</p> <p>Lead children to the correct dismissal point in the playground (NB. No children to be dismissed from the doorway – this causes too much congestion)</p> <p>Staff make visual contact with and/or acknowledge parent/carer before agreeing that child can go.</p> <p>Staff are not to get into discussion with a parent/carer or each other until the vast majority of class have been dismissed. Please ask parents to wait.</p> <p>Leaders/Natasha stand inside playground - intervene if there is congestion and “direct traffic”.</p> <p>Kim will stand by entrance gates and support SCPO with any difficulties.</p>	<p>Children:</p> <p>Children put their coats on and line up in agreed space calmly and quietly in single file line (other children could still be learning).</p> <p>Children attending After School Club go straight to first floor hall, where a member of staff will be waiting for them.</p> <p>Children attending other clubs after school such as sports clubs must not be left alone and should get changed 5 minutes before the end of the day and go down with the rest of the class, or be accompanied to their club.</p> <p>Children going home at 15:30 stand by their teacher and other class staff and notify the teacher when they see their parent.</p> <p>YR and Y2 children sit calmly in their classrooms and wait to be collected from there.</p> <p>Y1 children wait calmly in the playground.</p>
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Appendix B Roles and Responsibilities

All staff will:	<ul style="list-style-type: none"> • Model positive behaviour • Expect high standards of work and behaviour • Follow school behaviour system and routines at all times
Teachers and Support Staff will:	<ul style="list-style-type: none"> • Work to create a cohesive group and a positive ethos • Notice and reward positive behaviour and take action to address poor behaviour • Monitor and give feedback through the recording & reporting systems • Communicate regularly with parents/carers • Communicate with Team Leaders, Mentors, SLT as appropriate for guidance and support
Playground Staff will:	<ul style="list-style-type: none"> • Notice and reward positive behaviour and take action to address poor behaviour • Communicate with class teachers and support staff to report concerns or praise
Team Leaders will:	<ul style="list-style-type: none"> • Lead and implement the behaviour system for their phase • Ensure staff follow strategies for effective classroom management • Manage the phase team providing support strategies for teachers and support staff • Monitor classroom practice through regular observation • Support teachers in maintaining good discipline and following up incidents • Monitor the behaviour of pupils through referrals, reports and discussions, and provide help to class teachers in co-ordinating support
The Inclusion Lead will:	<ul style="list-style-type: none"> • Co-ordinate support for all students and with the AH for BfL • Co-ordinate Pastoral Support Plans for pupils with social, emotional and mental health needs in accordance with the SEN Code of Practice
The SLT will:	<ul style="list-style-type: none"> • Be active and involved in monitoring behaviour • Provide support to staff when required and appropriate • Oversee liaison with outside agencies • Identify and provide for staff development needs • Monitor referrals and exclusions • Report key data such as exclusions and referrals to the Governors
Pupils will:	<ul style="list-style-type: none"> • Do their best to behave respectfully and kindly towards others both in and outside school • Follow school rules and routines • Work positively with all adults and each other
Parents will:	<ul style="list-style-type: none"> • Work with the school to encourage respect and good behaviour • Attend meetings to discuss their child
Governors will:	<ul style="list-style-type: none"> • Support rewards and reward ceremonies • Sit on exclusion panels as required (non-staff governors only) • Monitor and review the effectiveness of the policy

Appendix C Rewards and Sanctions

General principles

- Rewards and sanctions are both useful strategies for helping pupils learn what behaviour and work is valued and to be encouraged, and what behaviour is not desirable and is to be dissuaded.
- Rewards and sanctions are teaching/training **strategies**. They are useful as a strategy but they should not become an end in themselves. So, a child should not work hard just because they will get a reward; a child should not stop being unkind just because they receive a sanction.
- Try not to use rewards as bribes or sanctions as threats. Allow rewards and sanctions to become a **natural consequence** of the children doing the right thing or the wrong thing.
- Rewards and sanctions need to be **gradual / progressive**.
- **Consequences: primary consequences** are immediate and aimed at calming the situation - they are non-negotiable (e.g. cooling off time outside the class; time at reflection table). **Secondary consequences** happen later and are aimed at learning from their mistake - they are negotiable and most effective when the child comes up with their own consequence to repair the harm (e.g. apologise and help to tidy up).
- Sanctions need to be **fair, consistent, and proportionate**.
- Sanctions are most effective when they are about **missing out** on a future treat rather than losing a treat already given; a reward given for doing a good thing should not be removed as a sanction for doing a wrong thing.
- Sanctions are most effective when they are **natural** or **logical** (e.g. when you have been avoiding doing work by being silly, then you will stay in at breaktime to complete the work; when you have been dangerous on the playground, then you will miss a number of playtimes on the playground).
- The **Stay on Green** behaviour system includes rewards and sanctions. There are other rewards and sanctions you can apply as an individual member of staff. **DO NOT**, however, use these **INSTEAD** of the SonG system.

Rewards	Sanctions
Private verbal praise Public verbal praise in class Public verbal praise in assembly Private written praise Display work Verbal praise to parent/carer Well Done postcard to parent/carer	Being moved to another seat in the classroom Complete work in their own time (break, lunchtime) Help to tidy the class in their own time Speaking with parent/carer at end of day

Contact with parents/carers

Teachers are encouraged to talk with parents and carers at the start and end of the day about positive and negative behaviours.

Inviting parents/carers in for meetings needs to be co-ordinated.

These guidelines are to be followed:

- 1) Class teacher invites parent/carer to come in for a meeting to discuss their child's behaviour and/or progress
- 2) If concerns continue, Team Leader invites parent/carer to come in for a meeting with her/him and the class teacher
- 3) If concerns continue, SLT (Derrick) invites parent/carer to come in for a meeting with him and the class teacher
- 4) If concerns continue, Headteacher invites parent/carer to come in for a meeting with her and the class teacher

Appendix D Preferred Behaviour Management Practices

24 Top Tips (Ideas sourced from: Bill Rogers; DfES, 2000; Hattie, 2008; Moore, 2010; Roffey, 2011)

Behaviour principles:

- Keep calm. Be authoritative, assertive but not angry
- Aim to be in charge of the situation, not to control the pupil
- Use positive language
- Avoid confrontation: aim to de-escalate the situation
- Try not to take things personally – it's not about you
- Model the behaviours you want the children to exhibit

	Tip	Aim / Technique	Examples
1.	Only say "Good morning/afternoon" once the class has settled	By speaking over the class we are habituating them to a loud class environment. As the teacher we need to set the right volume level.	<i>When you're quiet, then we can get on with what we're doing today...[WAIT CALMLY]...Great, thank you. Good morning, everyone...</i>
2.	Tactical pausing	Pausing emphasises attention and focus.	<i>So, as we saw....yesterday.....when you want to add.....two.....fractions....</i>
3.	'Thank you' rather than 'Please'	Communicates expectation that they will do what you are asking. Assertive.	<i>Sitting back in your seat now, Gemma. Thank you.</i>
4.	Allow take up time	Allows children to comply in their time so saving face Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations.	Follow an instruction with a pause to allow pupils time to comply. <i>Could you open your book and start work now Mia. I'm going to see Bill who needs some help but I'll come back in a minute to see if you need any.</i>
5.	Describe the obvious reality	Raises behaviour awareness within the pupil.	<i>Nathan, you're walking around the room.</i>

6.	Rule reminder	Redirects pupil to the desired behaviour.	<i>Remember our rule about staying in our seats...</i>
7.	When.....then.....	Links good behaviour to good consequences. Avoids the negative by expressing the situation positively.	<i>When we're all back in our seats and quiet, then we'll see who gets housepoints today.</i> <i>When you have finished your work, then you can go out.</i>
8.	Low and slow voice	Communicates and creates calmness	Use low tone and speak slowly
9.	Partial agreement - Partially agree then redirect.	Keep focus on required behaviour do not get into discussion or debate Deflects confrontation with pupils by acknowledging concerns, feelings and actions.	<i>Yes, you may have been talking about your work but I need you to listen carefully now.</i> <i>Yes, it may not seem fair but . . .</i>
10.	Stuck record	Keeps the focus on the instruction. Avoids you getting drawn into discussion.	<i>Omar, I need you to put that book back where it was...back where it was...back where it was...ad infinitum...</i>
11.	Avoid asking why..?	It's not usually what you want to know and it creates defensiveness or starts an argument.	<i>Alan, you're talking while I'm talking to the class.</i>
12.	Non-verbal cueing	If we use a non-verbal cue (e.g. hand up to draw the whole class back together) – make sure we explain what the cue is and teach the class how it works.	Rhythmic clapping. Hands up.
13.	Name reminder	Integrate name into teacher talk as a low-level way to refocus the child.	
14.	Proximity praise	Praise a pupil for following expectation in order to direct another pupil without drawing attention to the negative behaviour	<i>Amina has put her things away and is back in her place ready to go out to play.</i>
15.	Distraction / diversion	Disrupts the behaviour without making a big deal out of it.	<i>Jack, can you come and help me give out these sheets please. Well done.</i>
16.	Behavioural direction	Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.	<i>Tobi, back on with your writing. Thanks.</i>

		Say what you want them to do, NOT “Don’t...”	
17.	Tactically ignore secondary behaviours (tone of voice, body language, sulk, sigh, kissing teeth)	Secondary behaviours can affect us emotionally and we then react to the secondary behaviours. Better to tactically ignore the secondary behaviours and keep the focus on the primary behaviour.	
18.	Not “my class” always “our class”	Builds cohesion among the group.	<i>That’s not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.</i>
19.	Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.	<i>I’d like to sort this out Amy but we can’t do it now. I will talk with you at 10:30.</i>
20.	Welcome children warmly at the start of the day	Shows the children that you are glad to see them, that you care.	Be at the door with a smile and a kind word when the children arrive in your room
21.	Admit when you get it wrong	Be human. Be humble. Model that we all make mistakes.	<i>I got annoyed earlier and shouted. It’s not good to shout. I’m sorry I shouted. I’ll try to keep my calm.</i>
22.	Give a choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal.	<i>Are you going to sit here or next to Ali? I need you to get on with your work or you’ll move to Blue. It’s your choice.</i>
23.	Praise	Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.	<i>Well done. You have remembered to put your hand up to answer a question.</i>
24.	Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.	<i>Okay Maria and Mark. We’re looking at the final verse of the poem on page 23.</i>