

Behaviour system

Focus on the positives:

- We want to make sure we develop the positive behaviour of the children within school. Once the positives are established, the negatives will become less frequent
 - Raffle tickets
 - Raffle tickets given to children for good behaviour [make it specific 'e.g. excellent resilience in maths'], staying on green, good pieces of work, being a role model, helping others etc...
 - A raffle ticket draw on Friday afternoon as part of the celebration. Prizes to be organised by staff
 - A whole class system
 - A system of your choice [e.g. marbles, star system] where the whole class can work together to achieve an end goal. This can be done in any way the class teacher wants and the rewards can be chosen by the teacher
 - Certificates
 - Any individual reward systems linked to a class' needs is absolutely fine to run 😊 [this could be a reading reward, or a times tables reward]
 - **For consistency**, the raffle tickets and the whole class system is to be used by everybody working with the class [e.g. midday supervisors too]

The Codnor Stars: the 5 golden rules of our school

1. **S**afety first, for you and others
2. **T**ake responsibility: your choices, your actions, your consequences
3. **A**spire to be the best you can be
4. **R**espect everybody in the world
5. **S**upport our community

Behaviour management for the negatives:

- Each class has a traffic light system – red, amber and green
- Anybody who stays on green towards the end of the day, receives a raffle ticket
- Only one way up the traffic light – if children move up the system, **they cannot move backwards, regardless of their behaviour**
- Each day starts afresh, with all children moving back to green
- Focus on erasing any 'low level disruptions' within each classroom
- Low level disruptions are small but persistent distractions which we may come across. Behaviour which is not appropriate to the context, for example:
 - Shouting out
 - Talking in silence
 - Distracting other children
 - Pulling silly faces

Steps of behaviour management

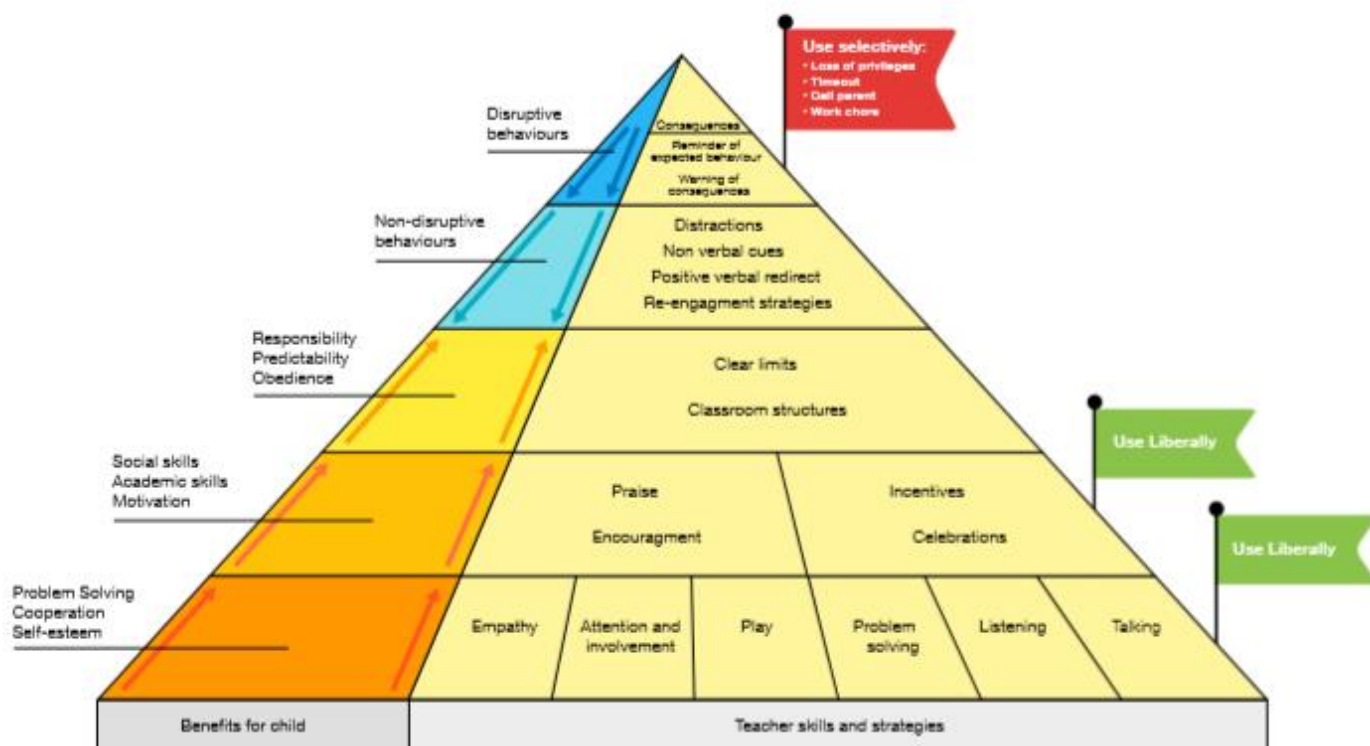
- **Step 1:** Verbal warning – a warning to the individual child about changing their behaviour. Make it explicit what the child has done to receive this warning
- **Step 2:** Move the name from Green → Amber. This step means they have lost their raffle ticket for the day and have no more warnings to receive. Any more of this behaviour will result in them having a consequence
- **Step 3:** Move the name from Amber → Red. This is the consequence step which shows progression throughout the school
 - **EYFS:** a 5-minute immediate time out from whatever they are doing. Part of the 5 minutes should be a discussion with the adult within the room about their behaviour. Give the child a physical timer so they understand what 5 minutes look like
 - **KS1:** a 10-minute break-time out. Part of this 10 minutes should be a discussion with the adult within the room about their behaviour. Complete a 'next time I will...' form to pass back to their teachers which explains how they will learn from this in the future
 - **KS2:** a full break-time out/ part lunch time depending on the time of the offence. Part of this break time should be a discussion with the adult within the room about their behaviour.
Complete a 'next time I will...' form to pass back to their teachers which explains how they will learn from this in the future. ***If the child cannot have the immediate discussion/consequence, the staff within the classroom need to make it clear to the child the consequence received and what behaviour has resulted in that consequence through a clear and open discussion***
- **Step 4:** removal of the child from the classroom and sent to the Assistant Headteachers' classrooms to work for the remainder of the morning or afternoon. Minimum disruption to the teacher. Take the work with them to complete or if they are in a lesson where the work cannot be sent [e.g. PE] the teacher to have a tray task for them to do. This is a cumulative step: the child must miss their break as well as being removed from the classroom they usually work in. After a conversation with the class teacher, the SLT will call the child's parents to explain what has happened
- **Step 5:** if the child continues to misbehave, then the child will be in isolation, working in the Assistant Headteacher's classroom, break time on their own with the headteacher, lunch on their own with a shortened lunch break. Headteacher to speak to the parents of the child
- **Step 6:** the child is removed from their classroom for 3 days to work in the Assistant Headteacher's classroom. Break and lunch on their own and a conversation with the Headteacher. SLT to invite parents into school for a discussion with the child regarding their behaviour and potential FTE
- **Step 7:** Suspension for 3 days.
- **Step 8:** Permanent exclusion.
- There are some exceptions to progressing up the step system for behaviour:
 - **Physical violence:** violence towards anybody within school is a straight progression to 'Step 3'
 - **Any comment towards a protective characteristic [e.g. race, gender, sexuality etc...]:** straight progression to 'Step 3'
 - **Being verbally malicious:** straight progression to 'Step 2' with no warning
- There are some situations both inside and outside of school [e.g. social media, systematic bullying, incident out in the community, sexual harassment, safeguarding etc...] which will require a personalised approach to the situation, separate to the steps. *The SLT will deal with any of these issues on an individual basis considering mitigating circumstances and individual characteristics of the child.*
- **Behaviour management is about working in a partnership between home and school**

Classroom:

- There needs to be a traffic light displayed within the classroom. This can be done in any style you would like, but it must be thoroughly explained to the children on the first day back in September
- A whole class reward system [e.g. in the style of marbles, or star charts etc...] which children can work collaboratively on to achieve rewards of your choice. E.g.:
 - 100 marbles – 15 minutes extra break
 - 200 marbles – film [should fall around Xmas 😊]
 - 300 marbles – 30 minutes extra break
- Raffle ticket reward system for individual praise
- Certificates:
 - Usual end of the week celebration certificate
 - Usual end of the term homework certificate
- A display of 'The Codnor Stars' [as discussed above] - the 5 golden rules of our school

This is the research from the EEF:

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.