

Caedmon Primary School



Behaviour Appendix

At Caedmon, we aim to provide the children with a positive and happy learning environment. We use positive praise and rewards such as:

- Prizes
- Certificates
- Celebration assembly
- Badges
- Stickers/stamps
- Pupil of the week award
- Golden tokens

If children need support with their behaviour, we follow our school's 'Get it right' posters to help them to get back on track and follow the steps within our behaviour policy.

Low Level Disruption

Example Behaviours:

<ul style="list-style-type: none">• Swinging on a chair• Fidgeting and fiddling with equipment• Making noises to gain attention• Talking unnecessarily• Shouting out• Answering back	<ul style="list-style-type: none">• Minor disrespectful body language towards teachers and peers• Disturbing other children• Not starting work when told• 'Fussing'/telling tales• Getting up out of their seat and aimlessly wandering around the room
---	---

Agreed Strategies/Steps

Step 1: Give the 'benefit of the doubt'.

<ul style="list-style-type: none">• Non-verbal cues• Move equipment• Give a reminder of expectations/rules• Check-in with the child• Use distraction, e.g. giving them a job• Use humour	<ul style="list-style-type: none">• Praise the good behaviour• Use positive language, including positive body language• Support the child and be kind (use certain tone of voice and respond appropriately depending on the need of the child/who the child is)• Use the 'Get it right' poster and classroom rules to support this
---	---

If the behaviour continues, the next step will be followed.

Step 2: Give a first warning and make the reason for this very clear.

<ul style="list-style-type: none"> • Explain what you need the child to do to put it right. • Use questions to help children take ownership of their behaviour such as 'where should you be? How do we move around school? • Suggest an option to help them put it right (e.g. Shall we move you next to someone else? Do you need to come and sit at the front?) 	<ul style="list-style-type: none"> • Using positive language when the child has put it right. • Remain calm and polite. • Use a calm, but firm tone of voice. • Use the 'Get it right' poster and classroom rules to support this
--	---

If the behaviour continues, the next step will be followed.

Step 3: Give a second warning - give the child 'thinking-time' to reflect on their behaviour choice.

<ul style="list-style-type: none"> • The child needs to move to a different part of the classroom (of the teacher's choice). • Teacher to have a quick restorative conversation with the child. 	<ul style="list-style-type: none"> • The child needs to know that they repay their 'thinking-time' at playtime e.g. 5 minutes: time depends on the child and the nature of their behaviour and what they have been given a consequence for (teacher's discretion)
---	--

If the behaviour continues, the next step will be followed.

Step 4: Child is given reset time (sent to a different classroom with a work pack – prepared by the class teacher).

High Level Disruption

Example Behaviours:

<ul style="list-style-type: none"> • Being confrontational or highly disrespectful • Physically threatening to staff or a pupil • Fighting in class • Spoiling theirs or another child's work 	<ul style="list-style-type: none"> • Tantrums and screaming fits • Destructive behaviours (damaging equipment, throwing resources/furniture) • Refusal to leave/enter a room
---	---

Agreed Strategies/Steps

<ul style="list-style-type: none"> • Try having a private conversation with the child • Use appropriate strategies to adjust the provision to stop them from escalating (try sending them to the reading corner/regulation station etc) • Follow an individual behaviour plan, if a child has one • Phase leader support with behaviour • A thrive practitioner to take the child to regulate behaviour 	<ul style="list-style-type: none"> • If this is unsuccessful, remove the child and/or call for SLT • If the child cannot be moved and staff feel that the other children are unsafe, move the rest of the children to another classroom while the child regulates their behaviour and seek support from phase leader • If phase leader unable to defuse the situation; call for Head of school/Deputy head teacher
--	---

Once regulated, staff will have a restorative conversation with the child and consequences will be shared with both the child and the parent. The consequences will take place at an appropriate time, which might be the following school day or during an agreed later date such as a missed event. It is important that parents are kept informed of their child's behaviour if it is repeated so that sanctions and messages can be reinforced at home and sanctions are not a shock to them.

Card Passes

In order to reduce the number of incidents of children leaving the classroom without permission and to ensure staff are aware of why a child is unsupervised around school, we have introduced a card system. This card will show staff that the child has permission to be out of class and the reason why. All children seen around school unsupervised and without a pass should be stopped and spoken to by all adults.

Rewards

Rewards need to be appropriate and develop children's intrinsic motivation. This will raise their aspirations and demonstrate how they have made their teacher proud. This also helps to build positive and respectful relationships between all staff and children.

Pupils are rewarded for good behaviour in the following ways:

Teachers will regularly praise children for positive learning behaviours and good contributions during lesson time. In addition, a range of stickers may be given to recognise hard work. Alongside this, each class will have a reward chart which showcases positive learning behaviour over a sustained period of time. Once a child has received 10 stamps/stickers on their chart, they will receive a prize.

For sustained periods of hard work and positive learning behaviours, children may be awarded special achievement certificates and/or Caedmon badges in Friday's whole school celebration assembly.

A priority of the school is to improve behaviour and reduce the number of negative incidents across school. We have introduced a golden token system which recognises and rewards kind, respectful, cooperative, polite and well-mannered individuals at Caedmon. Golden tokens will be added up for each class at the end of every half term and the winning class will receive a special prize of their choosing.

Finally, we have introduced our 'Pupil of the week'. This identifies a pupil who has demonstrated outstanding learning behaviour and who has been an exemplary role model for the rest of school or a child who has worked extremely hard to improve both learning and behaviour over a sustained period of time. The child will get to take home their 'Pupil of the week' trophy for the week and have their picture displayed across school as well as posted on our social media account (with parental consent).