

# Behaviour Routines Overview

## Rewards and sanctions overview:

- Pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school. This is underpinned by the Be Ready, Be Respectful and Be Safe.
- These should be clearly displayed in each classroom.
- Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.
- Our system is flexible to take account of individual needs of the pupils.
- The emphasis of the policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

## Recognition of rewards for effort:

### General rewards for individuals who manage to consistently meet our high expectation:

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Sending good work to the Head of School (HOS) or another member of SLT.

### General rewards for individuals who go 'above and beyond' expectations:

- Stickers
- Lighthouse points (1 at a time).
- Weekly certificates/ awards/nominations – newsletter publication
- Gold award (surprise and public)
- Parents informed (text, phone call, secret post card)
- HOS 'gold stickers'

## Sanctions Overview:

- Pupils will have 2 warnings before a sanction is enforced. Firstly a Verbal warning. Followed by the movement of their name to Amber. At this point the child can change their behaviour without loss of break time.
- When the child moves to white (Repair) they must miss a minimum of 10 minutes of their break or lunch period. Lunch period sanctions can last up to 20 minutes.
- Teachers will be responsible for supervising the loss of break time. A duty rota of leaders will cover the loss of lunch times through a centralise 'Repair Room.'
- If pupils reach the 'Repair' phase 4 times in a week, the parent will be invited in and the child will be place on a 'Behaviour Transformation Plan.' (See appendix 3).

## In class systems for reinforcing positive behaviours;

'Our Behaviour Horizon'.

Within each class, similar to the below scale will be displayed. All children will start on green at the beginning of each lesson. Dependent upon behaviours they will move left or right. It is crucial that this is displayed in a horizontal manner to avoid the negative connotations associated with moving 'down'

Repair	Amber	Green	Purple	Blue	Gold
Reflect!	Refocus!	Aim for gold!	Well Done!	Great!	Amazing!

Time in to repair and reflect with the class teacher.  <b>Name removed from board.</b>	We can turn this around and get you back to green	All start here	You are moving in the right direction!	You earnt a lighthouse point!	You've earned a gold award!
	Regulate: take some time to calm down  Reflect: what went wrong? What can I do differently?  Act: now it's time to do it and get back to green				
Persistent breaches of the Schools rules  Physical or verbal aggression to others or directed towards the environment  Leaving the classroom without permission  Any behaviour that compromises the safety of others within the classroom  Bad language	Leaving seat repeatedly  Disrupting the learning of others  Shouting out, interrupting the calm environment of the class  Disengagement with own learning	Ready  Respectful  Safe	Showing consideration and support for others,  Seeking support appropriately  Consistent effort, attention and concentration	Exceeding expectations of learning  Persevering when learning is challenging  Demonstrating care and concerns for others	Showing behaviour that is continually above and beyond the expectation  Consistently being in the right place, at the right time doing the right thing

**Gold Awards:**



### Lighthouse Points – House Rewards

Each term the winning house with the most points will spend the afternoon

Term 1 – Extra forest school KS1 -  
Swimming for KS2

Term 2 – Scooter, Skateboard or Bike event

Term 3 – Cinema in School

Term 4 – Visit the park

Term 5 – Dress to impress – Non-Uniform

Term 6 – Visit the beach

 <u>Number of Golden awards</u>	 <u>Reward achieved</u>
<b>25 Awards</b>	Name in the frame of fame
<b>50 Awards</b>	We will buy you a book of your choice.
<b>75 Awards</b>	You will be invited to a special event
<b>100 Awards</b>	You have a £25 voucher to spend on your class.

### Sanctions for poor behaviour:

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with behaviour without delegating. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative and appropriate system that works for them.

Engagement with learning is always the primary aim. For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. The below steps should always be followed through with care and consideration, taking individual needs into account where necessary. The ideas in appendix 1 will be utilized by staff where appropriate. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps.

We use a six-step approach to manage and modify behaviour that does not reflect our Ready, Respectful, Safe expectations:

<u>Steps</u>	<u>Action</u>
1 <b>Redirection</b>	Non-verbal cues or a Gentle encouragement to change the unwanted behaviour to one that we expect to see.  For example: "Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready" At this point, pause and wait before continuing.  <b>If the behaviour continues move to step 2.</b>
2 <b>Reminder.</b>	A reminder of the expectations ' <b>Ready, Respectful and safe</b> ' delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you."  <b>If the behaviour continues move to step 3.</b>
3 <b>Caution</b>	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. E.g. "What can I do to help you? Help me to remember what you should be doing right now?"
4 <b>Time with/Missed playtime</b>	Pupil will spend time with the class teacher for 10 or 20 minutes at a break or lunch period

		It is imperative that this is conducted with the class teacher or SLT and that the focus of the discussion is centred around the pupil understanding the behaviour displayed, the consequence and then how they reset their behaviours ready for the next period of learning.  <b>If the behaviour continues move to step 5</b>
5	<b>Escalation to SLT</b>	Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with'. The SLT will be notified and a phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern or using ABC/behaviour log sheets. <b>SLT involved.</b>
6	<b>Formal Meeting</b>	A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and recorded on MyConcern if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. A behaviour plan will be implemented and monitored over the course of two weeks.
	<b>Exception Immediate response</b>	When certain gross misbehaviour has occurred towards pupils and adults, an <b>immediate response</b> is necessary, such as:- <ul style="list-style-type: none"> <li>• Serious fighting</li> <li>• Bullying</li> <li>• Derogatory behaviour such as racist, homophobic or non-inclusive</li> <li>• Bad language directed at an adult</li> <li>• Defiance</li> <li>• Damaging property</li> <li>• Hurting others with deliberate intent</li> </ul> <p>In these cases, the incident will <b>immediately</b> be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. The behaviours will be explored and managed by the school's leadership team, class teacher and SENDCo.</p>

### In the Playground

The **member of staff on duty** is directly responsible for pupils' behaviour. Class teachers are responsible for regularly discussing positive strategies and successful resolution ideas within classes. Pupils should be taught strategies for problems solving situations successfully.

### Lunchtimes:

Lunchtime staff are responsible for monitoring the behaviours of children at all times. Every lunchtime there will be a **DUTY TEACHER (12:00pm-12:20pm)**, these will be Senior members of staff who will have a radio available and will be able to attend and support.

Steps		Action
1	Redirection	Pupils have reported that another child is being unkind to them. The adult investigates and speaks with all children involved. If a minor disagreement they will be asked to apologise and continue playing with their friends.
2	Time out	If a pupil has admitted to, or been found to have failed to follow one of the school rules or being Ready, Respectful and Safe, they will be asked to serve a time out by sitting on a bench by an adult/standing by an adult. The period of time will start at 5 minutes and increase to 15 minutes in 5 minute intervals.
3	Taken out	If there is believed to have been any of the following, more serious incidents: <ul style="list-style-type: none"> <li>-Swearing,</li> <li>-Deliberate Physical Contact</li> </ul> <p>The pupil will be taken into school to a class teacher who is on duty (see Appendix D who will deal with the incident and record it.</p> <p>The sanctions may include: missing the remainder of their break and subsequent break times, a phone call to parents an meeting with SLT/Head of School.</p>

### **Restorative Conversations (Time with):**

These are to take place following an incident. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. The structure for the conversations is:

- Ask what happened and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently
- Agree strategies/goals/targets for the future
- Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately).

# What behaviours do we want to be the norm?



## Ready

- Come to school on time
- Look and listen when others are talking
- Follow instructions the first time
- Start work straight away
- Wear the correct uniform
- Line up correctly and promptly
- Have the correct equipment



## Respectful

- Greet each other politely when we arrive each morning.
- Thank each other at the end of the day when we leave.
- Keep the spaces we work in clear and tidy. Work hard in lessons.
- Follow instructions the first time.
- Notice when others have done something for me.
- Hold doors open.
- Win and lose gracefully.
- Use people's names correctly.



## Safe

- Move calmly around the school and outside.
- Use play equipment properly.
- Kind hands and feet.
- Tell an adult if something is wrong.
- Play only in the places allowed.
- Use technology responsibly.
- Wash hands regularly.
- Catch and bin coughs and sneezes.

Transitioning at Tregolls Academy



**Entering the school:**

- A gate rota is in place to ensure that the main entrances are always manned by a member of staff who will welcome our families and children into the grounds.
- All staff will 'threshold'. This means all teachers will meet and greet at the door at the start of each session.
- Children will enter the school quietly and sensibly, settling to work in silence whilst (Optional: calming music can played.)
- Children will place their bags and coats neatly on the allocated pegs. None will be on the floor.

**Moving around school:**

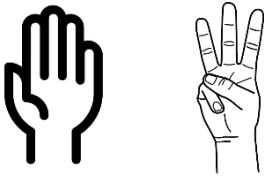
- Children will show 'Wonderful walking' as they move around school at any point during the day. A Lighthouse point will be given in recognition of 'Wonderful walking'.
- All staff will have the highest expectations for how children move around school and always address it if behaviour falls below the school's minimum expectation.
- All staff will set the expectation that children hold the doors open for staff and other pupils, show good manners at all times and say good morning to visitors when we have them.

**Transitioning to and from the start and end of lunch/ break/ assembly:**

- Children will line up in register order whether that is at the end of break/ lunch or getting ready to go into the hall for an assembly/ activity or P.E.
- The line should never move unless it is completely silent.
- As children walk within their line, they should do so in silence, and this must be reenforced by all adults.
- 2 whistles will be blown at the end of break and lunch. 1st whistle= requires pupils to freeze. 2<sup>nd</sup> whistle requires pupils to move into their class lines.
- As children are in their lines, they should be quiet and adults should use this as an opportunity to check uniform and ensure high standards.
- Adults should be stood thresholding as children enter the classroom from break or lunch. Pupils who are not silent or following the school rules will be asked to wait until the end of the line and adults reinforce the expectations. Pupils who enter the room and begin to talk will be asked to exit and try again.
- Children should be walked to assembly in silence. A adult from the class should remain within the assembly to assist with behaviour support.

- Children should be silent at all times during assemblies unless asked otherwise.

### Gaining pupils attention at Tregolls Academy



- The teacher will put their hand in the air (RWI Team Stop) and begin to count down from 3,2,1.
- The adult will expect 100% compliance before starting to talk. This might include phrases such as: 'We are waiting for (this table, 3 pupils)' initially, before being more specific 'Luke place you pencil down and look this way, thank you.'
- Silence must mean silence.

#### Support staff will:


- Quietly address anyone not showing that they are ready.
- Not talk whilst the teacher is delivering their input.
- Pause if they are working with a group to listen and ensure that other pupils aren't distracted.
- Use the raised hand and embellished countdown as well to gain pupils attention.

### Clear and consistent expectations at Tregolls Academy



- Tidy tables, tidy minds
- Classrooms should be tidy and well presented.
- Displays and boarders should be consistently maintained.
- On pupil's tables there should only be equipment that they need and nothing else.
- When leaving the classroom tables should be orderly, the floor clear of any mess and chairs tucked in.
- Unless there is a prior agreement with the SENDCO children should not be fiddling with anything at any point.
- All pupils should have removed any items not deemed school uniform in the classroom (Hats, scarfs, gloves, ear muffs, bracelets, rings)
- Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers.
- Whilst the teacher is talking there should be no talking from any member of the class.
- The behaviour support policy will be adhered to consistently.

### Independent work expectations at Tregolls Academy

	<p>Noise level:</p> <ul style="list-style-type: none"> <li>• Purposeful</li> <li>• Appropriate to task</li> <li>• Consistently monitored and willing to pull back when needed.</li> </ul> <p>Tasks:</p> <ul style="list-style-type: none"> <li>• Silent work for specific tasks. Remember silence must mean silence.</li> <li>• Redirection takes place when any pupils are 'off' task.</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>• Pupils will arrive before 8:45am and wearing school uniform.</li> <li>• Children to enter the room at all times, silently.</li> <li>• Pupils sit on a chair with all 4 legs on the floor, chairs are tucked in with approximately a fists gap between their chest and the table. Children will sit up straight.</li> <li>• Answering questions will require a range of strategies: Some questions will be answered on whiteboards (adults will say '1, 2, 3 – show'. Cold Calling may be used and at all other times pupils will raise their hand.</li> <li>• Pupils may be asked to speak to their partner for a period of time. They will be asked to 'Talk to your partner.' Timers will be used to control this.</li> <li>• All adults will use the Walkthru 'Signal, Pause, Insist' to gain pupils attention. The signal will be a raised hand followed by 3, 2, 1. 100% compliance is required before progressing.</li> <li>• Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work silently unless advised otherwise.</li> <li>• Pupils will leave the room silently, until they reach the playground.</li> <li>• Toilet passes will be used in all classes. Only 1 boy/girl is able to leave the room at any time.</li> </ul>
Dinner hall	<ul style="list-style-type: none"> <li>• Pupils enter the hall quietly when called for their meal.</li> <li>• Once they have collected their meal, they sit at a table with their peers. Voices should be at a talking level and not a shout.</li> <li>• Manners are used towards lunchtime staff.</li> <li>• All cutlery and plates are returned to the wash station and pupils exit the hall quietly.</li> </ul>



# Behaviour Transformation Plan



Student: \_\_\_\_\_  
 Teacher(s): \_\_\_\_\_  
 Parent(s): \_\_\_\_\_  
 Date: \_\_\_\_\_

It takes a village to raise a child, and the names to the left represent the most important influences on behaviour for our student. We agree to support specific behavioural expectations with:

- Daily positive communication home.
- Positive behaviour reinforcement.
- Clear and consistent consequences.
- Specific targets.
- Restorative follow ups.
- Sensory breaks planned in throughout the day
- Now and next

XX  
 XX  
 XX

**Session 1-** Morning. **Session 2-** Lunch. **Session 3-** Afternoon.

- Score 4** Outstanding effort with excellent success!
- Score 3** Good effort and acceptable behaviour. Yay!
- Score 2** Some effort with limited success. Keep trying!
- Score 1** Little or no effort during this period. Let's talk.

**XXXXXX safe space will be:**

Behaviour goals	Student assessment	Teacher assessment	Notes Teacher & TA

**What does success look like?**

At present XXXX daily score is equating to **3**.  
 An adequate initial improvement would be a daily score of at least **6**.  
 A sustained improvement would be a daily score of **8-10**.  
 A significant improvement would be to frequently achieve a daily score of **12**.

**Child:** \_\_\_\_\_  
**Head of School:** \_\_\_\_\_  
**Class Teacher:** \_\_\_\_\_  
**Parent/s:** \_\_\_\_\_



# TREGOLLS SCHOOL RULES



'Working together to nurture characters and dreams'



**READY**

**RESPECTFUL**



**SAFE**

## Lunchtime Reflection Room

**Location:** Fal Class

**Time:** 12pm to 12:20pm

Monday	Tuesday	Wednesday	Thursday	Friday
Mr Rees	Mrs Grace	Mr Luzmoor	Mrs Davies	Mr Barber