

## Appendix A: Behaviour System

**Traffic Light Chart: a visual system to encourage individuals to do their best to achieve 'Superstar' status; a visual reminder of when an individual's behaviour needs to improve.**

### **KS1 and KS2**



Superstar – Marvellous Me message to parent / carer and a gold star sticker



Excellent effort – 1 house point awarded / KS1 receive a sticker



Every child starts here at the beginning of each morning and afternoon session



Thinking Time (possibly move child to another table)



Warning – child sent to year group colleague or phase leader for set time



Consequence – child to spend time in The Reflection Room during the next lunchtime; behaviour is logged on the electronic behaviour system (15 minutes KS1; 30 minutes KS2)

- Every child is 'reset' to the dark green section at the beginning of every morning or afternoon session. This means that they can aim for the 'Superstar' again or in the instance of a child having not had a great morning, they can start afresh for the afternoon.
- Children can move up and down the chart from orange to green throughout a session: redeeming themselves if necessary from a 'warning' back to green or gold.

### **The Reflection Room**

- If a child has reached the red section of the behaviour chart, they will receive a 'consequence' as this reflects a more serious behaviour choice following 'thinking time' and a 'warning'.
- The 'consequence' is that the teacher will take the child to The Reflection Room at lunchtime for 15 minutes, to reflect on their behaviour choices.
- If the consequence is received during a morning session, the child will visit The Reflection Room the same day. If the consequence is received during an afternoon session, the child will visit The Reflection Room at lunchtime the next day.
- The class teacher logs the behaviour on the electronic behaviour system and enters the child's name into the class Reflection Book. The book is taken with the child to The Reflection Room where the staff member on duty will sign it to indicate that the child has received their consequence.
- If a child visits The Reflection Room more than once in a week, a letter is sent home to the parent / carer stating the reason for the consequence so that the adult can discuss the behaviour with their child.
- Use of The Reflection Room is monitored rigorously. If a child is being referred to The Reflection Room repeatedly, they are referred to SLT who decide on the next steps to support the child in school.

### **Reward – whole class**

- Each class has a 'marble jar' visible at the front of the classroom.
- The purpose is to encourage children to work together to achieve a joint reward by filling the marble jar.
- Children can earn marbles by doing their best and following school rules and values.
- The children decide on a reward they would all like to earn. Where possible, this should be linked to learning eg. a film linked to the learning or an adaptation of the class book; a physical activity to improve fitness and team building skills; or an enriching experience such as cooking or craft.

- It is down to the teacher's discretion when this reward takes place: at least once per half term and potentially more often lower down the school so that rewards are achievable and therefore valued by the children.

**Although children in reception classes and The Acorn Centre use the same visual behaviour chart as KS1 and KS2, the rewards and consequences have been adapted so that they are appropriate to their ages and needs.**

## EYFS



Superstar – Marvellous Me message to parent / carer and an Excellent Effort – sticker\*



All children start here each morning and afternoon



Thinking Time - 1 minute time out (in the classroom)



Warning – 3 minutes time out (in the classroom)



Consequence – 5 minutes time out (in the classroom) and parents informed

*\*Each child has their own sticker chart to collect their stickers. When it is full, it is presented to them and sent home.*

## Acorn Centre

Children in the Acorn Centre may have their own individual behaviour and reward systems. However, where appropriate, they will be included in the same system as their mainstream peers.

## Celebration Certificates

- Certificates are awarded for recognition of effort. This could be academic, personal or social.
- Every week two children from every class will be presented with a certificate during house assemblies.
- Certificates are printed in house colours so that they can be posted into house boxes prior to house assemblies – ensuring that they reach the correct child.
- Children in receipt of certificates are celebrated in the weekly newsletter.

## The Cove Inclusion Room

The whole school behaviour system is a positive, reward-based approach which is consistently followed by staff and pupils.

The purpose is to limit low-level disruption by rewarding those who follow school rules and who try their best personally, socially and academically.

On occasion, there are times when children's behaviour goes beyond low-level disruption, impacting on the ability of others to learn and sometimes encouraging poor choices by others. The behaviours that these children demonstrate are usually born out of other underlying issues such as specific conditions, attachment issues, personal experiences, lack of nurture or mental health issues.

In order to support such individuals and, in doing so, the other children, The Cove has been established as a safe place for these children to visit when feeling upset, agitated or vulnerable. Children who use this special space can do so of their own accord following prior agreement with the class teacher. Often, children will make Cove Tokens so that they can discretely inform the teacher that they are taking some time out. It is essentially a way for children to learn to self-regulate behaviours before they escalate. This is

a difficult skill to learn, therefore teachers may offer the choice of visiting The Cove if they can see that the child requires some time out of class.

The aim of The Cove – 'a sheltered nook' - is to offer identified children a safe place to let off steam, gather their thoughts or to talk through barriers to learning with a trained member of staff. In doing so, the goal is to get the children back to a position where they are ready to return to their learning environment alongside their peers. Sometimes this will take 10 minutes, sometimes longer. Where appropriate an adult will accompany the child, with their work, to The Cove before returning back to continue supporting the children in class.

The Cove is supervised by the 'Behaviour and Pastoral lead', who has been trained as a licenced Thrive practitioner so that they can best support children facing emotional difficulties.