



Brompton and Sawdon Community Primary School

Guidance for securing good behaviour

- 1) **Be positive!!!!** Catch the children displaying our Pillars and reward them by moving them up on to the Superstar or giving them dojos
- 2) **Looks for ways to communicate these positives to parents:**
 - Make a point of letting them know at home time on the playground
 - dojos -postcards -phonecalls
- 3) **Give certificates** to children displaying the Pillars in our weekly assembly.



- 4) After an appropriate time, remember to move the children back towards green if they start to display the behaviours that we expect.
- 5) **Use a restorative approach** to dealing with any issues - make them a learning opportunity:

Restorative Questions

To respond to challenging behavior...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
 - In what way?
- What do you think you need to do to make things right?

To help those harmed by other's actions...

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

VISUAL SCRIPT

ASK	OR	SAY
What happened?		
When you _____ What were you thinking?		
When you _____ Did you do the right thing or the wrong thing?		When you _____ You did the wrong thing.
When you _____ How did _____ feel?		When you _____ You made feel _____
At school It's not okay to _____ What can you do differently next time?		At school It's not okay to _____ Next time I want you to _____
What do you need to do or say to fix things up?		To fix things up you need to say sorry and _____

Brompton and Sawdon Community Primary School – Behaviour Consequences.

All children begin the school day with their name on the Star area of the traffic light display. If a child is moved to any other part of the traffic lights the following actions will be taken.

	Example Behaviour	Action
Level 1	<ul style="list-style-type: none"> • Calling out • Interrupting • Silly Noises • Ignoring Instructions • Immature name calling • Pushing whilst lining up • Wandering around classroom • Throwing, flicking small objects to be silly • Any other minor incidents (incl. at lunchtimes) 	<ul style="list-style-type: none"> • Clear warning issued and name taken from star and moved to GREEN. • Proximity praise to others. • If behaviour is not repeated or no other misdemeanours occur during the day, student can return to STAR.
Level 2	<ul style="list-style-type: none"> • Repeat occurrence of the above after being moved to GREEN, OR: • Not working • Disrupting teaching and learning • Being cheeky/rude • Rude/threatening gestures • Taunting/teasing others • Rough Play • Leaving classroom without permission 	<ul style="list-style-type: none"> • Clear warning issued and name taken from STAR/GREEN and moved to AMBER. • Loss of Dojo • Miss 5 minutes of next break/lunch time.
Level 3	<ul style="list-style-type: none"> • Continued repetition of any of the above AMBER behaviours after being moved to AMBER, OR: • Harming someone • Damage to property • Swearing deliberately at someone • Racist/homophobic name calling • Verbal abuse/threats to staff/children 	<ul style="list-style-type: none"> • Move to RED • Headteacher informed • Playtime(s) missed • After-school club loss • Serious incidents recorded by headteacher • Parents informed
Level 4	<ul style="list-style-type: none"> • Fighting, biting, serious harm to others • Throwing dangerous items • Serious verbal abuse of children/staff • Complete non-compliance after all above measures employed • Serious damage to school property • Leaving school premises • Stealing 	<p>In such circumstances parents will be asked to a meeting with Headteacher and class teacher. It may be deemed necessary to implement a fixed term exclusion.</p> <p>A Behaviour plan will be drawn up with a view to supporting the child and their long term ability to remain in school.</p> <p>Referral to external agencies</p> <p>Exclusion from break/lunchtime and from school trips.</p> <p>Police informed if Child leaves the premises.</p>
Level 5	Continued repeat of any of the above after behaviour/pastoral support plan implemented.	Possible permanent exclusion in line with NYCC guidelines.