

Appendix 2

Our in-school day to day procedures

Routines

Boarshaw brilliant is the phrase we will use all the time with the children to encourage them to behave in the way we expect. Showing Boarshaw brilliant standing is standing with hands behind their backs. Showing Boarshaw brilliant sitting on the carpet is sitting with legs crossed and hands on knees. Boarshaw brilliant sitting at desks, backs straight and arms folded.

Boarshaw walk whilst moving around inside school children should always show the Boarshaw walk- hands behind backs walking in single file and on the left.

Meet and Greet as children enter the classroom they must be greeted by an adult using the greeting symbols.

Hands up to gain silence. Adults will raise both hands, say 'hands up' and wait silently for children to follow. A countdown from 5 can be given as a prompt if needed. Once all hands are up instructions can then be given.

Tremendous Transitions at lunchtime and playtimes the bell is an adult indicator of the end of sessions. The adult on duty must blow the whistle once and children should freeze. The whistle is then blown again and children are to 'Boarshaw Walk' to their line and then calmly walk into school. Adults need to position themselves at the entrances to remind children about 'Boarshaw Walk' inside.

Rewards - When we go over and above...

- **Boarshaw Brilliant** – We give genuine praise for being Boarshaw Brilliant and children may be given stickers to recognise their achievements. Children who have been Boarshaw Brilliant all week will have a Boarshaw Brilliant play on a Friday. Children can receive 2 daily Dojos for being Boarshaw Brilliant
- **Recognition Board**- Every class must have a recognition board. Adults will place children on the recognition board for showing one of our Boarshaw Values- polite, engaged, forgiving, kind, responsive, hardworking, inquisitive, helpful, independent and resilient. Children will be awarded 5 Dojo points relating to the value they have shown. By the end of the week it is hoped all children will be on the recognition board and names are removed at the end of the week. Children cannot be removed from the recognition board during the week. Children who display positive values most of the time can be moved to the super recognition board. If you are on the super recognition board at the end of the week you receive 10 Dojos.
- **Boarshaw Brilliant Award Slip**- These can be sent home anytime with a little message to share with parents how their child has been Boarshaw Brilliant.
- **Celebration assembly**- each week one child from each class will receive a special certificate and prize assembly.
- **Dojo**- Dojo points will only be awarded for Boarshaw Brilliant and recognition board values (see above). At the end of the day the teacher will award the Boarshaw Brilliant Dojo to those who have shown Boarshaw Brilliance **all** day. Dojo will also be used to send messages of praise and pictures of children's good work.
- **Dojo shop** - children can spend their Dojos weekly in the Dojo shop. The more Dojos they have, the bigger the prize! Children will also get a certificate for every 100 dojos they collect. Parents – a minus dojo will show against your child's name when they have spent some of their Dojos in the shop. It is not as a result of poor behavior. We don't take Dojos from children unless they spend them!
- **Gems in the jar**- Each class will collect 25 stars in a jar. These could be for whole class good behaviour or individual children could add one for excellence. The class needs to agree on a treat before the jar is full and this needs to be displayed in the classroom.

Sanctions –

School define unwanted behaviours into 4 sub categories: This helps to ensure consistency throughout school.

Level 1
Level 2
Level 3
Level 4

The available sanctions are used to promote and develop positive behaviour, or '**Good Choices**', and all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve possible issues that may have led to the inappropriate behaviour.

We encourage, guide and teach pupils to take ownership of their behaviour and the school. We also expect all adults to maintain a professional approach in managing behaviour. All adults within our school community should model expected behaviours when interacting, intervening and assisting pupils. We believe that appropriate sanctions are more likely to promote positive behaviour and '**good choices**' if students see them being applied fairly and consistently.

The unwanted behaviours are detailed within the '**Behaviour Tariff**' to provide full details of the sanctions which will apply to each type of behaviour.

If behaviour in lessons is contrary to these expectations, hinders the learning of others and/or opposes our values, then sanctions will be issued to correct behaviour and encourage positive choices and good learning habits.

Being taught how to behave well, make '**good choices**' and act appropriately within the context they are in is vital for all students to succeed personally and academically. If pupils are 'off-task' or show disrespect to staff or peers, the teacher will give a warning correction as an opportunity for pupils to take ownership of their choices. The teacher will be specific and clearly outline the unwanted behaviour alongside the warning, as the aim is to redirect students to their learning without interrupting the lesson. (see below).

Sanctions - In class steps

- **Drive by** - an adult goes close to the child not engaging in discussion and says, "I've noticed that...I need you to..."
- **Warning** - "Remember I need you to... this is your warning."
- **Think - Last chance-** "..., this is your last chance. I need you to."
- **Reflect – Consequence – missed playtime spent in 'Reflection'**. Staff use '**Restorative Conversations - 30 second scripts**' in order to maintain consistency throughout school
- **Repair-** When the child is calm a restorative conversation is to take place in private using the rebuild and repair questions.
- **Make a change** – repeat offenders of inappropriate behavior, Level 3 behaviour or Level 4 behaviour. Children will attend a 'make a change' group on a Friday afternoon. All level 3 and 4 behaviours must be report to HT and recorded on CPOMS
- **In school exclusion**
- **PRAISE IN PUBLIC REMIND IN PRIVATE**
- Reflect and make a change children will be recorded privately in class.

Behaviour plans, Reward and motivational charts

Some children may require a little support to help them manage their behavior choices. If a child is raised with the behaviour lead, Abigail Facchin or Lisa Thackway an IBP may be put in place parents will be involved and informed of this. This may include a reward chart.

Reward charts

Reward charts are put in place to support children who need additional motivation to complete work, learning or activities. These are often, **but not exclusive**, to SEN children and should be used in class to offer encouragement for children to complete work and follow school routines and instructions. Just to clarify not all children with SEN will need a chart.

The expectations of how children can earn their reward needs to be clear and simple for the children to understand. They need to know how many stickers they need to earn to achieve their reward. The child needs to gain half of their daily overall stickers to receive their reward to start with and this can be upped progressively but only when the child is consistently receiving half and getting their reward daily.

Under no circumstances should stickers or rewards be taken off the children's chart once they have earned them.

The rewards should be highly motivating to ensure the children want to earn them. This should be decided with the child at the start of the day (or week) to ensure they are clear in what they need to do to earn their reward. For example; they could choose either a dip in the box or a game for this reward. You need to try and encourage the children to choose different rewards to stop them becoming bored.

Below is an example of a chart I have typed the lessons in but this box will be empty so you can just write it in daily.

I have shown a Thomas one but the picture needs to be something of interest to the child. So just insert the picture and then slice off the bottom ones and these are your stickers. It needs to be laminated so the stickers last and you can write in the daily reward and number of stickers needed in whiteboard pen.



_____ Reward Chart

Reading	APE	Maths	English	PE	Science	TTR	Reading



My reward is _____



I need ____ stickers for my reward.










RESTORATIVE SESSION – MAKING A CHANGE GROUP

Repeat offenders of inappropriate behavior, L3 or L4 behaviours may need to attend ‘make a change group’. Teachers make a judgement and inform the Children’s welfare officer by Friday AM.

This short session is a chance for children to discuss their feelings, and **talk about the steps children have taken to make a positive change throughout the week.** This session is not a consequence, and is a **teaching tool.**

‘**Make a Change**’ can also be used as an immediate response to a serious incident for **Level 4** behaviours, in line with our behaviour policy e.g. racial incidents, fighting, bullying, homophobic language, serious challenge to authority.

If the child is placed in the ‘**Making a Change**’ based on a serious incident (level 4), they will have an immediate consequence (missing break time). In situations like these, the child will still receive a short **restorative conversation from their class teacher as part of the repair process.**

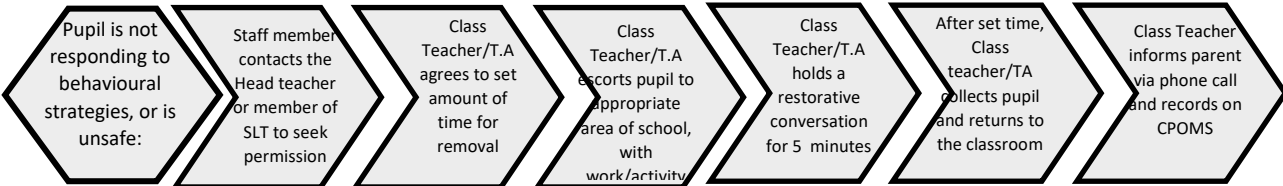
Removal from class

We teach students what acceptable and unacceptable behaviour is as we believe that every student is entitled to receive an education. Removal from class may be required due to disciplinary reasons or for the safety of others. Removal from the classroom should be considered as a sanction. It will only be used when necessary as staff will ensure they use all available behavioural strategies, before requesting a pupil to be removed from a classroom for a limited period of time, unless the behaviour is so extreme as to warrant immediate removal.

‘Removal from Class’ is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

After using and exhausting all possible behavioural strategies, staff should first seek the approval of the Head teacher, before a pupil is removed from their classroom. The pupil will be escorted by a TA or class teacher, to an appropriate area of school (stocked with appropriate resources). The area should be a suitable place to learn and re-focus and if appropriate, the adult will conduct a restorative conversation which clearly outlines why the individual has been removed from their classroom.

Class teachers must ensure there is a clear process for the reintegration of any student who has been removed from the classroom when appropriate and safe to do so. Staff should ensure they follow the clear process for a removal from class:



At Boarshaw we recognise children who are...



polite

engaged

forgiving

responsible

kind

hardworking

helpful

independent

inquisitive

resilient

Boarshaw Primary School - One-page behaviour guide

Our Rules

Be Ready - Be Respectful – Be Safe

<p>We are.....</p> <ul style="list-style-type: none"> • Calm and consistent • Happy and engaged • Listened to and loved • Responsible and caring • Polite and friendly 	<p>we will....</p> <ul style="list-style-type: none"> • Praise in public • Remind in private • Not shout 	<p>Our routines are....</p> <ul style="list-style-type: none"> • Boarshaw Brilliant • Boarshaw Walk • Meet and Greet • Hands up for silence • Tremendous Transitions
<p>Our in-class steps....</p> <ul style="list-style-type: none"> • Drive by (Reminder) “I’ve noticed that....remember I need you to...” • Warning “ I need you to....this is your warning” • Think “This is your last chance, I need you to ...” • Reflect - Consequence -missed playtime spent in reflection (restorative conversation and repair) • Make a change – continues misbehaviour - spend time in make a change group • In school exclusion • Suspension 	<p>Our Phrases</p> <ul style="list-style-type: none"> • I will listen to you, right time, right tone, right place. • That’s not showing me Boarshaw Brilliant. • I’ve noticed that.... • Thank you for.... • I need you to....thank you • Let me remind you.... • Remember our rules, Ready, Respectful and safe • When you’re ready I’m here..... 	<p>When we go over and above</p> <ul style="list-style-type: none"> • We are Boarshaw Brilliant • We are recognised for meeting the Boarshaw Values on our recognition board • Star of the week • Boarshaw Brilliant award slips sent home • Class star jar and rewards • Boarshaw Brilliant playtime • Dojos for being Boarshaw Brilliant
<p>We manage moments.....</p> <ul style="list-style-type: none"> • I understand that you...but our rules at Boarshaw are be ready, respectful and safe • That may be but my expectations are... • I will listen to you, right time, right tone, right place 	<p>We rebuild and repair</p> <ul style="list-style-type: none"> • What happened? • How were you feeling • How did that make people feel? • What could we do to put things right? • How can we do things differently in the future? 	

Boarshaw Behaviour Ladder

Drive By

"I've noticed that...I need you to..."



Warning

"Remember I need you to... this is your warning."



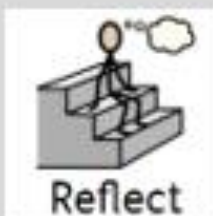
Think

"This is your last chance. I need you to...."



Reflect

Consequence – missed playtime spent in 'Reflection'



Repair

Restorative Conversations in 'Reflection'



Make a Change

Attend 'make a change' group on a Friday afternoon



