

Rewards

At Chesterton Primary, we have a strong emphasis on encouraging and motivating pupils e.g. positive feedback, descriptive praise, give attention for success.

Dojo points are given out for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These need to be handed out consistently by teachers. Pupils can exchange their rewards for individual and class prizes.

Class Dojo	
Individual Rewards 30 points = Prize Box or save 50 points = Desk Pet	
Class Rewards	
Number of Points	Reward
500	Special pencils
1,500	Extra playtime
2,500	iPod/Computer time
3,500	Choosing time 30 minutes
5,000	Class choical
7,500	New class board game
10,000	Now Press Play
12,500	Ice pops
15,000	Juice and biscuits
20,000	Movie afternoon
25,000	Class non-uniform day

Positive Points

Needs Work

How will you spend your points?

Ready • Respectful • Resilient • Safe

Each week, one pupil from each class receives a Headteacher Award. These are presented to pupils in each class (one per week) who produce work of an exceptional standard (appropriate for that

Our Behavior Flow Chart

Behaviour Flow Chart	
	I am following our school rules and making good choices 😊 I will get Dojo points.
	I will be given a reminder.
	I have received 3 rule reminders and have been given an opportunity to change my choices.
	I will have a consequence for my behaviour and work away from the children in my class. These might be: <ul style="list-style-type: none"> • Missed minutes of play time • Reflection time • I will have to stay with an adult
	I will need to talk about my behaviour choices with a member of the leadership team
	I will be taken to the office to speak to Miss Storey or Mrs Andrews.
	Adults who look after me at home will need to be phoned.

Ready • Respectful • Resilient • Safe



Chesterton Primary School

Positive Behaviour Management

Information for parents & visitors

<u>What is Bullying?</u>	<u>What is an incident?</u>
1. Somebody is picking on me again and again and again 2. I am frightened and worried 3. This makes me feel unhappy all the time.	1. Someone was unkind to me today 2. I was hurt and upset 3. I don't think this will happen again. I must tell someone.
I MUST TELL SOMEONE	

Our School Rules



The school rules and values give guidance as to acceptable and unacceptable behaviour and they are displayed throughout the school. Our school rules were created in conjunction with our school council representatives. We refer to our school rules throughout the school day.

Parental Involvement

We value parental involvement in the work of the school and keep parents informed of any difficulties or concerns we may have.

Common Language We Use

Our aim is to change a pupil's behaviour to pro-social behaviour before putting a consequence in place. The restorative approach will be used at all stages, including the use of the restorative approach questions.

De-escalation Script

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

- Positive phrasing:
 - Stand next to me, thank you
 - Put the pen on the table, thank you

- Chance to amend behaviour and the use of reminders
 - What are you supposed to be doing?
 - You still have not started your work, this is your reminder

- Limited choice
 - Put the pen in the box or on the table, thank you
 - Talk to me here or in the corridor
 - Are you going to sit with an adult or on your own?

- Disempowering the behaviour
 - You can listen from there
 - Come and find me when you come back

- Use of de-escalation script
 - Use the person's name
 - Acknowledge their feelings
 - Offer to help (talk to me I will listen)
 - Offer a get out (positive phrasing)

Definitions

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Obtaining a Copy of our Behaviour Policy

Copies of our Behaviour Policy are available from the school office or from the school website.

Anti-bullying

Our behavior policy includes anti-bullying. The school does not tolerate bullying or prejudice and, when reported, acts sensitively and appropriately to manage the current situation and put in place plans for the future. Anti-bullying is taught in PSHE lessons and explored during our assemblies.