

Rewards

Positive Praise – verbal, non-verbal or written
Stickers/stamps
House points
Sharing work with another adult
Headteacher sticker
Recognition Board
Note/Postcard home
Proud Wall
Raffle tickets at lunch time
Tidiest class award
Marbles in a jar
Wow wall – display of work
Values certificate/buttons

Our Positive Behaviour in a Nutshell



Grange Junior School

Visible Consistencies

- Staff meet and greet children at the start of sessions
- Staff accompany children in year 3 and 4 to the playground at playtimes and the end of the day.
- Staff notice and respond to good behaviour exhibited by children from across the school
- Staff intervene whenever an incident occurs and pick up their own tab
- All staff use embellished countdowns
- All staff challenge children who are not displaying positive behaviours using key phrases
 - Show me... good walking, good sitting, good listening, you're ready.
 - I've noticed that...
 - I need you to... Thank you

Lunchtime Behaviour

Lunchtime staff have raffle tickets which they give to children who are displaying positive behaviour choices, sportsmanship, or helpfulness. Going over and above expectations.
Raffle tickets are drawn during celebration assembly

We celebrate good behaviour by always being...

Ready
Respectful
Safe

Restorative Talk

What happened from your point of view?
What were you thinking/feeling at the time?
Who else has been affected by this?
What do you need right now?
What can you do/ can be done to repair this?

Principles of Consequences

- Appropriate and proportionate to the incident
- Immediate and short lived
- Consistent
- Focused upon the act and not the child
- Expected and understood by the child
- Delivered in a calm way
- Accompanied by a model of acceptable behaviour
- Not humiliating to the child or the adult
- Avoided where possible
- Involving parents where deemed appropriate

Consequences and restoration

- Non-verbal or verbal reminder to revise behaviour with a reminder of the expectations
- Engagement in positive behaviour choices, modelling and sharing what this looks like
- Speak to the child about their behaviour choices 1-1
- Reflection time away from others in class or calm down space
- Time with behaviour mentor agreed by year group lead
- Class teacher to engage in restorative conversation, how to repair the problem behaviour (complete missed work, apologise to those affected, what to do to display positive behaviour choices)
- Contact parents to work collaboratively to restore positive behaviours.
- Relocated to work with a member of SLT