

Caedmon Primary School



Behaviour Appendix

At Caedmon, we aim to provide the children with a positive and happy learning environment. We use positive praise and rewards such as:

- Certificates/prizes
- Stickers
- Learning points
- Behaviour owl
- Celebration assembly
- Badges

Each class has a Class Charter that has been agreed by the children and is displayed in the classroom. This will be high profile and used often by teachers and children to support behaviour choices.

We support our children in EYFS and Years 1 and 2 to regulate their emotions by controlling their breathing at significant transition times during the day. They 'Smell the Flower' and 'Blow out the Candle'. Staff support children with this when they come into school, after playtime and after lunchtime.

If children need support with their behaviour, we follow our agreed Behaviour Policy to support children and give consequences when necessary. These are outlined in the sections below:

Low Level Disruption

Example Behaviours:

<ul style="list-style-type: none">• Swinging on a chair• Fidgeting and fiddling with equipment• Making noises to gain attention• Talking unnecessarily• Shouting out• Answering back	<ul style="list-style-type: none">• Being disrespectful to teachers and peers• Disturbing other children• Not starting work when told• 'Fussing'/telling tales• Getting up out of their seat without asking
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Agreed Strategies/Steps

Step 1: Give the 'benefit of the doubt'.

<ul style="list-style-type: none">• Non-verbal cues• Move equipment• Give a reminder of expectations/rules• Check-in with the child• Use distraction, e.g. giving them a job• Use humour	<ul style="list-style-type: none">• Praise the good behaviour• Use positive language, including positive body language• Support the child and be kind (use certain tone of voice and respond appropriately depending on the need of the child/who the child is)• Use the Class Charter to support this
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Step 2: Give a first warning and make the reason for this very clear.

<ul style="list-style-type: none">• Explain what you need the child to do to put it right.• Suggest an option to help them put it right (e.g. Shall we move you next to someone else...?)	<ul style="list-style-type: none">• Using positive language when the child has put it right.• Remain calm and polite.• Use a positive, but firm, tone of voice.• Use the Class Charter to support this
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Step 3: Give a second warning - give the child 'thinking-time' to reflect on their behaviour choice.

<ul style="list-style-type: none">• The child needs to move to a different part of the classroom (of the teacher's choice).• Teacher to have a quick restorative conversation with the child.	<ul style="list-style-type: none">• The child needs to know that they give their 'thinking-time' back at playtime (e.g. 5 minutes: time depends on the child and the nature of their behaviour and what they have been given a consequence for)
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Step 4: Child is given remove (sent to a different classroom with a work pack – prepared by the class teacher).

High Level Disruption

Example Behaviours:

<ul style="list-style-type: none">• Being argumentative or confrontational• Physically threatening to staff or a pupil• Fighting in class• Spoiling theirs or another child's work	<ul style="list-style-type: none">• Tantrums and screaming fits• Destructive behaviours (damaging equipment, throwing resources/furniture)• Refusal to leave/enter a room
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Agreed Strategies/Steps

<ul style="list-style-type: none">• Try having a private conversation with the child• Use appropriate strategies to adjust the provision to stop them from escalating (try sending them to the reading corner etc)• Follow an individual behaviour plan, if a child has one	<ul style="list-style-type: none">• De-escalate with a restorative conversation outside of the classroom if possible• If this is unsuccessful, remove the child and call for SLT• If a child is in crisis and cannot be moved, move the rest of the children to another classroom while the child regulates their behaviour and call for SLT
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Rewards

Remember, it's not what you give...it's how you give it! When giving rewards, make it really matter for the child and show how proud you are. Build those genuine relationships.

Pupils are rewarded for good behaviour in the following ways:

Instant rewards

At Caedmon, our pupils need instant rewards and feedback, such as stickers, a stamp, a Hi-5 or verbal praise. We introduce this in nursery and use this instant reward feedback throughout the school.



When the pupils enter into KS1, the class teacher will pick pupils to receive the Superstar Award during the sessions throughout the day. They will receive a special certificate. During the day each pupil will have an opportunity to win a Writing Superstar Award; Maths Superstar Award; Reading Superstar Award and an Afternoon Superstar Award. In Years 3-6, pupils do not win a prize with their certificate. Instead, they are given a 'Golden Ticket'. They write their name on their golden ticket and place it in a jar. Each Friday, one golden ticket is drawn out of the jar and the winner receives a prize.



In Early Years, pupils have the opportunity to win the Morning Superstar Award and the Afternoon Superstar Award. Early Years children also win a small prize.



Children earn 'Learning Points' for showing the Caedmon Characteristics. This is then added to the class coloured totals which are announced during assembly each Friday. The class with the most points, at the end of each week, wins a prize such as juice and biscuits, the following week.

Each week, two pupils from each class are chosen to win the Caedmon Badge. In order to be eligible for the class badge, a pupil must have behaved well (no more than a 5-minute consequence) over the course of the week, be in school each day and have completed their reading at home at least 3 times. Two pupils from the whole school are chosen to win the Head Teacher's badge, for doing something special over the course of the week. Children collect these badges during the year and are given a purple ribbon to keep them on at the end of the school year.



Each week, the class teacher will choose a pupil who has displayed excellent behaviour. The pupil receives the school mascot to keep on their desk for the following week. They will also get a purple star cushion to sit on for the week too, as recognition for being well-behaved.



Each week, the class teacher will choose someone who has shown one of the Caedmon Characteristics to receive a certificate in assembly. This is recognition for the pupil being a brilliant role model at Caedmon.