



These rewards
motivate us.....



..... to make good
choices

Positive comments
(verbal & written)

Awards/Certificates
related to Sims/Dojo
behaviour points

Treat day

'Free' time

Assemblies

Trips

Homework Pass

Extended break

Pupil of the week

These rewards
motivate us.....

Golden time

Prizes

Marbles/ raffle
tickets

Tuckshop pass



..... to make good
choices

Hot chocolate with
year head

Detentions placed on pupil report. Pupils set own targets

These sanctions...

Move seat within classroom

Suspensions- only by principal after all other interventions are tried.



Parents contacted

HELP US

Homework Club

...to make better choices.

Withdrawal of privileges

Restoration/ Rectification
of problem caused

These
sanctions...

Reflection time

Ask pupil what can be
done to make things
better/ put things right



Time out e.g. 15 minutes

HELP US

Loss of Golden Time/ 5
minutes of play time

...to make better
choices.

Written or verbal apology

WORKSHOP OUTCOME FORM: DEVELOPMENT OF A POSITIVE BEHAVIOUR POLICY
GROUPS 1 & 2

Workshop 6: Aims Outcomes and Sources of Evidence

<u>Aim:</u> Everyone actively works together to;	<u>Outcomes for Learners</u>	<u>Sources of Evidence</u>	<u>Timescale</u> Ongoing /W/M/HT/T/A
<p>Sound Relationships</p> <ul style="list-style-type: none"> • Create a climate conducive to sound relationships • Consistent acknowledgement of positive behaviour • Whole school reward system <ul style="list-style-type: none"> – Pebble points 	<ul style="list-style-type: none"> • Good relationships at all levels • Safe, secure and supportive learning environment • High quality learning and teaching 	<ul style="list-style-type: none"> • Less incidents / issues to deal with – SIMS • PASS • PTM / PTE Assessments • Examination results • High level of parental feedback through focus groups – Kirkland Rowell Survey 	<p>W</p> <p>A</p> <p>A</p> <p>A</p>

Workshop 6: Aims Outcomes and Sources of Evidence

<u>Aim:</u> Everyone actively works together to;	<u>Outcomes for Learners</u>	<u>Sources of Evidence</u>	<u>Timescale</u> Ongoing /W/M/HT/T/A
<p style="text-align: center;">Orderly and Safe by</p> <ul style="list-style-type: none"> • Showing respect to everyone in our community and their property 	<p>Learners are:</p> <ul style="list-style-type: none"> • Feel safe knowing that their belongings are valued • routine 	<ul style="list-style-type: none"> • accident books • SIMS behaviour • School council and pupil feedback 	<p>HT</p> <p>HT</p>

Workshop 6: Aims Outcomes and Sources of Evidence

<u>Aim:</u> Everyone actively works together to;	<u>Outcomes for Learners</u>	<u>Sources of Evidence</u>	<u>Timescale</u> Ongoing /W/M/HT/T/A
<p>Maintain an orderly and safe environment</p> <ul style="list-style-type: none"> Keeping unacceptable behaviours to a minimum 	<p>Unacceptable behaviours are at a minimum</p> <ul style="list-style-type: none"> Safe school environment Pupils will feel safe and secure Maximising learning time Improved attendance 	<ul style="list-style-type: none"> Question / survey Behaviour records Attendance records Observations 	<p>Ongoing</p>

Workshop 6: Aims Outcomes and Sources of Evidence

<u>Aim:</u> Everyone actively works together to;	<u>Outcomes for Learners</u>	<u>Sources of Evidence</u>	<u>Timescale</u> Ongoing /W/M/HT/T/A
<p>Create a climate conducive to effective teaching and learning</p> <ul style="list-style-type: none"> • Children’s work • Acknowledgement for following class rules and good standard of work, appropriate to ability • Openness • Supportive environment 	<ul style="list-style-type: none"> • Motivated • Feel valued • Work completed • Low level of disruption 	<ul style="list-style-type: none"> • Standard of work • Rewards given • PASS survey • Minutes of School Council • Circle Time • SIMS Behaviour Management Log 	

Workshop 6: Aims Outcomes and Sources of Evidence

Aim: Everyone actively works together to;	<u>Outcomes for Learners</u>	<u>Sources of Evidence</u>	<u>Timescale</u> Ongoing /W/M/HT/T/A
<p style="text-align: center;">Promote Positive Attitudes by;</p> <ul style="list-style-type: none"> • Encouraging active teaching and learning • Celebrating success 	<ul style="list-style-type: none"> • Intensive and engaging lessons where all pupils are on task and constantly challenged • Increased self-esteem , confidence, ability to recognise excellence 	<ul style="list-style-type: none"> • Improved results, attendance, better behaviour in school • Good comments (SIMS) rewards – assemblies, prize giving, participation, newsletters and dairy books 	<p>Ongoing</p> <p>Weekly / monthly</p>

Audit Issues

- Lack of governor involvement
- Over focus of punitive measures – over use of term ‘discipline’
- Mission statement didn’t reflect values
- Limited links to other policies
- No evidenced pupil voice or consultation
- No outcomes for tracking and monitoring
- No review assessment procedures

• Sample Values

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- Safety, respect, equality, learner centred, consistency
- Respect, safety, inclusion, high expectations, self evaluations
- Respect, safety, high expectations, learner centred, positive
- Respect, equality, high expectations, learner centred, safety
- Respect, safety, learner centred, inclusion, equality

Think too about celebratory, reflective and self-circulating

Sample Values

1. Safety
Respect
Equality
Learner Centred
Consistency

2. Respect
Safety
Inclusion
High expectations
Self evaluations

3. Respect
Safety
High expectations
Learner centred
Positive

4. Respect
Equality
High expectations
Learner centred
Safety

5. Respect
Safety
Learner centred
Inclusion
Equality

Think too about celebratory, reflective and self-circulating

Classroom Behaviour Management Plan for Learning

<p>2a Identify and Agree 3 key Classroom Rights</p>	<p>2b Identify and Agree 3 Key Classroom Responsibilities</p>	<p>3. Identify and Agree 3 Behaviours Which Facilitate Learning</p>	<p>4. Identify and Agree... 3 Expectations Which Promote Learning</p>	<p>5.</p>
<ul style="list-style-type: none"> • To learn • To be safe (physically and emotionally) • To be listened to and to have a voice • To be treated fairly 	<ul style="list-style-type: none"> • To be prepared, ready and willing to learn (attitude and equipment) • To celebrate the contributions of others 	<ul style="list-style-type: none"> • Engagement • Listening • Follow instructions • Take turns • Co-operate • Take risks • Honesty 	<p>(Rules protect the learning behaviour)</p> <ul style="list-style-type: none"> • Listen when others are speaking – <i>will vary according to setting</i> • Complete the task / follow instructions • Wait your turn – <i>Golden Rules</i> • Try your best <p>3 Key Routines Which Promote Learning:</p> <ul style="list-style-type: none"> • Transitions • Meet and greet • End and send 	<p>Rewards & Sanctions</p> <p>Support</p>
<ul style="list-style-type: none"> • 1. Agree 3 Key Values <ul style="list-style-type: none"> • Respect (the kind of classroom you want) • High expectations (can link with ETI values) • Inclusion (agree with the class) • positive 		<p>Identify 3 Classroom Outcomes: (Reduction in low-level disruptive behaviours – evidence)</p> <ul style="list-style-type: none"> • We stay on task • We have a classroom where learning takes place 		

Classroom Behaviour Management Plan for Learning

2a Identify and Agree 3 key Classroom Rights	2b Identify and Agree 3 Key Classroom Responsibilities	3. Identify and Agree 3 Behaviours Which Facilitate Learning	4. Identify and Agree... 3 Expectations Which Promote Learning	5.
<ul style="list-style-type: none"> • Right to learn • Right to be safe (physically & emotionally) • Right to feel valued 	<ul style="list-style-type: none"> • Active participation in the learning by all (including teachers/ CA) • Respect learning environment & all members of school community • Celebrate & recognise positive contributions & success 	<ul style="list-style-type: none"> • Listen & respond appropriately • Follow instructions & take turns & co-operate • Try new things (take measured risks) • Growth mindset 	<ul style="list-style-type: none"> • Listen when someone else is talking • Follow instructions and take turns <p>3 Key Routines Which Promote Learning:</p> <ul style="list-style-type: none"> • Everyone has the resources they need for learning • Meet & greet each other, speak don't shout • Time to reflect is set aside at the end of each lesson 	<p>Rewards & Sanctions</p> <p>Support</p>
<ul style="list-style-type: none"> • 1. Agree 3 Key Values <ul style="list-style-type: none"> • Positive learning environment that promotes success for all learners • Mutual respect for all • Everyone should feel safe and secure both physically and emotionally. 		<p>Identify 3 Classroom Outcomes:</p>		

<p>2a Identify and Agree 3 key Classroom Rights</p>	<p>2b Identify and Agree 3 Key Classroom Responsibilities</p>	<p>3. Identify and Agree 3 Behaviours Which Facilitate Learning</p>	<p>4. Identify and Agree... 3 Expectations Which Promote Learning</p>	<p>5.</p>
<ul style="list-style-type: none"> • Have a voice and be heard • To learn • To be safe 	<ul style="list-style-type: none"> • Listen to and respect the views and rights of others • Active engagement. Contribute positively to the learning environment. • Keep each other safe – physically and emotionally 	<ul style="list-style-type: none"> • Listening • Engaging • Respecting 	<ul style="list-style-type: none"> • Listen to each other and co-operate with each other • Work to the best of your ability • Look after each other <p>3 Key Routines Which Promote Learning:</p> <ul style="list-style-type: none"> • Meet and greet each other • Class • End and send calmly 	<p>Rewards & Sanctions</p> <p>Support</p>
<p>1. Agree 3 Key Values</p> <p>Respect: Inclusivity : High Expectations</p>		<p>Identify 3 Classroom Outcomes:</p>		