

## Behaviour Policy

Policy Tracker – Responsibility for monitoring this policy:			
Headteacher			
Date	Reviewed By:	Role	Date Approved by the Governing Board
Summer 2020	J Mackinney R Cox J Griffiths K Carver R Fellows	CEO DSIP DHT AHT AHT	Autumn 2020
September 2021	K Daley J Griffiths K Carver R Churchman G Godfrey	HT DHT AHT AHT AHT	

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## 1. Policy Statement

Priory Primary School is committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour Policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

It is rooted in **Five Pillars of Practice:**

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult conversations
5. Restorative follow-up

## 2. Aims of our Policy

**Through this policy we aim to:**

- Create a culture of good behaviour: for learning, for community, for life;
- Ensure that all learners are treated fairly, shown respect and to promote good relationships;
- Help learners take control over their behaviour and be responsible for the consequences of it;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits;
- Build a community which values kindness, care, good humour, good temper, obedience and empathy for others;
- Ensure that good behaviour is a minimum expectation for all;
- Ensure we work with parents and caregivers to develop a consistent approach to managing behaviour within school and beyond school.

## 3. Purpose of the Policy

**Our policy provides simple, practical procedures for staff and learners that:**

- Recognise behavioural norms;
- Positively reinforces behavioural norms;
- Promotes self-esteem and self-discipline;
- Teaches appropriate behaviour through positive interventions.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

**The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.**

## 4. Be Ready, Be Respectful and Be Safe

Our school has three simple rules: **'Be Ready, Be Respectful and Be Safe'**. These rules are explicitly taught and modelled by all members of our school.

### We believe that:

- Behaviour can change and every child can be successful;
- Positive, targeted praise is more likely to change behaviour than blaming and punishing;
- Reinforcing good behaviour helps children feel good about themselves;
- An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more;
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment;
- Visible consistency with visible kindness underpins everything that we do;
- **When the adults change, everything changes**

## 5. Curriculum

### Through our curriculum we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;

## 6. Stepped Sanctions

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times.

When behaviour is displayed that falls below our high expectations, we will follow the stepped process:

1. **Reminder:** of the 3 simple rules of **Be Ready, Be Respectful, Be Safe;**
2. **Caution:** clear 30 second scripted intervention (Appendix 1), delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue - see below;
3. **Last chance:** speak to pupil privately to give them a final opportunity to behave;
4. **Time out:** short time outside of the room with an adult, to one side for a few minutes to calm down, get different perspective, use of the **Calm Corner**.
5. **Repair:** may be a quick chat at break time or a more formal meeting (Appendix 2).

- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the repair conversation, then the following guidelines should be used:

- Pupil is spoken to with the Phase Leader, an Assistant Headteacher, Deputy Headteacher or the Headteacher (in that order);
- Parents may be contacted;
- Parents may be called to school – if they are called then they must attend, even if the pupil has calmed down.

If there are regular occurrences whereby behaviour is falling below what we would expect, then the following will take place:

- Discussion with Phase Leader: consider behaviour intervention and/or additional support. The team will refer to the Social, Emotional and Mental Health (SEMH) Pathway document;
- Begin monitoring to identify areas of concern /possible causes/appropriate targets;
- Parents contacted by teacher to inform them that behaviour is a cause for concern.

## 7. Rewards and recognition - See Appendix 3

We notice, value and celebrate good behaviour. We particularly notice when children (and staff) go above and beyond what we expect. We reward this through positive recognition:

- |                          |                                 |
|--------------------------|---------------------------------|
| ✓ Verbal acknowledgement | ✓ Thank you notes/calls         |
| ✓ Fantastic Friday       | ✓ Post card home                |
| ✓ Phone call home        | ✓ Stickers                      |
| ✓ Recognition boards     | ✓ House points – See appendix 8 |

## 8. Responsibilities

**We expect all staff to:**

- **Identify** the behaviour we expect
- **Teach** behaviour explicitly
- **Model** the behaviour we are expecting
- **Practise** excellent behaviour
- **Notice** excellent behaviour
- **Create** conditions for excellent behaviour
- Be **consistent**
- Be **kind**

**All staff will:**

- **Meet and greet** at the door
- Refer to '**Be Ready, Be Respectful, Be Safe**'
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all pupils

- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions
- **Follow** up every time, retain ownership and engage in reflective dialogue with pupils
- **Never ignore** or walk past pupils who are behaving badly – ask those involved if they need support; sometimes too many people can be overwhelming

### Phase Leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

### Phase Leaders will:

- Meet and greet pupils at the beginning of the day;
- Be a visible presence in the Phase to encourage appropriate conduct;
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations;
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls;
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assess interventions;
- Make sure that the 'buck stops here'.

### Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide and model and show a unified consistency to the pupils.

#### Senior Leaders will:

- Meet and greet pupils at the beginning of the day;
- Be a visible presence around the site and especially at changeover time;
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours;
- Use behaviour data to target and assess school wide behaviour policy and practice;
- Regularly review provision for pupils who fall beyond the range of written policies;
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

These are the visible behaviours exhibited by staff which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing', in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

## 9. Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- All adults will **meet and greet** pupils at the beginning of the day – there will be an adult at the door of every classroom to meet our pupils;
- Pupils and adults will be expected to demonstrate pride in their **'Awesome Appearance'** and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as **'eyes on me'**. Pupils are taught to stop what they are doing, turn to face the adult and **be ready to listen**. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- All adults and children will follow **'Fantastic Walking'** (Appendix 4) throughout the school site – at all times.

## 10. Support with Behaviour

### Classroom Calm Corners

Considering the significant relationship between feelings and learning, support for emotion regulation occupies a valuable place in the classroom. Every classroom at Priory Primary School has a special space in the classroom, the Calm Corner, where pupils can take a moment to decompress, pause, or think about making different choices. This gives the pupil a chance to reset and return to learning without much adult intervention or disturbance to teaching and learning.

It is important for pupils to recognise their emotions and outcomes and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life.

Priory Primary School uses The **Zones of Regulation** to help develop pupils' skills in the area of self-regulation. Pupils learn to recognise when they are in different zones and how to change or stay in the Zone they are in (Appendix 5).

In addition, pupils:

- Gain an increased vocabulary of emotional terms so that they can explain how they are feeling
- Gain insight into events that might make them move into the different Zones e.g. disagreement with a friend, a certain subject being taught or a fire drill
- Understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which Zone they are in
- Develop problem-solving skills
- Identify a range of different calming and alerting strategies/tools that support them. Tools Identified may be personalised sensory supports, calming techniques or thinking strategies.

## Visual Timetables

All classrooms at Priory Primary School have a prominent, interactive class visual timetable that is referred to throughout the school day. It is an important teaching tool, helping to:

- Develop memory and recall skills. Seeing the structure of the day can help with memory skills for pupils who think better in pictures than in verbal language
- Teach organisation and independence skills. Pupils self-check what they should be doing and where they should be
- Reduce challenging behaviours. Pupils learn to navigate their day by showing lessons, calm or choice times, sensory breaks, and home time. This helps to reduce stress and anxiety.

Some pupils may also need individual timetables to refer to and/or Now and Next boards.

## SEMH Pathway

At Priory Primary School we have a clear pathway to support children and families when a pupil displays behaviours which indicate to us that their SEMH need is not being met. As external factors can affect a child in school, it is paramount that there is parental engagement throughout any support, as home and school need to work together in the best interests of each child.

The [SEMH Pathway document](#) outlines what we expect the adults to be responsible for in order to ensure that our pupils receive consistent routines and experiences that enable them to excel socially, emotionally and academically. The SEMH pathway at Priory dovetails with the Inclusion Pathway implemented by Dudley Local Authority.

## Nurture Provision

An essential aspect of the SEMH Pathway is our nurture provision. At Priory we have varying levels of nurture provision, the Hub and Cove, led by the Assistant Headteacher for Inclusion and spearheaded by the Pastoral Team, made up of a teacher and teaching assistants.

**The Cove** provision is for our pupils who need a little bit of extra daily/weekly support over and above what the class teacher and the classroom environment is able to provide.

The Cove aims to remove obstacles to successful learning and to equip all pupils with the confidence and skills to be enthusiastic learners and effective members of the community. Staff in the Cove provide an environment which develops the social and emotional health and well-being of pupils that may need extra support. They are flexible in their approach and tailor interventions to suit the needs of each individual child and circumstances. This could be listening and talking to children on a variety of pastoral issues, for example: self-esteem and confidence, bereavement, managing feelings, anxieties/worries, separation and social skills, to responding to situations as they arise within school, meeting with parents/carers to discuss issues relating to their child and to 'signpost' families to outside services for appropriate provision and support.

**The Hub** provision is for the very small amount of our pupils who have greater SEMH needs that cannot be successfully met in the classroom. It is led by a teacher and pastoral teaching assistant, under the direction of the Assistant Headteacher for Inclusion.

The Hub is a small, structured teaching group for pupils showing signs of SEMH difficulties, based on the principles of Nurture. Pupils attend all day, 5 days a week. We aim to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need in order to learn in larger classes.

The group provides a supportive context for pupils to experience and learn appropriate behaviours, while following a core curriculum of Phonics, Maths, Physical Education and personal and social development. There is an emphasis on a systematic assessment of the pupils' personal and social development, as well as their academic progress. All pupils receive a broad and balanced curriculum to help with reintegration at a later date.

## 11. Unacceptable/Extreme Behaviours

As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. We will use the SEMH Pathways document to identify the level of support needed by the pupil and put this provision in place.

### Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of stepped sanctions (see earlier) in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that *all* adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Ongoing and persistent low-level disruption
- Peer on peer abuse
- Violence (i.e. physical contact made with the *intention* to harm);
- Persistent taunting, teasing and bullying behaviour;
- Stealing;
- Spitting;
- Swearing;
- Disrupting learning

Where pupils have displayed unacceptable behaviours, they will complete a reflection sheet during the following lunchtime and discuss their choices and solutions with a leader in the school.

All unacceptable behaviours will be reported via Child Protection Online Management System (CPOMS). We have a very clear expectation that all logs on CPOMS have the following headings:

- Incident
- Response
- Action

### Positive Handling

When dealing with an episode of extreme behaviour, a pupil may need to be positively handled if they are a danger to themselves or others or causing significant damage to property (as stated in the DFE Use of Reasonable Force Guidance, July 2013). This will only be used as a last resort. The school will record all incidents of positive handling in the Bound and Numbered book, located in the Assistant Headteacher for Inclusion's office and on CPOMS.

Only staff who have been trained in Positive Handling should hold or guide a child unless there is an immediate risk to that child or another person.

Parents will be informed when a child has had to be positively handled and the incident will also be recorded via CPOMS.

### **Physical Attacks on Adults**

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for additional support.

Staff who protect themselves will have the full support of the Senior Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force.

All staff should report incidents of pupil violence toward themselves to the Headteacher (or Deputy Headteacher in their absence). We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover.

### **Persistent Behaviour**

Persistent behaviour will be identified through monitoring the recording of the behaviour incidents and reflection sheets. SLT will make a decision as to what support and intervention needs to be put into place to support the pupil further. This may be through the implementation of an ABC chart, Individual Behaviour Plan (IBP) or a referral to the Assistant Headteacher for Inclusion with a view to placing the pupil on the SEND register and putting extra support and intervention in place, including the involvement of relevant outside agencies.

### **Exclusion (Fixed Term & Permanent)**

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and/or the safety and learning of others is being seriously hindered. The pupil may be considered to have SEND and the procedures for meeting those needs are set out in our SEND Policy;
- The risk to staff and other children is too high;
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting, where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

The school will also utilise alternative measures instead of exclusion. These may include a Trust Internal Placement (TIP) at another school in the Hales Valley Multi Academy Trust or a larger period of reflection time and classwork away from their peers. This will be at the discretion of SLT and the Headteacher.

## **12. Peer on peer abuse**

Peer on peer abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of peer on peer abuse and girls victims,

but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
- **bullying**, including cyberbullying, prejudice-based and discriminatory bullying
- **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **upskirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **initiation/hazing** – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

### Investigating allegations

All allegations of peer on peer abuse will be recorded via CPOMS. A DSL has oversight of these reports. We will go through the following process in dealing with allegations:

- **Gather information** - children and staff will be spoken with immediately to gather relevant information by a member of the pastoral team
- **Decide on action** - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow this policy alongside the Safeguarding and Child Protection Policy.
- **Inform parents** - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the Police before parents are contacted.
- **Recorded** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing (using CPOMS as far as possible). The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2021.

## 13.Lunchtime behaviour systems

When inappropriate behaviours are displayed at lunchtime the following process is adhered to:

1. The closest member of staff intervenes using the 30 script (see earlier)

2. Pupils who repeat behaviour are referred to a pastoral support mentor
3. Episodes of unacceptable behaviour are also referred to the pastoral support mentor
4. Pastoral support mentors investigate the incident whilst pupil(s) have timeout on the playground
5. Where unacceptable behaviours are confirmed, children will be referred to reflection time on the following day
6. Incidents will be recorded via CPOMS where appropriate by the pastoral support mentor and communicated to the class teacher for this to be communicated with parents after school
7. Serious incidents may be referred immediately to a member of SLT

## **14. The Role of the Parent**

Active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor behaviour issues.

## **15. Application and Scope of this Policy**

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

## **16. Monitoring & Evaluation**

The school's Senior Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Committee. The Senior Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Senior Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

## ***Appendix 1 – 30 Second Script***

### **30 second intervention:**

- Gentle approach, personal, non-threatening, side on, eye level or lower;
- State the behaviour observed and which rule it contravenes;
- Tell the learner the consequence, refer to previous good behaviour as a model;
- Walk away from the learner, allow them time to decide what to do next. If there are comments, note them down to follow up later;

### **30 second script:**

- I noticed you are...
- It was the rule about...
- You have chosen to...
- Do you remember last week when you....
- That is who I need to see today...
- Thank you for listening.

## **Appendix 2: Restorative follow-up**

### **Reparation Meeting**

- A reparation meeting with the teacher and pupil should take no longer than 5 minutes and cannot be delegated to a colleague.
- It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- Reparation will not give the adult the instant satisfaction that comes from punishment. It will give a platform to build relationships that change and improve behaviour for the long term.

### **A good reparation meeting is often structured in 5 steps. Choose from:**

- What happened?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

### **If pupils clam up:**

- Ok, imagine if there were...
- 1-10 how angry were you?
- I can see that you aren't quite ready to talk...

**Behaviour follow up is everything!**

## Appendix 3

### Rewards and Recognition

We all like to be told that we are doing well. At Priory Primary School, we have many ways to say 'well done' so that pupils are rewarded for all their efforts.

All our pupils are part of a House system. We believe this will give our pupils an increased sense of community. Each point they earn individually is also a point for their House. These points are added to their House tally chart in their class and contribute to the overall House points across the school.

We aim to celebrate our pupils' achievements in and out of school. We recognise the importance of attendance. Points can be earned for **behaviour, attitude, effort, contribution, attendance** and **achievement** in school.

Reason Point Awarded	Number of points
Excellent piece of class work/homework	2
Reading 3 times a week and having planner signed	5
Presentation of work	1
Improvement of work	2
Excellent effort	2
Contribution around the school	2
Citizenship point (helping others)	1
External point (noteworthy task completed out of school)	Up to 5 depending on activity
Sporting participation (representing school)/sporting achievement	1
Participation in other school representative groups	1
Attendance Reward – 100% weekly attendance	5
Monthly attendance award – 95% or above per month	10

In addition to the points awarded above staff may also acknowledge the achievement through discussion, a phone call home, a post card home, displaying work on recognition boards and stickers

Pupils are able to exchange their vouchers in the school shop for a range of rewards. These rewards increase in size with points achieved

Award	Number of points
Bronze certificate	75
Bronze Voucher	100
Silver certificate	150
Silver voucher	200
Gold certificate	350
Gold voucher	450
Platinum certificate	700
Platinum voucher	800
Diamond certificate and experience day	1000

## Amazing Achievement Awards

Every week class teachers will nominate a **pupil for an 'Amazing Achievement Award'**. These are **pupils who have demonstrated achievements worthy of the award**. It could be their:

- **Attitude** to their learning and to others;
- **Productivity** in their learning and their work;
- **Behaviour** in class or around our school;
- **Commitment** to their learning and to the ethos of our school;
- **Contribution** to the class and to the learning of others;
- **Effort** into everything that they have done because to give 100% is all we ask;
- **Achievement** across the week/month/term;

## Lunch with the Headteacher

We have a very special award at Priory for those pupils that have gone above and beyond or consistently applied the school rules at a. Class teachers nominate a pupil using a lunch with the headteacher form. Invites will be sent home and children will be collected from their class by the headteacher and taken to the table for their lunch.

This reward is extremely hard to achieve and if a pupil has been awarded this, it means that they have worked their very best. These pupils will receive a wrist band and a certificate in recognition of their efforts.

## **Appendix 4:**

### **Fantastic walking/movement in and around school**

- Pupils are taught to walk around the school with a sense of pride. Our routine of Fantastic Walking is: walk tall, head up, chin up, chest out with a purposeful stride and hands behind their back/smartly by side.
- All movement in and around school should be purposeful.
- Pupils following the expected routine should always be recognised with a response such as:
  - 'Thank you' or 'That's Right.'
- Pupils not behaving appropriately should be encouraged to do so with a scripted response:
  - 'You know the rule for walking around school. This is how we do it here. Fantastic Walking. Thank you for listening.'
- If the pupil responds positively, this should be recognised with a positive comment:
  - 'There you are, you can walk sensibly. Well done!'
- Pupils observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

### **Movement around school - suggested procedures for large groups**

- Call the group together
- Give out any instructions and set expectations.
- Make sure all pupils are settled before setting off
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a pupil to hold the door for others to pass through
- Walk to the left-hand side of the corridor
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.

### **Movement around school - suggested procedures for individual children**

- Choose appropriate individuals for messages
- Make sure messengers know that they can enter any classroom
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work what is expected of them as they move around the school. Ensure that they do know where they are going.

## Appendix 5

### Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
<p>SAD SICK TIRED BORED</p>	<p>HAPPY CALM FEELING OK FOCCUSED READY TO LEARN</p>	<p>FRUSTRATED WORRIED SILLY EXCITED SOME LOSS OF CONTROL</p>	<p>MAD ANGRY TERRIFIED HITTING SHOUTING OUT OF CONTROL</p>