



**Nursted Community Primary School**  
**Positive Behaviour Policy - Summary of Procedures**  
To be read in conjunction with the full policy

## **Rewards for Good Behaviour Choices**

### Whole School Rewards

1. Staff use smiles, words of praise and thumbs up to let children know that they are making good behaviour choices.
2. Celebration Assembly: Each week the staff put people they have spotted showing good learning or good behaviour into the Celebration Folder which is read out during Celebration Assembly. Individuals in this folder will be given certificates, the class Star of the Week cup, their parents informed via Class Dojo and their names will be put in the next school newsletter.
3. When children have been spotted behaving particularly well they can be sent to another class teacher or the headteacher for praise and recognition.
4. The headteacher meets with those who always show a very high standard of behaviour for a termly reward.

### Whole Class Rewards

General good behaviour of the whole class is rewarded with **marbles in a jar**. Any member of staff can award the class a marble for good behaviour around school.

### Individual Rewards

**KS1** children are given stickers.

**KS2** children are given Dojo Points.

When a teacher who is different to the usual class teacher takes a class, additional rewards may be given to those who always show a high standard of behaviour.

## **Consequences for Poor Behaviour Choices – The Five Point Plan**

Children are taught to take responsibility for their behaviour. If a child makes a poor behaviour choice they are helped to think about their behaviour in a variety of ways:

1. First, a child will be given a 'look' to remind them they need to think about their behaviour. This will be practised in class with the children and for most things this is enough to remind a child to make a better choice.
2. If the child does not make an appropriate choice they will be reminded what behaviour is expected and what will happen if they do not make good behaviour choices.
3. If the child persists in the poor learning behaviour they will be given a second reminder about the desired behaviour and the next consequence.
4. If a child persists in making poor behaviour choices and is disturbing the class they will be told that they have to miss some free time. They may be asked to stay behind at

the end of the session to discuss their actions or asked to sit outside for a few moments at that point, until the teacher is available to speak to them.

- If a child persists in making poor behaviour choices and is disturbing the class, despite these reminders they will need to take 'Time Out' in a designated place to allow them to calm down, think about their behaviour and make a more positive choice. This may be time spent outside the classroom, in another class, or in severe incidents, with the headteacher. An adult will go through the restorative questions with the child either during the lesson if time allows, or at the end.

Children can move back down from step two or three to step one if they make better behaviour choices. Children will be given a fresh start on the Five Point Plan after each break time. A record will be kept on CPOMS, by the class teacher, of anyone reaching point 4 or 5 so that we can monitor reasons for this ongoing behaviour and patterns in behaviour can be seen over time.

If a child reaches 5 or 'Time Out' the child's parents or carers will be notified, usually by Class Dojo, so that they can speak to their child about their behaviour choices.

If a child reaches stage 5 and has to have 'Time Out' on **three** or more occasions over the week the use of an Individual Behaviour Plan will be considered in consultation with the parent/carer.

The 5 Point Plan Summary			
		Important Information	At lunchtime this may look like
1	The Look	Sometimes this will be accompanied by the adult saying 'I'm giving you a look, how can you improve your behaviour?'	I'm looking at you because you need to....
2	Reminder	Children can step down to 1 if behaviour improves.	I'm reminding you to....
3	Second reminder	Children can step down to 1 if behaviour improves.	This is your second reminder to....
4	Some free time lost to consider your behaviour	Record on CPOMS	You will now need to.... Eg sit at the side, sit on the bench for 5 minutes.
5	Time Out	Record on Cpoms and inform parents/carers. If a child reaches this point three times in a week, consider a Behaviour Plan.	I will now be asking Mrs Vousden (or other person) to speak with you.

### Restorative Questions

- What happened?
- What were you thinking or feeling when it happened?
- What have your thoughts been since?
- What do you need to do to put things right?
- Who do you think has been affected by your actions?