

Tanners Wood School Sunshine Behaviour Policy

Tanners Wood JMI School

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Tanners Wood School Sunshine Behaviour Policy 2013-14



***We Care – We Challenge – We Learn
“A School for Thinkers”***

Tanners Wood School Sunshine Behaviour Policy

Adopted by Governing Body:	Date July 2013	Review Date July 2016
Signed by:	Chair of Governors	

Policy Review

This policy will be reviewed in full by the Governing Body on an two yearly basis.

The policy was last reviewed and agreed by the Governing Body in July 2013.
It is due for review in July 2016, then every 3 years.

Signature Head Teacher Date

Signature Chair of Governors Date

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Level	Context	Applying a staged approach	Who is involved	Where
	Children who behave exceptionally well over a sustained period of time can be moved up to the Pot of Gold	<p><i>The Head or Deputy Head highlight and celebrate exceptional behaviour or effort of one or more children to the rest of the school.</i></p> <p>It should only be awarded for those really outstanding moments. The names of those children achieving this award will be sent to the office and put into a Pot of Gold. Their achievements will be celebrated in 'Pot of Gold' Assembly on Monday where they receive their certificate. The certificate will be sent home to the parents.</p> <p><i>The Pot of Gold may be awarded for:</i></p> <ul style="list-style-type: none"> • Managing a difficult situation exceptionally well • Showing exceptionally mature behaviour • Demonstrating exceptional care for peers • Outstanding effort with behaviour or learning <p>A record of children receiving the award will be kept on the staff room notice board.</p> <p>In general – no more than two certificates per class – per week.</p>	Class teacher Head teacher Parents Child	<p>Pot of Gold Assembly – Monday Mornings.</p> <p>Record of achievers in staff room.</p>
	Children who behave very well can be moved up to the Rainbow	<p><i>The Class Teacher highlights and celebrates very good behaviour or effort of one or more children to the rest of the class in class assembly.</i></p> <p>It should only be awarded for those outstanding moments. The names of those children achieving this award will be celebrated in class assembly. They will receive a Rainbow slip to take home.</p>	Class Teacher Child	Class Assembly weekly.
	Children who behave particularly well can be moved up onto the Blue Sky	<p><i>This allows staff to highlight and celebrate particularly good behaviour or effort of one or more child to the rest of the class. This is an individual award which builds up to cumulate into a whole class reward.</i></p> <p>The Rainbow level may be awarded for particular adherence to one or more of the school rules, good positive behaviour and/ or positive learning behaviour/ attitudes. The child may be sent to another teacher or their foster class for positive recognition. The child will be given a marble to place in the class jar. When the class jar becomes full the class all benefit from a whole class reward (This is additional golden time)</p>	Class teacher Foster Class Child	Own Class Foster Class

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		<ul style="list-style-type: none"> • Managing a difficult situation • Exemplary kindness to others • Demonstration of a good decision when others are not making one • Helping others • Improved effort • Demonstrating a positive behaviour 		
	<p>Every child starts every day with their peg on the Sunshine Level.</p> <p>It is an expectation that this is where they will remain when they follow instructions and requests in an appropriate manner.</p>	<p>Remaining on this level is considered an achievement.</p> <p>We believe that by recognising and acknowledging children who stay on Sunshine we are more likely to see positive behaviour from the majority. Staff make some time at the end of the morning and afternoon sessions to praise those children who are on Sunshine – and to remind them that they have protected all their Golden Time as they have not wasted any teaching or learning minutes.</p> <ul style="list-style-type: none"> • Keeping the Golden Rules • Meeting classroom expectations • Remembering to say ‘please’ and ‘thank you’ • To organise yourself—ready for learning 	Class teacher Golden time teachers	Golden time on Friday Morning.
	<p>When confident adults give an instruction to children they communicate a positive expectation of compliance. The way they stand, use their voices, and eye contact lets children know that they expect appropriate behaviour. Allow</p>	<p>For fairly mild behaviour which is disrupting teaching, learning or safe play, a child is given a REMINDER of what the adult does want to see. The adult will give wait time here. If the negative behaviour continues, a WARNING is given to ‘Make a good choice’. If the negative behaviour continues however, a CONSEQUENCE is applied.</p> <p>The peg is moved down to cloud and one minute of Golden Time is deducted. This is recorded on the Class Lost Golden Time chart.</p> <p>If the child then makes a good choice and their behaviour becomes positive, their peg can be moved back onto the Sunshine, but Golden time is not reinstated.</p> <ul style="list-style-type: none"> • Wasting time or not listening to instructions • Shouting out or making noises • Teasing or name calling 	Class teacher Child	

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	<p>children grace of a few seconds to process instructions and to organise themselves.</p>	<ul style="list-style-type: none"> • Bad language (not directed at others) • Not being organised and ready to learn 		
	<p>Time out in class involves moving the child to a quiet, unstimulating area of the classroom where they will receive minimal attention, but can be monitored. This consequence is designed to give time for reflection for both the child and the adult. The child needs to be allowed quiet time (5 minutes) separated from the rest of the class to think through his / her inappropriate behaviour and to continue wherever possible with their task. When convenient,</p>	<p><i>We always check for understanding of the task/instruction.</i> If the 'Cloud' sanction fails to impact on the child's behaviour, they are given a REMINDER about what the adult does want to see. If their behaviour continues to disrupt teaching or learning, a WARNING is given to '<i>Make a good choice</i>'. If the negative behaviour continues however, a CONSEQUENCE is applied. The child is moved away to a TIME OUT space in the classroom and works in isolation. The peg is moved down the chart to the rain and three minutes of Golden Time is deducted. This is recorded on the Class Lost Golden Time chart. (This is not added to the lost minute, but replaces it) If the child then makes a good choice and their behaviour becomes positive, their peg can be moved back onto the Sun, but Golden time is not reinstated.</p> <ul style="list-style-type: none"> • Continually distracting others • Refusing to follow instructions • Swearing or offensive language • Pushing, shoving, hurting • Careless play which hurts others • Lack of respect for property or resources <p>If the move away fails to impact on the negative behaviour and the child continues to disrupt teaching or learning, TIME OUT in a foster class is triggered. This consequence is to allow further reflection for both the child and their teacher.</p>	<p>Class teacher Child</p>	<p>In own classroom Time out table</p>

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	<p>an adult should discuss the child's thoughts.</p>			
	<p>Time out in class involves moving the child to a quiet, unstimulating area of the Foster classroom where they will receive minimal attention, but can be monitored. Each classroom needs to have an area in the room which is quiet and separate from the main part of the room. This could be known as the Thinking Table.</p> <p>Children should be able to sit here to think about their behaviour and how to make a positive change. Images can be displayed in the area to help the children think through their behaviour and</p>	<p>If the 'Rain' sanction fails to impact on the child's behaviour, the class teacher will provide a THINK SHEET to be completed in their foster class. Wherever possible, the child should also take their work to complete. Five minutes of Golden Time is deducted. This is the most that can be lost in any one day.</p> <p>TIME AWAY is an opportunity for the child to avoid a continuing negative behaviour spiral. If this is successful they can move back onto the Sun. If this remains ineffective the pupil needs to be referred to SLT.</p> <p>The parents of all pupils who have time out in Foster Classes will be informed of this by the office via text. Children who reach this stage should be recorded on the record sheet on the staff room notice board. Higher Level inappropriate behaviours automatically go to this stage and SLT should be called to assist.</p> <ul style="list-style-type: none"> • Defiance • Verbal abuse of adult or child • Being aggressive or violent • Damaging property or resources • Leaving class or grounds without permission • Dangerous behaviour • Stealing <p>For most children it is sufficient that a friend accompany them to see they arrive at the Foster class safely. A few children may need adult supervision to get to their Foster class.</p> <p>The Foster class teacher will not stop teaching their own class to discuss the situation with the child – or to admonish them. Their job is simply to direct the child to the Thinking table and to provide a safe place for the child to recover their equilibrium</p> <p>Responses made on the think sheet should be discussed with the child by the class teacher at the next available break time or Lunch time to ensure</p> <ul style="list-style-type: none"> • They have taken responsibility for their own actions • They understand how they should have behaved • They know how to make amends. 	<p>Class teacher Foster class teacher Parents/carers Head teacher Child</p> <p>Time Out is reported to the head teacher Think Sheet stored in class behaviour records</p> <p>Text from office to parents</p> <p>Three texts to parents within a half term results in letter from head teacher to parents.</p> <p>A fourth text during any one half term Parents / carers will be invited in for a meeting with the head teacher and</p>	<p>Foster class</p>

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	therefore support them to make a change.	<ul style="list-style-type: none"> Think sheets are kept in behaviour file in staff room as a record. <p>It is important that once the child returns to their own classroom their name peg returns to the sun – so they know they can make a positive change for the rest of the day.</p>	could result in a fixed term exclusion.	
Lunchtime behaviour	MSAs should not award house points or marbles to children, but have cards to inform class teacher of behaviour.	<p>For rewarding positive behaviour at lunchtime, MSAs have ‘I’ve been caught being amazing’, marble cards to award. Children should present these to class teacher after lunch, and the class teacher return them to the box in the staff room.</p> <p>For negative behaviour, pupils are to be given five minutes ‘time out’ on the wall. If the poor behaviour continues, or the child refuses to sit on the wall, a detention card is filled out and presented to the class teacher at the end of lunch.</p> <p>For more extreme poor behaviours, the pupil will be immediately referred to a member of the SLT.</p>	MSAs Class teachers Dawn Dunham	Playground Indoors on wet lunchtimes
Procedures for PPA cover and supply teachers	<p>It is important that PPA cover teachers and supply are made fully aware of school behaviour policy,</p> <p>This is the responsibility of the class teacher.</p>	<p>Supply and PPA teachers should be provided with a copy of school behaviour policy on arrival at school.</p> <p>They should follow the following procedures.</p> <ul style="list-style-type: none"> Tell the children you know about their behaviour system and praise those children on Sunshine. (at the start of the day this should be everyone) Children can be awarded ‘Rainbow’ if you feel they are making a particularly good effort. This also gains them a marble. Should you feel an individual has shown an exceptional effort you can recommend them for a Pot of Gold certificate by filling out a recommendation for Pot of Gold Award form. These are attached to this document. If a child is misbehaving – please follow the procedure up to the thunder level. If a child has to leave the class, please fill out a recommendation that a text is sent home form, with details of the behaviour leading to time out. These are attached to this document. 	<p>Class teacher to ensure Supply / PPA cover knows the policy.</p> <p>PPA cover</p> <p>Supply cover</p>	PPA time Cover teacher
House points	It is important that the children know how they can earn house points	<p>House points are awarded for good effort in work.</p> <p>It is important to note that marbles are awarded for behaviours and house points are awarded for effort in work.</p>		

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<p>More serious behaviour problems</p>	<p>Extreme behaviours</p>	<p>This is for serious incidents or because a child has failed to respond at Thunder Cloud</p> <p>They will be sent to a member of the Senior Leadership Team and will miss part or the entire following lunchtime break or will receive another consequence which the senior teacher considers appropriate. The incident is recorded and parents/carers will be informed by the office via a text.</p> <p>N.B. For children who find it continually difficult to follow the Golden Rules, special strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The Senior Leadership Team will decide on when parents are contacted and what future strategies will be used.</p> <p>Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Golden Rules. Strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre ESC, Behaviour Support Team BST, Educational Psychologist etc.) Parents will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form CAF if multi-agencies are involved with the child.</p>		
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Introduced May 2012 – Ratified by Governors

Revised and amended July 2013.