



Behaviour Policy – updated September 2022

OCL Behaviour for Learning Policy April 2019 28

April 2019

OAHM Behaviour Policy

Last Updated: 3/1/20 13/5/20 31/7/20 1/9/21 26/9/22

Localised Academy Version: 3.0

This policy should be read alongside the OCL Behaviour for Learning policy, which includes more detail around the four levers from a trust perspective.

Introduction

At Oasis Academy Harpur Mount we believe that good behaviour is the key to good teaching and learning. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

OAHM, as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives




The Oasis Education Charter

The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

The Oasis Behaviour Policy is underpinned by 4 key levers:

- 1. Academy Vision and Values**
- 2. Personal Development Curriculum** (Oasis Ethos, Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
- 3. Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc)
- 4. Behaviour Training and Professional Development for staff**

Lever 	Academy Leaders 	Academy Staff	 Harmonious climate for learning where all young people can flourish and thrive.
1 Academy Vision and Values (in line with the Oasis ethos)	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	
2 Personal Development Curriculum (Oasis Ethos, Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3 Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, <u>consistently</u> and in line with the vision and values	
4 Behaviour Training and Professional Development for staff	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	

1. Academy Vision and Values

At Oasis Academy Harpur Mount our aim is to equip pupils with the building blocks to succeed in whatever path they choose in life. We encourage pupils to embrace our 3 visions: Dream big, Build trust and Understand each other. Our Curriculum is woven around the skills of enquiry, creativity and a positive, healthy mind-set. By promoting positive behaviour for learning we want to give our pupils the means to explore and understand the world around them. We aim to promote a range of learning approaches that will enable pupils to dream big and succeed, whatever their chosen path. Our Character, Buzby Bee, embodies the hard working spirit of the Manchester Worker Bee and promotes a well-rounded, positive, healthy mindset. As a school community we work hard on building trust, developing relationships and working together as a 'Beehive' community.

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community. Inclusion, equality, healthy relationships, hope and perseverance permeate all aspects of the life and culture of each Academy and the organisation as a whole.

Patient	Forgiving	Self-confidence
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of student behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other.

It is important that all staff are constantly promoting and displaying the 9 habits integral to the Oasis ethos and values. Each month will have a specific theme, however we can and should praise and reward children for portraying such habits at any point within the year. Each classroom will have a habit tree within their classroom. If any member of staff/other child sees someone displaying a quality related to these habits they get noticed and praised with a leaf to put on their tree. In ethos assemblies ask children and staff who they have seen displaying any of the 9 habits. Within our behaviour approach they are used as a de-escalation tool and also as a reflective tool once regulation has occurred.

Policy Aim

To lay down the principles by which staff and children should create a *calm* environment where children can learn and achieve and teachers can teach to the best of their ability.

We believe that:

- The quality of learning, teaching and behaviour in school are inseparable issues and the responsibility of *all* staff.
- Children behave best and therefore learn best when they are in a secure environment, the work is matched to their ability, and teachers have high expectations of them.
- All staff have a responsibility to manage behaviour *positively* and *consistently*.
- Good behaviour is learned and it is a major staff responsibility to model good behaviour and treat children and each other respectfully.
- Positive behaviour management is more effective than negative; that rewards work better than sanctions.
- As a general rule the loudest voice should be used for teaching and praising children.

- Staff will ensure that they use every opportunity to promote and raise self esteem, ensuring that they have a positive relationship with the children.
- Staff will refer to the behaviour and not the child.
- The most effective behaviour management is when the incident/issue is resolved by the member of staff affected and as quickly as possible after the event.
- Staff and Children will follow the agreed Oasis Academy Harpur Mount Rules both inside and outside of the classroom, (Oasis Academy Harpur Mount Rules were developed and named following consultation with school council. All pupils were involved in the process of developing the school rules.)
- The support of parents is essential for the maintenance of good behaviour.
- Staff will make reasonable adjustments when applying this policy to children with SEND (SEND Code of Practice 2014/Equalities Act 2010)

2. Personal Development Curriculum (Oasis Ethos, Enrichment, Extra-Curricular entitlement and PD curriculum)

This curriculum consists of everything outside of the academic curriculum, and covers:

1. Wave 1 'taught' PD curriculum:
 - Aspirations week (careers education, information, advice, guidance and visitors)
 - Personal Development Curriculum
 - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
 - Extra-curricular programme (e.g. before- and after-school clubs, peer mentor roles)
2. Wave 2 Personal, Social and Emotional curriculum:
 - Rainbow Room social and emotional sessions
 - KS1 social and emotional curriculum
 - Resilience Child course (8 week programme)
 - Moonlight Room Early Communication group
 - ACES parent and child courses 18 week in-house courses for families who have experienced Adverse Childhood Experiences.
 - Positive mind room – 1:1 sessions with mental health first aiders
 - Starving the Anger Gremlin and Starving the Anxiety Gremlin sessions
3. The culture created by staff behaviours and the systems and routines of a school. This is often less tangible and may be seen in the way assemblies are conducted, in Circle Time, in corridor conversations and in signs and symbols around school. This is often summed up as 'the way things are around here'. At OAHM we are part of an 'Our Manchester' community initiative to support pupils and parents who have experienced Adverse Childhood Experiences (ACES). We endeavour to promote a trauma informed environment that allows our pupils, staff and parents to feel welcome, safe and part of our school community.



At OAHM our personal development curriculum combines the 9 habits ethos with the Rights Respecting School Charter. We share this as a school through Weekly ethos assemblies and build on it through our curriculum. Curriculum planning includes links to Buzby Bee skills, the Rights Respecting Charter and the 9 habits. In this way we promote effective Behaviour for Learning in each and every lesson.

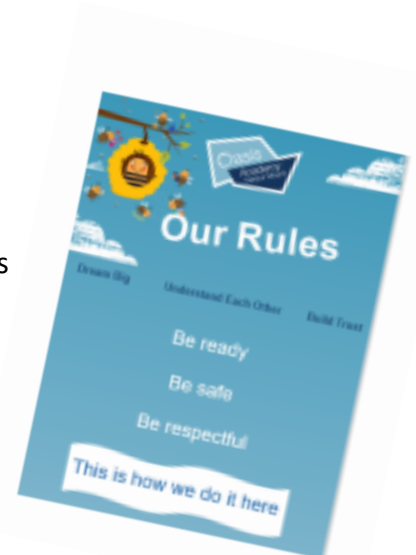


3. Academy Behaviour Systems, Structures and Routines

Our School Rules

- Be ready
- Be respectful
- Be safe

This clear, simple language is used by all staff to remind pupils of our expectations in all areas of school life. Rule posters are displayed in classrooms and all staff use the key words of ready, respectful and safe to support pupils with their behaviour.



Positive Behaviour Management

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example so all staff and parents have a responsibility to set a good example as well as ensuring that the rules are followed. Children have a need for the world to be as reliable as possible so when staff act consistently and reliably they make the child feel safer. Creating a welcoming and safe environment in the classroom is key.

Positive Strategies

Aim to:

- Promote learning
- Minimise disruption and avoid confrontation
- Help the child/children to be aware of his/her behaviour and to find recovery strategies
- Give the child strategies to avoid problems in the future - empower

Strategies: Use positive rather than negative approaches

- Calm body language
- Dramatic pauses
- Polite silent gestures
- Praise good behaviour rather than paying attention to poor behaviour
- Instead of saying no it might be possible to say “yes you can, when you have finished...”
- Focus on the future. “What should we do next time?”
- Give time. After requesting an action, instead of hovering and demanding, move onto something else and check later
- When discussing behaviour issues with a child, a quiet word/reprimand is more effective than public admonishment in terms of establishing long-term respect.
- Give choices and consequences, hoping the child will make a responsible decision
- Use language carefully – “stop being careless with the paint” becomes “Carefully with the paint pots, thank you” - Instead of “listen to me” say “Thank you for showing me you’re listening” Tell children what you would like them to do, not what you don’t want eg “Walk please” rather than “Don’t run.”
- Remember, the children reflect back whatever you project, a calm and positive teacher will have more success in establishing a calm and positive classroom
- If behaviour issues arise, consider what the triggers may be. Were instructions clear and explicit? Was work set sufficiently challenging to avoid boredom? Was it accessible to avoid frustration?
- Have high, realistic expectations

Use firmness without aggression

Instead of orders, it is better to give solutions: e.g. instead of, “Sit down this minute,” use: “John, sit down and get your work finished, thank you.”

Where possible discussions should take place in private

In some situations, it is better to allow the child to cool down before the discussion takes place. Pupils may need time out to take a moment to think.

Be aware of yourself. Do unto others as you would be done by!

- Show respect in language and actions
- It is better to *say* you are angry than to show it
- We should set a good example
- We are modelling behaviour all the time

Procedures for Implementing the Policy

Staff will explicitly reinforce expected behaviours through positive management. In the classroom good work and behaviour is reinforced in the following ways:

- Verbal or written comments to the child

- Class Championship/Dojo points/ certificates
- Sharing good work with staff around school.
- Class Marble Jar reward will be used to promote positive group behaviour.

Rewards

Exceptional behaviour should be recognised with 'Positive Postcards'. These will be given to pupils when they really stand out for their attitudes towards learning, pupils or staff. The language of "That was over and above" will be used by staff to communicate the impressive nature of the award and give the postcards value. Pupils can take their Positive Postcard home.

Class Champion certificates will be awarded in assemblies. KS1 assemblies are on Friday morning to celebrate the week's Champions, in KS1 Champions are awarded daily. KS2 assemblies are on Monday Morning to announce the Champions for the week ahead. KS2 Champions have a hot chocolate reward on a Friday with the Senior Leadership Team.



OAHM Marble Jar Class Reward: The Marble Jar is a group reward, which the class can collectively work towards. This helps to establish a group identity where pupils work together towards a shared goal, with the reward of shared experience at the end.

Marbles can be used to develop the behaviours that need the most attention. Praise is reinforced by the physical action and sound. The pupils can see the marbles increasing. This makes it seem manageable and possible.

The Marble Jar works best when used consistently and when students understand expectations and what behaviours earn marbles. See appendix 6 for an implementation guide.

Reminders and consequences

Sometimes pupils may need reminders on how to behave. See appendix 5 for clarification on which behaviours may need a reminder. If a child is struggling with low-level behaviour the following strategies should be followed to allow the child to self-correct their behaviours. Reminders and consequences should be delivered as privately as possible.

- Pick someone showing the desired behaviour and praise them publicly
- Use a non-verbal signal to the child to give them a visual reminder of what is expected
- Say the child's name, allow them to make eye contact and give your instruction followed by thank you
- If the behaviour persists use **Consequence Steps** to encourage them to think carefully and make a good choice:

1. **Reminder** of 3 simple rules. Praise for any examples of desired behaviour.

2. **Caution.** A clear verbal caution delivered. Making the pupil aware of their behaviour and clearly outlining the consequence.

“If you carry on, then we will need to talk after class/at break.”

Use the exit script: “Think about your next step.”

3. **Last chance.** Speak to the student and give them a final opportunity to engage.

Use 30 second intervention script:

“Do you remember yesterday/last week when you helped me tidy up/helped the group/did a great piece of work? Remember how pleased mum/staff were with you? That’s the Chelsea I know, that’s the one I want to see.”

Use the exit script: “Let’s talk about this during a class break. Thank you for listening.” (Time is owed, cannot be removed/changed. For more repeated/ significant behaviour longer may be needed).

It is important that the child gets recognition/verbal praise if the right choice is made at this time.

On occasion, pupils may need further strategies and time out to think to help them to make a good choice

4. **Time Out.** This may be needed to get on track. Short time in an agreed calm space in the room. Must be time limited.

5. **Repair conversations** may be a walk and talk or a more formal arranged meeting. Restorative approaches used:

What happened?

What were you thinking/feeling?

What are you thinking now?

What could you have done differently?

What can we do to put this right?

Visuals have been made to communicate the process.

Incidents occurring relating to these undesirable behaviours will be logged on the schools CPOMS reporting system as Behaviour Incidents. Any other behaviour issues that result in a break-time reflection discussion will be logged as missing minutes.

Supporting Behaviour Needs

These strategies will continue to be used to support behaviour needs:

- a) Choice cards. The pupil will have a clear target to work on at playtimes or lunchtimes. They will be rewarded for good choices and there will be a clear consequence for bad choices.
- b) Feelings scale (see appendix). The pupil will look at their own triggers and work on strategies to manage their emotions.
- c) Communication/Behaviour Plan (see appendix). Staff and parents work together to identify a comprehensive list of triggers and agree appropriate responses and scripts to support the pupil. These will be shared with any new adults working with identified pupils. This will raise awareness of triggers and strategies that work. They can be adapted and reviewed as needed based on the new school environment.

- d) A Team Around the Child approach is used to share concerns alongside what is working. Phase leaders, the behaviour lead and/or ALT will support with next steps.

Extreme behaviours

- Racism
- Violent behaviour
- Destroying property
- Extreme disruption – stopping a class learning
- Obscene behaviour
- Refusal
- Bullying

Any of the above behaviours need thoroughly investigating and incident records completed on CPOMS.

The class teacher will speak to the child and inform parents. If problems persist phase leaders, the behaviour lead and/or ALT will support with next steps (see supporting behaviour needs). Restorative approaches will be used to move forwards.

Restorative Justice 4 Schools - Chat Script

What happened?
What were you thinking?
What do you think now?
What needs to happen to put this right?
What will you do differently next time?
www.restorativejustice4schools.co.uk

Restorative Justice 4 Schools

Ask each person the same question before moving onto the next one. If they cannot answer give them more time out or speak to them separately before trying to bring them back together.
www.restorativejustice4schools.co.uk

Restorative Approaches

Restorative practices are used to help pupils and staff to reach solutions after an incident that needs repair. Restorative justice brings together all pupils and staff involved in the incident to discuss the event in a structured way to guide pupils towards a solution.

The discussion focuses on:

What happened? What were you thinking? What do you think now? What needs to happen to put this right? What will you do differently next time?

This process helps pupils to understand the real impact, take responsibility, and make amends. Using these opportunities for personal development can be one of the most powerful means of self-improvement.

Systems, Structures and Routines that promote Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC) Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the Oasis Zone through the Policy Portal. Any incidences of bullying are recorded on CPOMS and tracked by the Lead Behaviour Mentor.

Identifying Behaviour Needs

When a behaviour need is identified an initial meeting is held with CT and a member of the Behaviour Team re strategies to use to get the behaviour back on track. These strategies will involve lots of positives around rewarding the appropriate behaviours. Parents to be involved at this stage by the CT.

A range of strategies are used to support behaviour needs:

- e) Check-in charts (see appendix). The pupil will have an arranged 'Check-in' adult to see at pre-arranged times each day. They will set personalised behaviour targets to help get their behaviour on track.
- f) Choice cards. The pupil will have a clear target to work on at playtimes or lunchtimes. They will be rewarded for good choices and there will be a clear consequence for bad choices.
- g) Feelings scale (see appendix). The pupil will look at their own triggers and work on strategies to manage their emotions.
- h) Communication/Behaviour Plan (see appendix). Staff and parents work together to identify a comprehensive list of triggers and agree appropriate responses and scripts to support the pupil.

Extreme behaviours

- Racism
- Violent behaviour
- Destroying property
- Extreme disruption – stopping a class learning

- Obscene language
- Refusal
- Bullying

Any of the above behaviours need thoroughly investigating and incident records completed on CPOMS. Parents must be informed, ideally by CT and ALT.

Children displaying the above would most usually already be on a behaviour plan which should include warnings etc/time out of class/opportunities to make right choices but if this doesn't work the following may need applying

- Time out of class
- Restorative Justice
- Fixed term exclusion

Roles and Responsibilities

Roles and responsibilities The National Directors	The Monitoring and Standards Team evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
The Regional Director	The Regional Director is responsible for monitoring the effectiveness of each Academy's behaviour protocol and holding the Principal to account for its implementation
The Principal	The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
The Behaviour Lead	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on PSPs. The behaviour lead will work with the Prefect team to development peer coaching on behaviour. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
The Phase Leaders	The phase leaders will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
Teaching Staff	Staff are responsible for: <ul style="list-style-type: none"> • Being role models of positive behaviour • Reminding students of key unacceptable behaviours and the rules • Implementing the behaviour policy consistently

- | | |
|--|---|
| | <ul style="list-style-type: none">• Providing a personalised approach to the specific behavioural needs of particular students• Recording behaviour incidents and actions on cpoms |
|--|---|

The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Level 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	<ul style="list-style-type: none">• Leaders are trained on using Academy data systems to ensure behaviour monitoring is robust and effective.• Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.• Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.• Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.• Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.• Leaders make effective use of a range of Trust expertise• Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.
Academy Staff	<p>To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.</p> <p>Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none">• Mental Health First Aid for pastoral leaders (planning in process for 2019-200• Managing an investigation of an incident• Restorative justice/mediation• Physical restraint training (Team teach)• Behind the Behaviour Training from Healthy Schools• Our Manchester ACES awareness training

Links with other policies

This behaviour policy is linked to the following policies:

- OCL Exclusions policy
- OCL Safeguarding policy
- OCL Anti-bullying policy
- OCL SEND policy
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits

Updated September 2022

Appendix 1 Communication/Behaviour Plan

	How I might communicate	What adults think this means	What helps	What to avoid	Scripts
Stage 1	Anxiety Behaviours				
Stage 2	Defensive Behaviours				
Stage 3	Crisis behaviours				
Stage 4	Recovery				
Stage 5	Depression				

Appendix 2

Scripts for supporting behaviour

Maintaining Appropriate Behaviour

- Language of choice and consequence: Well done – good choice when you/ Think about your choices
- When and then (e.g. When you have written the date then we can talk about.....)
- Name, direction, thank you.
- First you put ...away then we can..... (first ...then)
- Let's make sure we are ready by....(getting our books out, sitting in our seats etc)
- Can I help you get started?

Managing Unwanted behaviour

- Is there anything I could do that would help you to manage your own behaviour better?
- I understand you are finding it difficult today...how can we get this work done?
- Recognise and acknowledge feelings: It's ok to feel upset....
- Language of choice: The choice is working with me after the lesson, or finishing now and going for break. (Crucial to give take-up time – 7 seconds)
- Praise desired behaviour: thank you for moving back to your seat.
- Welcome back (re-joining after time out)

Reactions to try and avoid:

- **How many times do I have to ask you to move?** *Why would you want to know that? Challenging children will want you to ask them as many times as it takes before you give in .*
- **Repeat what you just said to me?** *Why do you want him/her to repeat inappropriate comments again – you heard it the first time and didn't like it?*
- **You are really annoying me now!** *Why do you want them to know that? To challenging children that comment is an incentive to continue.*
- **Please – I've asked you nicely.** *Don't beg.....be assertive from the start*
- **Do I look stupid?**

Scripts to repair the situation:

- I can see that you are upset/cross
- We all get it wrong sometimes
- It's ok to be upset/cross
- When you are upset/cross, it's ok to shout/stamp your feet/go to the calm room
- It's not ok to hurt people/break things. First we are going to.....then.....(e.g. First we are going to pick the books up then we will get a drink)
- Safe hands means: hands down, feet down, sitting on the chair.
- I want to listen to you; let me know when you are ready to talk
- The way you told us you were upset/cross was not safe
- What were your choices?
- We care about you that's why we gave you time out etc.

Challenging Behaviour in a Group – prepare for knock on effect in the group

- Praise desired behaviour in others
- Acknowledge challenging behaviour to others e.g. Kim is feeling cross/upset.
- It's ok to be cross/upset
- We are helping....to feel better.
- You can help by.....
- Thankyou for being helpful friends

Appendix 3

Name:






<p>My goals for the week:</p> <p>Goal 1</p> <p>Goal 2</p>
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Pink for doing the right thing!

Day and lesson	Goal 1	Goal 2	
M	Lesson 1		Check in with Time: Place:
	Break		
	Lesson 2		
	Lunch		
	Lesson 3		
	Lesson 4		
T	Lesson 1		
	Break		
	Lesson 2		
	Lunch		
	Lesson 3		
	Lesson 4		
W	Lesson 1		
	Break		
	Lesson 2		
	Lunch		
	Lesson 3		
	Lesson 4		
Th	Lesson 1		
	Break		
	Lesson 2		
	Lunch		
	Lesson 3		
	Lesson 4		
F	Lesson 1		
	Break		
	Lesson 2		
	Lunch		
	Lesson 3		
	Lesson 4		

Appendix 4

Emotion Scale

Rating	Trigger	Looks Like...	Looks/Sounds like...	Feels like...	I can try to... People can help by...
5					
4					
3					
2					
1					

Appendix 5

Examples of breaking school rules

	Be Ready	Be Respectful	Be Safe
Low	<ul style="list-style-type: none"> Getting out of seat Not listening Fiddling Rocking on chair Distracting others or yourself from learning Inappropriate noises Sulking 	<ul style="list-style-type: none"> Winding people up Mimicking or making fun of others Shouting out Talking when you shouldn't Blaming others Not owning up to something 	<ul style="list-style-type: none"> Silly, inappropriate play Running inside Not lining up properly Throwing across the classroom Not being in the right place
Medium	<ul style="list-style-type: none"> Ignoring instructions Refusal to work Distracting other classes Encouraging others' poor behaviour 	<ul style="list-style-type: none"> Walking away from an adult Answering an adult back Name calling Swearing Spitting Being unkind on purpose Withholding the truth 	<ul style="list-style-type: none"> Dangerous play
High	<ul style="list-style-type: none"> Leaving classroom without consent Leaving building Destroying work 	<ul style="list-style-type: none"> Swearing or spitting at someone Bullying Malicious lying Breach of 'No Outsiders', i.e. racism, sexism Damaging school property Stealing Serious incident outside school Refusal to accept consequences Forcing others to make poor choices 	<ul style="list-style-type: none"> Physically fighting Throwing in anger Lashing out and hurting someone Intentionally throwing objects at someone Using social media to be unkind or threaten someone

Appendix 6: Marble Jar Class Reward



The Marble Jar is a group reward, which the class can collectively work towards. This helps to establish a group identity where pupils work together towards a shared goal, with the reward of shared experience at the end.

Marbles can be used to develop the behaviours that need the most attention. Praise is reinforced by the physical action and sound. The pupils can see the marbles increasing. This makes it seem manageable and possible.

The Marble Jar works best when used consistently and when students understand expectations and what behaviours earn marbles.

How to Use

1. Set up

Inform the group that a marble will go in a jar each time the class or an individual displays a desired behaviour.

2. Set a goal

Decide upon a desired behaviour that you would like to improve with the class. This could be linked to the school rules or 9 habits; or related to classroom transitions or routines. Share this goal as the marble jar goal and display in class to refer back to.

Possible examples:

- a) Showing we are ready to learn
- b) lining up safely and calmly
- c) helping others
- d) following classroom routines sensibly
- e) being respectful to others

Discuss what this behaviour looks like. All staff members in the class can notice the behaviour and add marbles to the jar. Make sure the goal is shared with cover staff so they can reinforce this.

3. Set a Reward

Decide on a class reward. This should be done together at the start of a 'new' jar. Then all pupils know what they are aiming towards. Be sure that the students understand why they have received the reward so that the desired behaviour continues. This could be an extra outside play session, a fun class activity or watching something together as a group.

4. Fill up the jar

Add a marble when the desired behaviour is displayed. Name and praise the behaviour. It's important to regularly count both individual and group contributions.

5. Reward time

The reward will happen soon after the marble jar is filled.

6. Review

These are all areas you could consider to make the marble jar system more effective:

1. *How often are you giving marbles?* Is the frequency too high/low? If marbles are not given regularly enough then the system may become less meaningful. If they are given for everything then this may lower expectations and over praise expected behaviour.

2. *Are you naming a specific behaviour?* Specific praise is more powerful than saying that children are being 'good' or 'well behaved'. If you name the behaviour (e.g. "Good listening. Your eyes are on the front and you have been putting your hand up to answer questions. I know you are listening well") then that puts an image in the pupil's mind that they are more likely to repeat this behaviour.
3. *Which pupils are getting marbles?* It is hard to look across a whole class of pupils and notice everyone continually. But try to review which pupils are receiving the marble reward. Is there anybody who has never received a marble?

Possible modifications:

1. *Are your class struggling to keep motivated to the end of the jar?* You could place tiered markers on the side to help them keep track of how they are doing. If they are really struggling, they may need a quicker reward. This could be done by placing three stickers at three different levels on the Marble Jar. When the class reaches the first (lowest) sticker, they earn a simple reward, like five extra minutes play.. Once the class reaches the middle sticker, a bigger prize is given. When the final (highest) sticker is reached, the biggest prize will be given
2. *Bonus marbles:* Place Bonus Marbles in a small dish beside the Marble Jar at the start of the day. At the end of the day, the teacher and the class discuss the day's behaviour and decide if the students earned all, or any, of the bonus marbles. This helps pupils to review the class behaviour/atmosphere over the day as a whole.

Things to avoid:

Avoid taking marbles away from the jar. This reinforces a negative message and pupils may start to disengage from the reward. The jar is for noticing positive behaviours. Use consequence steps for pupils who are not meeting expectations