

New Behaviour System Meeting

5th June 2018

Mrs Howard welcomed parents to the meeting and thanked them for attending. She then introduced Mrs Whalley Ben Halima, the school's strategic behaviour lead.

The meeting was being held to explain the new behaviour system which was introduced at the start of this half term (Summer 2). Both staff (including Lunchtime Organisers and the SEND team from an inclusion perspective) and pupils have been consulted on how the current system is working and how they would like to see it changed. Parents were also given the opportunity to give their feedback on the old system and what areas for improvements they felt would be good to consider for the new Behaviour Policy.

The system in EYFS will not be changed at this moment in time.

The KS1 & 2 systems have been reviewed – the school feel it now gives the children greater incentives and responds to feedback.

It was noted that there had already been very positive feedback from staff after the new behaviour system was launched in assemblies on Monday 4th June. The children were particularly excited by the box of good behaviour prizes for each classroom and the raffle tickets they need to get to earn them. Raffle tickets will now replace house points.

Mrs Whalley Ben Halima explained the raffle ticket system. This system is changing from house points to raffle tickets. This has been trialled by a Year 5 class and has been successful. Good behaviour will be rewarded by a child receiving a raffle ticket. These will all go into a box, and one pulled out at the end of the week. These will be marked on the class house charts.

At the end of every term a grand draw will be done from all of the raffle tickets and whoever's ticket is pulled out will get a £75 cheque for their class to spend together. This will be done in the Child of the Term assembly. This brings in a collective team effort element to the raffle ticket system.

Mrs Whalley Ben Halima explained that the idea behind the new system was to have something simple, straightforward and consistent that everyone can buy into.

Each classroom will have two "Rights Respecting" (RR) laminated posters. One with a RR bubble, the other with a reflection bubble.

Any low level behaviour will receive a verbal warning (plus a visual sign if needed). If the behaviour continues, the child will move to the RR reflection, meaning they have to reflect on their behaviour. A red/ yellow card system can be used if teacher wishes. If the child is moved to the reflection, they will go to the reflection room (one per key stage). They will be given a RR sheet to complete. The only difference in KS1 is that the classrooms will also have a laminated warning poster – there will be a verbal warning, move to warning and then down to reflection should this be needed.

Feedback from children on the old policy showed that Freestyle Friday was not valued very highly- they'd rather have missed the whole 30 minutes of Freestyle Friday as opposed to a few minutes of playtime. This is why 'reflection time' has been brought in, in which children

will miss a whole playtime now should their name be moved to the reflection bubble. After their reflection time, they will be given a slip to pass to their teacher. A central record will be kept of their reflections on which rights they have not respected.

One parent was concerned that the sort of children that might be put on reflection could be exactly the type that need to have that outdoor play time to run around. Parents were reassured that any additional needs would be taken into account when considering whether to send a child to the reflection room and that teachers will use their professional judgement if they feel that a child would benefit from some outdoor play or learning at any point in the day. Mrs Whalley Ben Halima gave examples of children that have sensory needs and require movement breaks, and explained the fluidity of their movement around school (ie. They can take a trip to the SEND office to use any equipment there when they need to).

It was noted that the decision to introduce reflection time was unanimously agreed upon by all staff and had come about as an idea based on feedback from the children.

Deborah Howard emphasised that the new system is focussed on ironing out low level behaviours. As a school we don't tend to have an issue with higher level behaviours.

If a child is sent to the reflection room they will have to complete a reflection sheet by choosing which right they think they have not respected and either writing or drawing their thoughts based on this. The reflection sheet is then taken to the office at the end of the day to be logged on the central system. An email will also be sent home to parents to confirm that their child has been put on reflection. Three reflections will trigger a phone call home. If the issue is ongoing after the phone call home, the child will go on report and will stay on report until they have five 'clean' consecutive days.

Higher level behaviours will trigger a phone call home or meeting with parents straight away. If behaviour continues at a high level then parents will be called for a meeting with the headteacher and another member of staff, such as the SEND or pastoral lead.

A number of children had enquired about how and when a name would be moved out of the reflection bubble. The children will be given a fresh start as soon as the reflection time has been completed. If their name has been moved to the reflection bubble after the last playtime of that day then they will do the reflection time during break time the next day. All children will start each new day with their names out of the reflection bubble.

The reason that the new system has been brought in at the start of Summer 2 is so that any necessary tweaks can be identified and actioned by the time the children come back in September.

One parent asked how the school can account for teachers being more or less generous than average in giving out house points. Deborah admitted that this had been an issue in the past with the house point system, however the new system stipulates that only one raffle ticket can be given out at a time (ie. Whereas a child might have been given 10 or 20 house points in the past, they'd only get one raffle ticket at a time now). Deborah Howard and Mrs Whalley Ben Halima will be keeping a 'common sense' eye on the raffle ticket numbers that the House Captains report each week to see if there's a big discrepancy between the numbers of tickets being given out by different members of staff across the week.

Another concern was that children could falsely add to their raffle tickets tally when the teacher's back was turned. Due to raffle tickets only being given out one at a time this will be much easier for the teacher to spot.

One parent suggested giving out some non-material prizes alongside those from the class prize box (eg. Queue jump at lunchtime, extra class playtime, a visit to show Mrs Howard their work, opportunity to show and tell in front of class, lunch with Mrs Howard).

Deborah outlined the awards that are given out in assemblies and their frequency:

- Rights Respecting Star of the Week- teacher chooses one child per week from their class for this award, which is presented in Friday's highlight assembly.
- Marvellous Mathlete- teacher chooses one child per week from their class that has done something great in maths. This is also presented in Friday's highlight assembly.
- Attendance Trophy- presented to the class with the highest attendance in each key stage during Friday's highlight assembly.
- TT Rockstars- two children from the Top 40 are invited to come up in the KS2 highlight assembly to answer a few 'quick draw' times tables questions. They then have their photo taken for the TT Rockstars section of the Weekly Update.
- Child of the Term- teacher chooses one child per term from their class for this award, which is presented in the Child of the Term assembly at the end of each term. The winners from each class then get invited to a tea party with Mrs Howard as a reward.

In addition to this each class will do a raffle ticket draw every Friday afternoon. The child whose raffle ticket gets picked in the draw gets to choose a prize from the class prize box.

A parent asked how the new behaviour policy would link to lunchtimes. Mrs Whalley Ben Halima explained that all of the Lunchtime Organisers (LOs) have been given red and yellow cards, which they'll use to show either that a child has a warning or that they are to be considered for reflection time. Chelley (one of our Senior LOs) has been assigned as behaviour lead at lunchtimes. She will log any behaviour incidents and pass them straight on to the relevant class teachers, who will then have the final decision as to whether or not the child in question should go to the reflection room. Having Chelley as behaviour lead for lunchtimes means that there will be consistency and immediate response to any incidents.

Another parent asked about how this will affect the role of the lunchtime buddies and it was confirmed that if an incident was anything other than a trivial friendship issue then it should be reported to an adult, not one of the buddies.