



**Alverthorpe St Paul's CE (VA) School 3-11 yrs**  
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Dear Parents/Carers,

I am writing to you to inform you about our new system regarding behaviour that started today. All staff were consulted on our current systems at the beginning of October and on the morning of our Inset Day were taken through our new approach. The approach is based on an approach designed by Pivotal Education. Before deciding on our approach, all the Senior Leadership Team read 'When the Adults Change Everything Changes' by Paul Dix. This book inspired our thinking and helped us to reshape our current practice.

From now on, we will only reward behaviour that is 'above and beyond' what we would normally expect. The table below shows you the levels of rewards that we will now use in school:

Type of Reward	Reasons	Given By
<b>Stickers</b>	<ul style="list-style-type: none"> <li>Given to children in EYFS &amp; KS1 who have completed above and beyond work/given good answers etc.</li> </ul>	Teachers & Support Staff
<b>House Points</b>	<ul style="list-style-type: none"> <li>Given to children in KS2 who have completed 'above and beyond' work/given good answers etc.</li> </ul>	Teachers & Support Staff
<b>Recognition Board</b>	<ul style="list-style-type: none"> <li>Each class is given a target appropriate for them. The aim is for every child to be placed on the board.</li> <li>There is a collective 'whoop' once every child is on the board.</li> <li>Children cannot be removed from the board once they have been placed on it.</li> </ul>	Teachers & Support Staff
<b>SHINE Stamps</b>	<ul style="list-style-type: none"> <li>Given to children who have been recognised for a moment of 'above and beyond'.</li> <li>Child's name is written on the SHINE Stamp and then it's posted into a box for a 'draw' where children will win a book of their choice.</li> </ul>	Any Adult
<b>Positive Notes</b>	<ul style="list-style-type: none"> <li>Given to children who have gone 'above and beyond' a number of times and are striving to impress.</li> <li>These are handwritten and then taken home by the child.</li> <li>Parents/Carers are encouraged to praise their children for receiving a Positive Note.</li> <li>For children who struggle to manage their behaviour, fractions of a note can be given so they can build up to a full note.</li> </ul>	Teachers (but recommended by anyone)
<b>Hot Chocolate with the Head</b>	<ul style="list-style-type: none"> <li>Every week, children are chosen to spend time with the Headteacher.</li> <li>EYFS – The Headteacher comes down to their classroom and play chosen games with them</li> <li>KS1 &amp; KS2 – Children are invited to the staffroom and have hot chocolate/juice and biscuits.</li> <li>It may be that sometimes nobody from a class is chosen.</li> </ul>	Nominated by Teachers (anyone can recommend a child to the teacher)

There are also new systems in place for adults to manage inappropriate behaviour. These are in place to ensure that things are dealt with consistently and fairly by ALL adults in school. The following table shows the system we will be using:

Step	Description
Reminder	<ul style="list-style-type: none"> <li>• Quiet and private (wherever possible).</li> <li>• Remind them of RRS rules.</li> <li>• Aim to keep it at this level.</li> <li>• Say script then walk away!</li> </ul>
Caution	<ul style="list-style-type: none"> <li>• Clear verbal caution delivered privately.</li> <li>• Make pupil aware of their behaviour and outline the consequence if they continue.</li> <li>• Use the language of certainty.</li> <li>• End with 'Think carefully about your next step'.</li> </ul>
Last Chance	<ul style="list-style-type: none"> <li>• Final opportunity to engage.</li> <li>• Remind the child of a time when they did behave – either specifically or generally.</li> <li>• 30 second scripted intervention to be used.</li> <li>• Down on the children's level.</li> <li>• Don't get distracted by secondary behaviour.</li> <li>• Say the script and leave.</li> </ul>
Time Out	<ul style="list-style-type: none"> <li>• Short time outside of the room/area where given.</li> <li>• Ideally out of view of others e.g. not in hall.</li> <li>• After 5 minutes, if child is calm, use script.</li> </ul>
Paired Class (or sent to Learning Mentor at lunchtime)	<ul style="list-style-type: none"> <li>• 10 minutes in a partner class to think about their behaviour.</li> <li>• Gives chance for child and adult to calm down.</li> <li>• Restorative questions to be used afterwards by the adult who gave this consequence – ideally in the child's own time.</li> <li>• Headteacher must be made aware so this can be recorded.</li> </ul>

To ensure that every member of staff is consistent in their approach, we will all use the same script when dealing with inappropriate behaviour. This is something that was recommended in the book I mentioned earlier. If any work is missed due to poor behaviour, it will be sent home with the child and they will be expected to complete it that evening. If for whatever reason the work is not completed at home, then the child will have to miss breaktime or lunchtime the next day in order to complete the work.

### Violent Behaviour

Violence will not be tolerated at St Paul's. If a child, for whatever reason, is violent then they will be brought to the Headteacher or Deputy Headteacher (or Learning Mentor at lunchtimes). Parents/Carers will be contacted by a member of staff if their child has been violent. There may be a reminder to the child the next day about the behaviour that is expected in school.

### Repeated Poor Behaviour

If a child demonstrates repeated poor behaviour, then a formal meeting will be arranged with parents/carers. The following members of staff will be involved in the meeting.

- Deputy Headteacher
- SENCo (if appropriate)
- Learning Mentor
- Class Teacher

The aim of the meeting will be to put strategies and/or interventions in place in order to positively move forward. The child may or may not be involved in part of the meeting.

We thank you for your continued support.

Yours sincerely

Mr L Swift