



This system for rewards and consequences forms part of the behaviour policy at Holly Lodge.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Each class has a coloured *Behaviour Zone Board* which forms part of the ladder of consequences.

Expected behaviour is *green*. Anything above and beyond this in the classroom is *gold*. When *gold* behaviour is spotted, the child receives five Star Points (see below) and is placed on the *gold* zone. If a child stays *green* all week, he/she is placed on *gold* at the end of the week and will then receive five Star Points.

All children start on *green* at the beginning of each day. (KS1 children also start on *green* at the beginning of the afternoon session). Each step on the behaviour ladder also shows the children what will happen if their behaviour is not as it is expected.

Orange and *red* behaviours are recorded and these are monitored by the Senior Leadership Team. The Head will be informed if the behaviours continue.

KS2 – ORANGE: Child should sit in a designated area of the classroom for 5 minutes to reflect on the behaviour choice. (There are orange zone forms which can be used for this purpose). 5 minutes golden time privilege is lost for every *orange* behaviour.

The child may then move his/her name back up to yellow.

KS2 - RED: The following lunch time is spent with a member of SLT. See below. Also, golden time privilege is not given for a red behaviour.

KS1 – ORANGE: 5 minutes of playtime is lost for orange behaviour to give time for reflection.

KS2 – RED: A whole playtime is lost for red behaviour (break or lunchtime).

Golden time privilege is at the discretion of the teacher.

Rewards

Star Points will be awarded in class for learning and to children demonstrating Holly Lodge values – see below.

Star points may be awarded:

- At playtime/lunchtime up to 3 Star Points can be awarded for behaviour/attitude/respect etc.
- Up to 3 points for Academic achievement – when a good piece of work/good learning is recognised
- Up to 3 star points for demonstration of the REACH Holly Lodge values - e.g. helping another child; showing extra kindness or thoughtfulness; opening a door for an adult; good lining up; good manners.

Once awarded, Star Points cannot be withdrawn.

Additional star points

- 5 star points should be awarded to Star of the Week, Writer of the Week and Maths Magician.
- 20 star points for Governor Award
- Up to 10 star point can be awarded for extended projects
- 5 star points for moving to GOLD

At the end of the year, the children with the highest number of Star Points in each class will be invited to a party with the Head teacher.

IT IS THE RESPONSIBILITY OF THE CHILD TO KEEP THEIR STARS SAFE.

Each class has a grid for collecting Star Points.

Children collect Star Points:

100 = bronze award	200 = silver award	300 = gold award.	400+ Star+ award at end of the year
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When ALL members of the class have:

bronze merit award = 1 hr golden time	silver merit award = up to ½ day reward	gold merit award= up to 1 day award
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Celebration Assembly – each Friday

- Bronze, Silver and Gold Star certificates will be awarded
- Choose one child as Star of the Week who has demonstrated Holly Lodge values
- Writer of the Week to stand up in assembly - send home a “Marvellous Me”
- Maths Magician (This could be a group of children) to stand up in assembly – send home a “Marvellous Me”

Golden time

At the discretion of the class teacher, children who have exemplified the Holly Lodge values may be given up to a maximum of 15 minutes golden time. This is a privilege.

BEHAVIOUR ISSUES

Restorative Approach

At Holly Lodge, we have high expectations of our pupils. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right.

We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone’s behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

Restorative Approach Questions:

When our pupils find themselves in conflict or upset we will ask them:

- What happened?
- What had happened before that? (to find out if there is a bigger picture)
- What were you thinking/ How were you feeling when it happened?
- Who has been affected and how?
- What needs to happen to put this right? (what needs to happen for them and also anyone else who is involved)

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Examples of behaviours – this is a guide only and depending on the severity, may go straight to orange or red.	
Yellow Behaviours (escalating to orange)	Red Behaviours
<p>Examples:</p> <ul style="list-style-type: none"> • Talking out of turn • Shouting out • Tapping • Swinging on a chair • Arguing back • Spoiling others' games • Attention seeking • Teasing • Disturbing the learning of others • Unkind comments • Choosing not to follow class instructions 	<p>Examples:</p> <ul style="list-style-type: none"> • Swearing • Stealing • Racist/Homophobic comments • Dangerous behaviour – hitting, kicking, violence, using equipment in a way that endangers others • Demeaning behaviour • Spitting • Deliberate damage to property • Refusing to follow the instructions of a member of staff • Bullying
Orange Behaviours	
<p>Examples:</p> <ul style="list-style-type: none"> • Lack of respect to adults : <ul style="list-style-type: none"> ○ Shrugging at an adult ○ Eye rolling ○ Tutting ○ Turning away from an adult when being spoken to ○ Answering back ○ Interrupting 	

Examples of gold behaviour
<p>(Remember that we expect green behaviour.)</p>
<p>Gold behaviour is for going above and beyond what is expected. It is for setting the example by model behaviour.</p> <p>e.g. Good sitting in assembly may be awarded by a star point – but exemplary behaviour over time in assembly or in class that sets the example to others in the class may be awarded GOLD</p> <ul style="list-style-type: none"> • Role model: For always being the first child ready or consistently being the first table ready and tidy. • For a sustained improvement in behaviour (not a one-off improvement) where a child has turned their behaviour around – celebrate this with the rest of the class. • For consistent helpfulness to the teacher or others in the class. • For effort and achievement which is consistent over time • For a sustained improvement in effort.

- For an outstanding piece of learning where the child has really pushed him or herself.
- Meeting an individual target/challenge
- Collaboration of a group/table for a target



Ladder of Consequences

Step 1

If I am not displaying green behaviour my teacher will give me a warning.
I know that there will be consequences if I continue to make the wrong choices.

Step 2

I will be placed on yellow.
I need to think carefully about my behaviour.
If I make the correct choices, I can move back up to green.

Step 3

If I do not calm down and continue to make the wrong behaviour choices, I will be placed on orange and will be asked to move to a Time Out table for 5 minutes, where I will be asked to think about my behaviour. (KS2: I will be asked to complete a behaviour record sheet).
Privileges will be taken away from me. I will need to catch up with the learning I have missed.
My behaviour will be recorded on the class zone sheet.

Step 4

If I continue to make the wrong behaviour choices,
I will be placed on the red zone and a red letter will be sent home.
I will be placed in detention: KS2: the next lunchtime; KS1: the next playtime.
I may be taken to the team leader to work.
My behaviour will be recorded on the class zone sheet.

If I continually make the wrong choices and I have been on red three or more times in a week, or I am regularly on red, I will be placed on Step 5

Step 5

The Headteacher will complete a Success Contract and targets for my behaviour will be set.
My behaviour will be monitored, recorded daily and shared with my parents.
I will be placed in detention for an appropriate amount of time.

If I do not meet my targets, I will be placed on Step 6

Step 6

I will have a behaviour contract set and I MUST keep my targets.
I will be placed in detention for an appropriate amount of time.

If my behaviour does not improve, I will be placed on Step 7

Step 7

My parents will be informed by letter that I am not allowed to be taught in class.
I will have no access to the playground or extra-curricular clubs.

If my behaviour does not improve, I will be placed on Step 8 then 9

Step 8 & 9

My parents will be informed by letter that I am not allowed to come to school for a set period of time.
This will be on my school record forever.
I will have no access to the playground or extra-curricular clubs.

If my behaviour does not improve, I will be placed on Step 10

Step 10

My parents will be informed by letter that I am not allowed to come back to Holly Lodge Primary School.
This will be on my school record forever.

