



Spring Meadow Infant and Nursery School

KS 1 System for Behaviour Management

This system is based on 'smileys', which can be given by all adults in the school.

- 😊 10 'smileys' = a red certificate given in assembly
- 😊 20 'smileys' = a blue certificate given in assembly
- 😊 30 'smileys' = a yellow certificate given in assembly
- 😊 40 'smileys' = an orange certificate given in assembly
- 😊 50 'smileys' = a green certificate given in assembly
- 😊 60 'smileys' = a bronze certificate given in assembly
- 😊 80 'smileys' = a silver certificate given in assembly
- 😊 100 'smileys' = a gold certificate given in assembly
- 😊 110 'smileys' = a ruby certificate given in assembly
- 😊 120 'smileys' = a sapphire certificate given in assembly
- 😊 130 'smileys' = a crystal certificate given in assembly
- 😊 140 'smileys' = a moonstone certificate given in assembly
- 😊 150 'smileys' = a emerald certificate given in assembly
- 😊 160 'smileys' = a double silver certificate given in assembly
- 😊 180 'smileys' = a platinum certificate given in assembly
- 😊 200 'smileys' = a double gold certificate given in assembly

This system runs for the whole year. 'Smileys' are carried over from term to term.

The Celebration Assembly is held every Friday.

'Smileys' can be given for:

- 😊 appropriate work
- 😊 working towards appropriate behaviour
- 😊 work which is of good standard for an individual
- 😊 politeness
- 😊 following school/class rules
- 😊 anything that seems noteworthy.

The role of the adult is:

- 😊 to be aware of positives in every child and acknowledge them with 'smileys'
- 😊 to inform the class teacher if a 'smiley' has been awarded to a child.

The role of the pupils is:

- 😊 to behave and work positively
- 😊 To receive acknowledgement for effort made in work, behaviour and school life in general.

The 'smiley' system acknowledges appropriate, positive behaviour, to balance that it is also necessary to have a consistent system to acknowledge inappropriate or negative behaviour.

General Classroom Management

The system is explained to pupils very clearly in class groups and assemblies so that everyone understands the procedures, interventions can then be made in a low-key way with as little disruption as possible. In the early stages teaching and learning should not be seriously interrupted. However, if an incident should escalate and a child needs to be removed from class then some disruption cannot be avoided.

Level 1

- Children receive 30 minutes of Golden Time each week. Children will be given a warning that they will lose between 1-5 minute(s) of golden time.
- Children lose between 1-5 minute(s) of golden time.
- Continuous misbehaviours within a lesson will result in the child being sent with work to another class for the remainder of the lesson. Should the child disrupt the new class then a senior teacher should become involved.
- If a child does not complete their work in the given time they will miss playtime by going to a teacher in another year group.
- Serious one-off misbehaviours are dealt with by the Headteacher/Deputy Headteacher.

Level 2

- Individual Risk assessment and reduction plan is implemented with the involvement of the child and their parent(s)/carer. This will include clear strategies to manage the behaviour, systems for rewards/sanctions and de-escalation strategies. This should be a working document that is reviewed on a regular basis.

Level 3

- If the Plan is not working it should be reviewed. Referral to the appropriate outside agencies to be made in liaison with the child's parent(s)/carer

Level 4

- Fixed term exclusion following county procedures.

Level 5

- Permanent exclusion following county procedures.

General

- Be consistent.
- Expectation is more powerful than threat.
- Everyone is responsible for standards of behaviour – we will not walk by if children are not in our class.
- The 'smiley' and loss of golden time systems are used by lunchtime supervisors.
- If children have reached a level of behaviour where physical handling is required parents will be informed. Specific members of staff will receive the appropriate training.
- Any adult involved in dealing with a serious behavioural issue will need support from their colleagues and time to de-brief.

Lunchtime

- Children receive 30 minutes of Golden Time each week. Children will be given a warning that they will lose between 1-5 minute(s) of golden time.
- Children lose between 1-5 minute(s) of golden time.
- Continuous misbehaviours at lunchtime will result in the child standing/walking around with an adult.
- Serious one-off misbehaviours are dealt with by the **Kim Eldridge**/Headteacher/Deputy Headteacher.