

## Recognition and rewards for pro-social behaviour

### Individual recognition and rewards

- Praise postcards - sent home to a pupil who demonstrates one of the 4Cs
- Headteacher's Awards
- 4Cs stickers
- Learning Explorer of the Week - awarded in Celebration assembly

### Whole class recognition and rewards

- Family assemblies - an opportunity to share successes with the wider community
- Pom-pom treats - 10 pom-poms lead to a democratically chosen class treat e.g. hot chocolate, bake-off, movie, pyjama day

### Group recognition and rewards

- Table points - awarded for team focus, collaboration, tidiness and care, or overcoming challenges. Winning table wins 'Cushion Friday'!

### House team recognition and rewards

- House trophy - a sense of tradition and team success developed through the awarding of a house trophy each term, with an annual trophy.
- House celebrations - children are invited to House assemblies and special days to recognise and celebrate success.

## Consequences

Consequences should be:

- Timely—begin within 24 hours
- Relevant—they should be linked to the behaviour demonstrated
- Proportionate and take into account the child's age
  - Consistent, fair and recorded
  - Used alongside restorative conversations

**Educational consequences** provide children with the skills and incentives to behave differently faced with similar circumstances in the future and may include:

- Time learning outside of the classroom in a break-out space
  - Time completing learning in another classroom
  - Time in at lunchtime to make up lost learning or to hold a restorative conversation with an adult
- Removal of privileges e.g. parties, walking home alone, representing the school on teams or at events, clubs
- Removal of roles of responsibility e.g. ambassador, school councillor, buddy
  - A half-day removal from the classroom by a member of the senior leadership team
  - A meeting with the pupil, their parents and a member of the senior leadership team
- Other sanctions following discussion between class teacher, parents and headteacher
  - Family agreement
  - Fixing/repairing mess or damage

**Protective consequences** aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour may include:

- A separate playtime with a small group/adult
  - e.g. a child whose behaviour is triggered by competitive games on the playground may be offered an alternative playtime activity
  - Removal of a resource used inappropriately
- e.g. a child who uses scissors dangerously will have the scissors removed
  - Completing an activity with an adult
  - e.g. a child who pushes children in the line will walk alongside an adult
- Removal of independent access to a space/part of school
- e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings
  - A personalised timetable



# Our Approach to Managing Behaviour

## A guide for families

### Working with School

We know that children are best supported when home and school work closely together.

If you have any questions or concerns about your child's behaviour, the pastoral team will be very happy to help. They can be contacted at [pastoralteam@fulbourn.cambs.sch.uk](mailto:pastoralteam@fulbourn.cambs.sch.uk) or via the school office.

If you have questions about the school's approach to behaviour, the senior leadership team will be very happy to talk with you. Please either feel free to chat at the school gates or to contact the school office at [office@fulbourn.cambs.sch.uk](mailto:office@fulbourn.cambs.sch.uk) who will be happy to organise a suitable appointment.

More information about trauma-informed restorative practice can be found on the school website under the parent tab at [www.fulbournprimaryschool.co.uk](http://www.fulbournprimaryschool.co.uk)

It is a primary aim of our school to ensure that every member of the school community feels valued and respected, and that each person is treated fairly.

We are a caring and respectful community which puts the development of our core values at its fore. The school behaviour policy is designed to support all of the members of the school community to work together in harmony.

Our approach to behaviour management aims to ensure that the school environment feels, safe, calm and happy; supporting all children to develop in four key qualities:

- Children who have courage and self-belief are most likely to achieve their aspirations;
- Children who are curious about learning will question the world around them and always challenge themselves and others;
- Children who have compassion will be, and teach others to be, better human beings;
- Children who are creative will be able to solve the problems of the future.

We want to teach and support pro-social behaviour so that pupils increase their independence and self-discipline, taking increasing responsibility for their own behaviour. This is promoted through a consistent framework for recognizing and rewarding pro-social behaviour and de-escalating difficult and dangerous behaviour.

We use a relational approach because we believe that strong, positive relationships and a sense of belonging underpin, positive pro-social behaviours.

We use a restorative approach to behaviour because it supports pupils to develop an understanding of how their own behaviour and actions impact upon other members of our community.

The pro-social behaviours we promote and value are set out in our Explorer's code, which promotes our core values of compassion, curiosity, creativity and courage.



### Restorative Conversations

When things go wrong and children demonstrate anti-social behaviours, either difficult or dangerous, we use a restorative approach to support them to understand the impact of their behaviour on others. We focus on repairing any harm caused and making proactive plans to prevent future occurrences. A typical restorative conversation will include:

- What happened?**
- What were you feeling and thinking at the time?**
- What are you feeling and thinking now?**
- Who else has been effected?**
- How can we make things better and avoid this happening again?**