



Larkrise Snapshot : BEHAVIOUR for LEARNING

<p>The Five C's</p>	<p>Caring :: Confident :: Curious :: Celebrating :: Creative Underpin Larkrise's vision & values and are reflected in all that we do.</p>
<p>The Three R's</p> <p>* Respectful * Responsible * Ready to Learn</p> <p><i>Classrooms Corridors Assemblies Lunchtimes Playground</i></p>	<p>The Three Rs guide adults and children at Larkrise to strive for every action and interaction to be positive and support children to make good choices. <i>Always give pupils the opportunity to make a good choice.</i></p> <ol style="list-style-type: none"> 1. Be EXPLICIT about what you want to see, using EXPECTANT language: 'I expect you all to be looking at the board.' 'I need everyone's legs crossed.' 'Pencils down, eyes on me.' 'Line-up order, thanks.' 2. First attention to positive reinforcement of those making positive choices: 'X is showing me they're Ready to Learn, brilliant!' 'Great listening!' 'Thank you for walking calmly, that's very Responsible.' 3. Use language of Three R's in general reminders 'Hands free, eyes this way so we are Ready to Learn.' 'Be Responsible with the skipping ropes, thanks!' <p><i>Always give pupils the opportunity to make a good choice.</i></p>
<p>Rewards for making positive behaviour choices</p> <p>~</p> <p><i>Classrooms Corridors Assemblies Lunchtimes Playground</i></p>	<ul style="list-style-type: none"> • Positive, descriptive praise and recognition for good choices, using language of the Three R's (see above) • Team Token & Token Wow Slip (approx. 5 per day - see below) • Tell their teacher/Phone call home to share good news • Sharing examples of excellent learning/behaviour in assembly (Thursday shout-out)/Playground award from supervisors) Lunchtime Leaders • Hot Clap for those who have had a Wow Slip/Team Token this week • Team Points Weekly Total (out to play early) • Team Points Termly Total – Hot Choc Forest School on first day back. • Golden Award (Friday Celebration Assembly) for Three Rs/Five Cs – any above and beyond value-based choices to be written on a leaf and placed on the hall value tree.
<p>Consequences for making negative behaviour choices</p> <p>~</p> <p><i>Classrooms Corridors Assemblies Lunchtimes Playground</i></p>	<ol style="list-style-type: none"> 0. Not receiving positive praise as other children around them do 1. Non-verbal reminder of expectations: e.g. the 'look'/shake head/mime putting hood down/finger to lips 2. Verbal reminder of expectations: e.g. 'Hands free, eyes this way thanks!' or 'Walk by the trim trail, thanks!' 3. Private follow-up as soon as appropriate: e.g. call over to supervisor, at talk partner time, when chn begin task, as line up Use the language of Three R's: 'When you...(describe poor choice) tap the table/whisper to a friend/don't stop when asked... it stops everyone from (describe desired behaviour) being Ready to Learn/is not Respectful. I need you to... (describe positive choice) have hands free/eyes on me/be ready when I clap/walk when I ask' 4. Reflection Time with age-dependent sand timer, in an allocated space: e.g. calm down cushion/chill-out chair, desk/clipboard with reflective picture to draw, reflection sheet, box for 'what I want my teacher to know' etc 5. Miss minutes of play time (related to disruption of learning caused) Teachers may choose to keep children back themselves (keep a record) or send to Hall for time with Head/Deputy (slips must be sent to learning mentor to ensure that they know who is missing play and can record this on system).
<p>Colour Team Tokens</p>	<ul style="list-style-type: none"> • Linked to Three Rs and/or Five Cs • Approx. five per class per day (playground supervisors pass on to Class Teacher)

<p>& Wow Slips</p>	<ul style="list-style-type: none"> • Teachers use knowledge of class/child to decide when/how to give out e.g. end of day, beginning of next day, publicly, privately • Team Token added to class totals; Wow Slip goes home to parents notifying them of a token. • Class Team Tokens collected by Y6 monitors weekly to add to Collection Point in hall
<p>Whole school consistencies</p>	<ul style="list-style-type: none"> • Every teacher greets their class at the door each morning: welcome every child. • Each classroom will have a time out space and a “pause for thought”/ ”reflection space” which is well resourced with calming activities/reflection sheets (see policy appendix) • Teachers will design seating/carpet plans and match talk partners carefully • Every class will have a line order for walking through the school • Every class will have focused transitions from carpets to tables • To stop a group of children any adult will do two claps and the expect children to put one hand in the air to show they are listening and ready to learn/listen. • Playtime bells – first bell all freeze, second bell tidy up and line up.

Some children will need further behavioural support in addition to this system. This will be specifically tailored to them e.g. sticker chart linked to interests, extra learning breaks, This should be made clear to the majority of children in assembly and class in a way that emphasises our values of Caring and Celebrating Diversity – not everyone is the same and some people need extra help with reading/music/behaviour choices etc.