

Shining Stars!



Shining Stars

Children may be awarded stars for **good behaviour, kind acts, effort** and **achievement**.

1 star = good level of achievement

2 stars = outstanding level of achievement

No more than 2 stars to be awarded at a time

Children are rewarded as follows:



5 stars = Special sticker and shining star reward slip sent home



10 stars = Special sticker + shining star reward slip sent home + visit to year group leader.



15 stars = Special sticker + shining star reward slip sent home + shining stars reward text sent



20 stars = sticker + photo to be taken - given in reward card, name to appear in the newsletter and laminated star to be displayed on a notice board. Certificate to be laminated and given in gold book assembly.



STARS CAN NOT BE TAKEN AWAY

Step 1

Expected Behaviour



Step 1: Expected Behaviour

good listening	good looking	good sitting
hands up	work hard	be friendly
play nicely	take turns	be polite

Teachers can help children with expected behaviours through good classroom management and behaviour management strategies.

Children who remember the expected behaviours are rewarded with 'Golden Time'

If children need to be reminded more than once, they may lose a golden minute*

* No more than 15 golden minutes should be lost in a week.



Step 2: Disappointing behaviour

Consequence: 5 minutes time out

A. showing private parts	F. Throwing small objects e.g. flicking pencils
B. not following an adults instructions	G. Spitting e.g. on the floor
C. Harming someone or something	H. Misuse of property e.g. ripping books, snapping pencils, making a mess on purpose
D. Swearing	I. Defacing work / books
E. Name-calling	J. Telling lies e.g. making up stories to get someone into trouble

Single Incident

Adults should:

- Speak to child and remind of correct behaviour.
- Complete behaviour slip
- Put consequence in place

Repeated Incidents

Teachers should:

- Inform parents
- Consider behaviour chart / reward chart / buddy / circle time / behaviour coaching
- Consider any reasons for the child's behaviour



Step 3: Very disappointing behaviour

Consequence: miss playtime or lunchtime OR exclusion for 1 session to parallel class

A. extreme rudeness to / swearing at / telling lies to an adult	E. Intentional damage to property (inc. graffiti)
B. Offensive remarks i.e. racist reference to family, sexual suggestion	F. Throwing objects in temper
C. Spitting <u>at</u> someone (intentionally)	G. Stealing
D. Fighting and intentional physical harm to others	

Single Incident

Adults should:

- Speak to child and remind of correct behaviour.
- Complete behaviour slip
- Refer to Yr Leader for consequence
- Inform parents and record on meeting form (letter may be sent home)

Repeated Incidents

Teacher should:

- Inform parents
- Consider behaviour chart / reward chart / buddy / circle time / behaviour coaching / alternative lunchtime arrangements / opportunities to redeem themselves
- Consider any reasons for the child's behaviour



Step 4: Unacceptable behaviour

Consequence: refer to SLT for guidance

A. persistent step 3 behaviour	E. General refusal to do anything
B. Throwing objects dangerously	F. Bullying
C. Serious challenge to authority	G. Leaving the classroom / premises without permission
D. Dangerous acts of vandalism	H. Extreme unprovoked physical aggression / verbal outbursts
I. any action which endangers the child or others	

Any incident

Adults should:

- Complete a behaviour slip
- Make a written record of the event
- Explore any underlying triggers / reasons
- Refer the matter to SLT ASAP

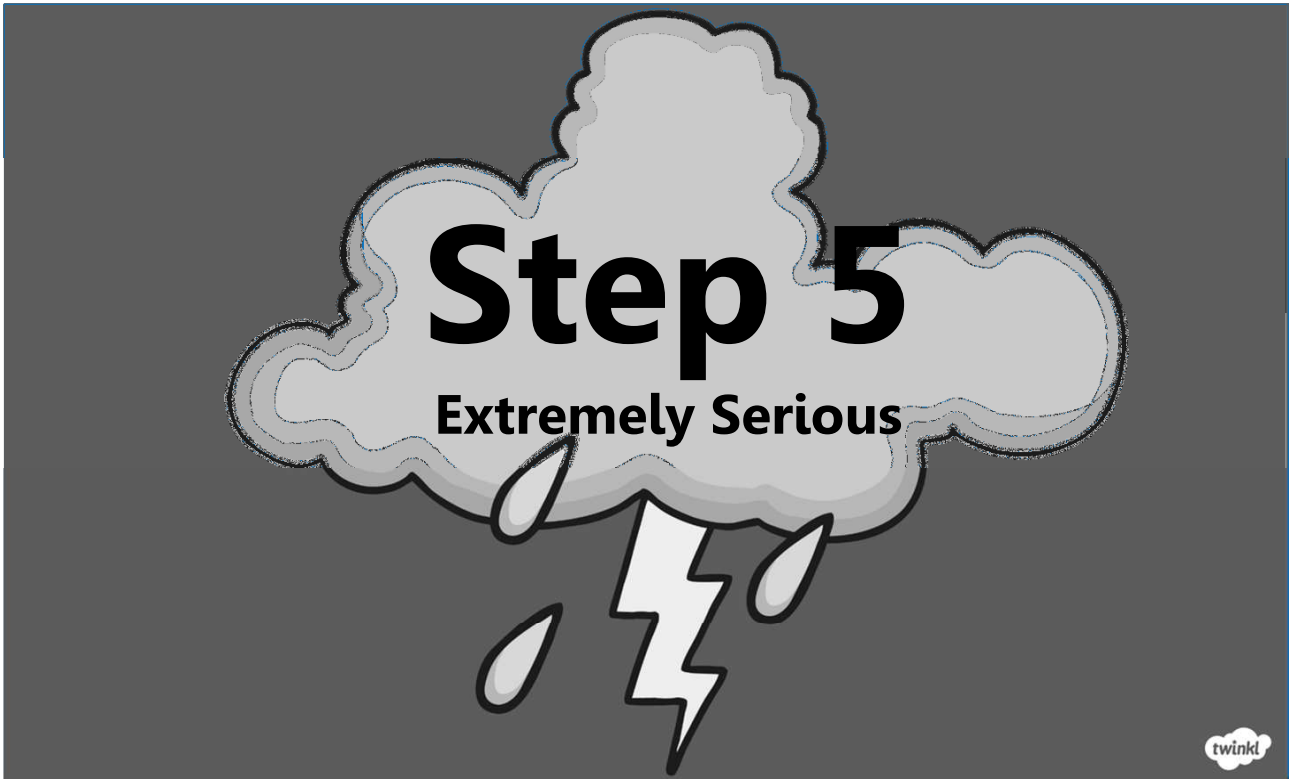
Consequence and Follow up

Consequences may include:

- Exclusion from the class for a session into another class or intervention space within the school.
- Loss of playtimes and lunchtimes for 2 days
- Letter home to parents and meeting with parents
- Other consequences in line with Individual Behaviour Plan

Follow up:

- Individual Behaviour Plan / Positive Handling Plan / Risk Assessment may be required
- Support e.a. individual coaching, behaviour/reward chart, circle



Step 5: Extremely serious behaviour

Consequence: refer to SLT for guidance

A. Two step 4 behaviours in a half term
B. Extreme danger or violence
C. Extreme physical abuse to any member of staff.

Any incident

Adults should:

- Complete a behaviour slip
- Make a written record of the event
- Explore any underlying triggers / reasons
- Refer the matter to SLT ASAP

Consequence and Follow up

SLT will:

- Contact the parents for a meeting at end of day / start of following day.
- Letter home to parents.

Consequences may include:

- Exclusion from the class for one day into another class or intervention space within the school.
- Seclusion at playtimes and/or lunchtimes for up to 1 week with phased entry back to the playground.
- Fixed Term or Permanent exclusion.

Follow up:

- Individual Behaviour Plan / Positive Handling Plan / Risk Assessment may be required
- Team around the child meeting / Early Help referral / Behaviour Support referral / SENCo or Inclusion Manager contact external agencies (as appropriate).