



## **Rationale**

### **To work in partnership with the school, Parents/Carers/Guardians should:**

- Encourage the children to show through their actions, that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly.
- Parents and Carers can access the positive behaviour Class Dojo with a logon. This will show points gained and reasons.

### **Behaviour expectations for all pupils**

Class Dojo - Every class will use an interactive ICT program entitled Class Dojo. This system will have every child's name entered and a child can receive positive or negative points. This is a positive behaviour strategy and pupils are given clear warnings if their behaviour is causing a concern. Every child starts the day off on the Class Dojo as a fresh start. The aim of the Class Dojo is for pupils to gain positive points. Negative points will only be given if a pupil continually disrupts the class at a low level.

- Every class will have a 'We are outstanding' poster on the wall and at the beginning of the day all pupils will have their names on the poster;
- Pupils will be awarded five Dojos every day if they display outstanding behaviour and their names are not moved on to the behaviour steps ladders;
- Class teachers will keep a record of all of the pupils who gain their five Dojos every day on a weekly basis;
- Over the course of a half term, pupils who gain five Dojos every day will be invited to a special assembly for outstanding behaviour; parents and carers will also be invited;
- Pupils who gain at least twenty points every week will also be acknowledged for good behaviour;
- In addition, there will also be a weekly Dojo Champion (or Champions) certificate issued for the pupil who gains the highest number of Dojos in the week for each class. The teachers will decide by Friday morning who the Dojo Champions are and their names will be recorded on this newsletter.

Golden Rules - The following Golden Rules are displayed around the school. Staff refer to the Golden Rules regularly to remind children of our high expectations:

- We listen and follow instructions
- We are safe and kind
- We are always respectful to people and property
- We have a growth mind set

Every classroom displays our four step positive behaviour policy. The information below outlines the strategies that staff use to prevent misbehaviour and focus on positive behaviours in the class.

### Classroom Management Practices

This outlines how the teacher responds to low level, inappropriate behaviour and how this can have a positive effect so it stops at this level using low level responses. Low level responses:

1. involve 'non' or 'minimal verbal' responses
2. do not stop the flow of the lesson – quick/quiet
3. do not invite escalation – low emotional content

Winning Over	Preventing Misbehaviour	Responding to Misbehaviour
<ul style="list-style-type: none"> <li>• Meet pupils at the door</li> <li>• Use of humour</li> <li>• Use of names</li> <li>• Politeness</li> <li>• Responding to appropriate behaviour</li> <li>• Come on back</li> <li>• Demonstrate a personal interest</li> </ul>	<ul style="list-style-type: none"> <li>• Scan</li> <li>• Proximity</li> <li>• Indicate type of response</li> <li>• Non verbal</li> <li>• With-it-ness</li> <li>• Managing transition</li> <li>• Signal to begin</li> <li>• Meet pupils at the door</li> <li>• Modelling appropriate behaviour</li> <li>• Check for Understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Proximity</li> <li>• Minimal verbal (3-4 words)</li> <li>• Planned ignore</li> <li>• Non verbal</li> <li>• Deal with the allies first</li> <li>• Private dialogue</li> <li>• Deal with the problem not the pupil</li> </ul>

### Classroom Procedures

If a pupil is not responding appropriately and continues to behave inappropriately the classroom teacher will provide them with a series of steps to help the pupil get back on track.

Step 1: Warning – Name on Board

Step 2: In class time out

Step 3: Buddy class referral for a set period of time

Step 4: Assistance required referral

**\*\* In the event of extreme behaviours pupils will move immediately to assistance required referral. \*\***

### Play Time & Lunch Time Procedures

If a pupil is not responding appropriately and continues to behave inappropriately at play time or lunch time, the member of staff on duty or Midday Assistant will provide them with a series of steps to help the pupil get back on track.

Step 1: Verbal Warning

Step 2: Time out (either with a member of staff or to an allocated area)

Step 3: Referral to Behaviour Support

Step 4: Assistance required referral

**\*\* In the event of extreme behaviours pupils will move immediately to assistance required referral. \*\***

**Assistance Required Referral Processes**

**CLASS NAME**

**CLASS NAME**

**Urgent: Immediate Assistance Required**

**Preventative: Assistance Required**

**Process:**

- **Either card is sent to the Dragonfly Room**
- **Dragonfly staff will then direct who will attend e.g.: Dragonfly Area staff member, Butterfly Room staff member or SLT**
- **Once a staff member attends, inform them quietly of what the issue is.**

### **Buddy Class Procedures (Step 3)**

**Buddy Class Referrals can be made if the pupil reaches Step 3.**

**A Buddy Class Referral Slip will need to be completed by the class teacher for the pupil to take to the buddy class. The buddy class teacher will also need to sign the referral slip and give it to the pupil to bring back to the class teacher.**

**It is ultimately the class teacher's responsibility to manage behaviour and to use positive behaviour management strategies. When the class teacher completes a Buddy Class Referral Slip, it is important to give a clear reason why that pupil has reached Step 3. If a pupil continues to be persistently disruptive at a low level, it is appropriate to send the pupil to a buddy class as long as positive behaviour management strategies have been deployed beforehand.**

**If a child is sent to a buddy class for a physical interaction with another pupil, please ensure that details are given including if the recipient needs medical attention, what care is given to recipient and what may have prompted the physical attack.**

**If a pupil requires behaviour management strategies or pastoral care, this will also need to be written on the Buddy Class Referral Slip.**

**Class teachers may need to add more detail to the Buddy Class Referral Slips at the end of the day when they are not teaching.**

**Buddy Class Referral Slips will be monitored by the Headteacher on a weekly basis with our Behaviour Support Manager.**

**For buddy class to be effective it is important that the classes are in close proximity to each other. Pupils should not be escorted to buddy class by other pupils.**

**Buddy Classes:**

**Reception and Year 4 Maple Class with the Year 6's and vice versa.**

**Year 1 and Year 5**

**Year 3 & 4 and Year 2**

**Time required is ultimately up to the class teacher to decide, but should not exceed half a day. The ages of the children should be considered.**

**Buddy class should be seen as a way of giving the opportunity for the pupil to reflect on his/her behaviour and return to their class calm and ready to learn. When they enter the buddy class they will be directed to a designated area for the allotted time. Pupils will bring a Buddy Class Referral Slip where a clear indication of time required is outlined. Once the time is finished, the Buddy Class Teacher will sign the form and the pupil will return to the class with the form.**

**When the pupil returns to the class they will be welcomed back into the class and directed to their learning.**

**Buddy Class Referral Slips are tracked and logged by our Behaviour Support Manager every Friday.**

**When a pupil receives a Buddy Class Referral Slip, it is the responsibility of the class teacher to inform the pupil's parent or carer. This will need to be recorded on a Record of Contact with Parent/Carer form and be attached to the Buddy Class Referral Slip.**

**If a pupil received 3 Buddy Class Referrals in a half term the Behaviour Support Manager will arrange a meeting involving parents/carers, class teacher and Behaviour Support Manager to discuss this.**

**We need to ensure that our behaviour tracking systems for pupils are robust.**

## **Internal Exclusions**

**It may be appropriate for pupils to be placed on internal exclusions in our Dragonfly Area.**

**Parents and carers will be informed if this is necessary by the Behaviour Support Manager and there will be a report system in place. Parents and carers are required to sign the report cards.**

**The class teacher will ensure that the pupil receives appropriate work to support them with their learning. Their class teacher will meet with the pupil regularly to discuss their learning. It is essential that the class teacher keeps in regular contact with the pupil as the pupil will be returning to their class and should feel part of the class.**

**Internal exclusion is seen as a positive step to set the pupil up for success.**

## Dragonfly/Buddy Class Referral Sheet

<b>Pupil's Name:</b>	<b>Class:</b>
<b>Time of Referral:</b>	<b>Time Required in DF/Buddy Class:</b>
<b>Time In:</b>	<b>Time Out:</b>
<b>Strategies Used:</b> <input type="checkbox"/> Low Key Responses <input type="checkbox"/> Step 1 (Warning) <input type="checkbox"/> Step 2 (In class time out) <input type="checkbox"/> Step 3 (Buddy class) <input type="checkbox"/> Step 4 (Dragonfly Area)	<b>Dragonfly Referral only:</b> <input type="checkbox"/> Fighting <input type="checkbox"/> Hurting Others <input type="checkbox"/> Putting children/adults at risk <input type="checkbox"/> Swearing <input type="checkbox"/> Damaging school/others property <input type="checkbox"/> Step 4 of steps (with evidence)
<b>Pupils Involved:</b>	<b>Medical Required:</b>
<b>Details of incident: (including any other issues which may have resulted in behaviour)</b>	
<b>Behaviour Whilst in DF/Buddy Class:</b> <input type="checkbox"/> Acceptable  <input type="checkbox"/> Not Acceptable – please briefly describe why. E.g. interrupted the class	<b>Classroom Teacher's name:</b> <hr style="border: 1px solid black;"/> <b>Date:</b> _____  <b>DF/Buddy Classroom Teacher's name:</b> <hr style="border: 1px solid black;"/>



(TO BE COMPLETED ON DAY OF REFERRAL AND PASSED TO BEHAVIOUR SUPPORT)

**CLASS TEACHER FOLLOW UP:**

Discuss with pupil/s

**Outcome:**

**PARENTS/CARERS INFORMED**

Dojo message

End of school conversation

Telephone

Communication Book

**Outcome:**

**Further Action Required: YES/NO**

**Comments:**

**DF ONLY**

**MONITORING S/SHEET**

**SIMS**

**BEHAVIOUR SUPPORT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**HEADTEACHER:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

Every class will use an interactive ICT program entitled Class Dojo. All pupils will be entered onto the Class Dojo and can customise their own avatar. This system will have every child's name entered and a child can receive positive or negative points. This is a positive behaviour strategy and pupils are given clear warnings if their behaviour is causing a concern. Every child starts the day off on the Class Dojo as a fresh start. The aim of the Class Dojo is for pupils to gain positive points. Negative points will only be given if a pupil continually disrupts the class at a low level.

- Every class will have a 'We are outstanding' poster on the wall and at the beginning of the day all pupils will have their names on the poster;
- Pupils will be awarded five Dojos every day if they display outstanding behaviour and their names are not moved on to the behaviour steps ladders;
- Class teachers will keep a record of all of the pupils who gain their five Dojos every day on a weekly basis;
- Over the course of a half term, pupils who gain five Dojos every day will be invited to a special assembly for outstanding behaviour; parents and carers will also be invited;
- Pupils who gain at least twenty points every week will also be acknowledged for good behaviour;
- In addition, there will also be a weekly Dojo Champion (or Champions) certificate issued for the pupil who gains the highest number of Dojos in the week for each class. The teachers will decide by Friday morning who the Dojo Champions are and their names will be recorded on this newsletter.

Pupils who behave well and gain the most Dojo Points will have the first choice of agreed golden time activities. Golden Time takes place at 2.30pm on a Friday afternoon.

### **Exclusion**

Pupils in KS2 at risk of a permanent exclusion will be considered for attending the Canvey Junior School Restart unit for a fixed period of time (term). To support a pupil in danger of permanent exclusion, multidisciplinary / multi-agency meetings will be held to ensure that all possible measures have been put in place.

Following a fixed term exclusion:

- Parent or carers will be required to attend a back to school meeting to discuss school expectations, a restricted timetable or support from other agencies
- The pupil will not be permitted to return to school until there has been a back to school meeting either face to face or by telephone.
- If the school is unable to contact a parent or carer and the pupil comes in to school, the school will contact Social Care for advice as this is a form of parental neglect.
- **If the pupil does not attend school following exclusion, the parent or carer will need to telephone the school to give a legitimate reason for absence.**

### **Monitoring and evaluation of behaviour**

In order to monitor good behaviour and behaviour causing concern, classteachers have a responsibility to record these and to communicate concerns to children, parents and senior staff.

### **Physical Restraint – see separate guidelines (available on our website)**

If a child physically hurts another child or member of staff we may need to move him/her. There are very strict guidelines about handling children in school and we would only physically move a child if they were endangering themselves or other pupils. We may need to contact parents/carers to collect their children from the school if they are behaving in this way. This is to safeguard both the child and our staff. Pupils who regularly display aggressive behaviour will have their own IBP incorporating when and how staff members would physically restrain the child.



## Pastoral Care

The school has a nurture room (Butterfly Room) to support pupils with social, emotional and self-esteem issues. The nurture room provides targeted activities that support pupils and gives them the opportunity to understand their behaviours and learn and develop strategies to help them feel secure. The nurture room staff also work with parents and other agencies in order to provide quality provision. If a child needs this support they will be timetabled for sessions in the nurture room and their progress will be closely monitored. Pupils who are misbehaving will not be sent to the Butterfly Room. However, if a child needs to have some pastoral support as a result of misbehaviour to help them understand how they should behave, a referral can be made. A referral can also be made for pupils who may be experiencing any form of bullying.

The Harbour Club is another facility to support pupils at lunchtime. Pupils can go into the Harbour Club to play games with their friends, go on the computers or take part in arts and crafts activities.

Pupils are also trained to become Play Leaders, DTUs (Double Trouble Untanglers) and FAB (Friends Against Bullies). They support other pupils when they are having friendship difficulties or feel upset at playtimes and lunchtimes. They act as peer mediators for pupils.

## Parents and Carers

If parents/carers are concerned about their child's welfare they should speak to the class teacher to arrange an appointment to discuss the issue. If further action needs to be taken, parents or carers can arrange an appointment to speak to their child's class teacher in the first instance, our Pastoral Team, Mrs. Saville (SENCO), Mrs. Garrick (Deputy Headteacher) or Mrs. Gosnold (Headteacher). If the issue has not been resolved, contact our Chair of Governors, Mrs. Love, via the school.

**Parents and carers are expected to display appropriate behaviours in school and should follow the above procedures. We do not tolerate threatening or intimidating verbal or physical behaviour. This could result in a parent/carer being banned from the school site.**

## PARENTAL INFORMATION ABOUT BULLYING

For your information, below are some definitions of bullying:

Bullying involves repeated acts of physical, emotional or social behaviour that are intentional, controlling and hurtful. All bullying behaviour usually has the following six features.

1. Repetitive and persistent verbal or physical actions towards others
2. Premeditated harmful actions to cause distress to others
3. Racist remarks towards others
4. Sexualised behaviour
5. Harmful verbal or written remarks via social networking
6. Any actions that causes an individual to feel an imbalance of power, helplessness, distress, fear, loneliness and lack of confidence

*'In Essex we are agreed that bullying in any form is unacceptable. We aim to empower all individuals, institutions and communities to challenge, remedy and prevent bullying and create a culture where the rights of the individual are valued and upheld'* Essex County Council Anti-Bullying Policy

Bullying is not tolerated. However, from time to time, instances of bullying arise in most schools. In this event, we feel it is very important that they are taken seriously and that all the children concerned in a given incident should have the opportunity to discuss what has happened. The Pastoral Team in school offer support to any victims of bullying.

**Anti-bullying programmes:** All pupils are made aware (via assemblies, PSHCE sessions) of what constitutes bullying (including racism / racist comments / homophobia / cyber bullying) and of the need to tell. Through the curriculum, pupils are educated about issues around bullying so they feel informed and empowered. The William Read Anti-Bullying Booklet is displayed around the school and on the school's website.

All instances of racist bullying are treated as racist incidents and are recorded in line with Essex County Council procedures.

Cyber bullying: all e-communications used on the school site as part of school activities are monitored and restricted as necessary. Mobile phones are allowed in school, but should be handed to class teachers and not used throughout the school day.

We work with outside agencies to provide individual help for children when necessary. Strategies for Anti-bullying are discussed during assemblies and class PSHCE times, promoting anti-bullying behaviour.

**Indicators of bullying:**

1. Making excuses to remain in a school building during play times.
2. Remaining close to adults whenever possible.
3. Having damaged bags, clothing or possessions and, when asked about the damage, being very unforthcoming.
4. Being withdrawn, isolated and distant.
5. Being clearly unhappy, but when asked about their feelings becoming very reticent.
6. Making excuses to leave school at the end of the day after all the other pupils, e.g. by 5-10 minutes.
7. Being wary/nervous when other pupils walk by or come close to them.
8. Being wary/nervous of rapid movements nearby them.
9. Avoiding eye contact and being non-committal in body language, especially if this is occurring during non-confrontational and/or non-disciplinary conversations.
10. Refusal to come to school.
11. Sometimes pupils will become overly friendly and subservient towards an aggressor.
12. Pupils may become exploited by an aggressor; this can lead to pupils arriving at school with inappropriate amounts of money, toys etc. and sometimes even to stealing.
13. There are a number of general indications of abuse such as bed-wetting, sleep disturbance, eating disorders, psychosomatic difficulties, concentration/work difficulties etc. However, these are symptoms of many forms of emotional disturbance, including those caused by other forms of abuse.

## APPENDIX 1 - Class Dojo



At William Read we have introduced the Class Dojo across the whole school as a digital way to provide instant feedback to our pupils regarding positive (and sometimes negative) behaviours. Each student has a Dojo Avatar and they earn points for their positive behaviours. Class Dojo is used across many schools all over the world and is a tool that teachers find very useful.

As it is online Parents/Carers can join the class and receive information regarding their child/ren instantly, in real time. As is the case with all new technology it is a learning curve for us as all, as we move forward with it we will all, teachers, pupils and parents/carers become more familiar and comfortable with it. It's great to see so many parents/carers have already activated their Class Dojo accounts and are engaging with the app. It is a great communication tool between school and home.

One area that parents/carers have expressed concerns over is when their child receives a negative dojo. We would ask that should your child receive a negative dojo...or dojos please don't be alarmed by this. In a way using the Class Dojo has opened up our classrooms to you, our pupils have heard teachers correct their behaviours before, we would have been doing this verbally and it would not have been recorded. We use the dojos as it is often more effective and keeps our interactions more low key which is better for everyone. The Class Dojo has not replaced our Sanctions Ladder; rather we use this as means to help prevent pupils from getting on the sanction ladder. Please be assured that if we have a concern regarding your child's behaviour we will contact you directly to discuss this matter.

Class Dojo has a number of tools on it which we also use as part of our daily teaching. This includes a timer which provides a very visual cue for our pupils when we set them so much time to complete a task. It also has a randomiser which we use to ensure we cast a wide net when we are questioning pupils as part of our lessons.

Messaging – the app also has the capacity for the teachers to contact parents directly and vice versa which is a very powerful communication tool. Please note however that if the matter is urgent it is best that you still contact the school via the office, while we are using the Class Dojo throughout the day we are not always able to check the messaging until the end of the day as we are busy teaching.

If you haven't joined up to Class Dojo yet and would like to please see your child's class teacher and they can print off a parent letter with your unique parent code.

For further information you can visit:

<https://classdojo.zendesk.com/hc/en-us/categories/200185365-For-parents>

## Behaviour Support

Mrs L. Middleton  
Behaviour Support Manager

Mrs. K. Pattle  
Behaviour Support Assistant

Email us  
[bsupport@williamread.essex.sch.uk](mailto:bsupport@williamread.essex.sch.uk)

or contact:-  
William Read Primary School  
Long Road, Canvey Island,  
Essex, SS8 0JE  
01268 683053/683818  
[www.williamread.essex.sch.uk](http://www.williamread.essex.sch.uk)

## Our Vision

Our vision is to have all pupils learning safely within the school and classroom environment. We aim to support pupils and ensure that they have the right strategies in place to build secure and respectful relationships with staff and their peers.

By using strategies learned children will be able to identify their emotions and develop a clear understanding of our feelings and of how to behave appropriately.

This will help enable a feeling of self worth and belonging, and an ability to stay safe and healthy.

# Dragonfly Area

## Behaviour Support



'If we believe, we will achieve'.



## Behaviour Support

We aim:

To form supportive and caring relationships between staff, children and their families.

To help all children to reach their full potential, in a safe, secure and sociable environment.

To remove barriers affecting behaviour and learning.

To implement strategies to improve behaviour in the classroom.

To enable children feel confident in their learning within the classroom, and look to being responsible, caring young people.

To work with groups and individuals to build on our core values of respect, responsibility, teamwork and achievement.



## Dragonfly Area

The Dragonfly Area has been designed for those pupils who find it challenging to engage and learn within the classroom environment.

Pupils will learn away from any classroom distractions, which may lead to inappropriate behaviour.

Pupils will remain in the Dragonfly Area for a fixed period of time as agreed with Behaviour Support.

All pupils learning in the Dragonfly Area will follow the current school curriculum for their year group. This will be achieved by working individually with Behaviour Support and/or in small groups.

Pupils will given strategies to use within the classroom to behave appropriately.



## Working with parents/carers

Parents and carers of pupils learning in the Dragonfly Area will be required to meet weekly with the Behaviour Support Manager.

A daily report will be sent home with the pupils, of which you will be required to sign and return to school the next day.

An agreement will be put in place. All parents/carers, pupils and Behaviour Support will be required to sign and adhere to the agreement.

We will be available to speak to you personally at the end of every school day.

If a pupil moves to Step 4 of the classroom procedures, they may have to spend their break or lunch times in the Dragonfly Area in addition to other times.



## Staff

Mrs. S. Arif

Mrs J. Wright

Miss G. Carta



## Mission Statement

Our vision is to build foundations for every child to fulfil their potential in life.

Our mission, therefore, is to create an inclusive environment encouraging forward thinking, determined, successful pupils, who draw inspiration from each other.

Pupils will develop lifelong skills to use in an ever changing world and understand that working together in an honest and respectful partnership is the way forward.

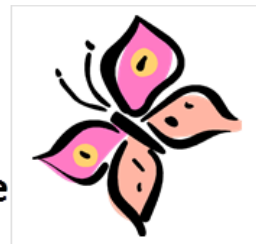
William Read Primary School

Long Road, Canvey Island,

Essex, SS8 0JE

01268 683053

[www.williamread.essex.sch.uk](http://www.williamread.essex.sch.uk)



## Welcome to the Butterfly Room

(Nurture Room)



Your home from home, to provide nurturing for your children and support for family members.

nurture: verb (nurtures, nurturing)

1. Care given to a young thing.
2. Encourage somebody to flourish, develop, thrive and be successful.  
Tender care of young children, helping them to grow and develop.

## **Our Aim....**

**..is to ensure all children reach their full potential, in a safe, secure, sociable and happy environment.**

**We aim to form supportive and caring relationships between staff, parents and children.**

**We aim to remove barriers affecting attendance, instil positive social behaviour and improve resilience, thus helping children to thrive. These goals help them strive to be confident in their learning and look to being responsible, caring young people.**

## **Our Purpose....**

**..is to provide an environment in which children become comfortable with a structured and controlled routine.**

**We employ the use of play to teach social skills such as sharing, turn-taking, cooperating and appreciating the feelings of others.**

**Children's literacy, numeracy and the development of their communication skills are built on, and a greater sense of achievement gained from a pattern of successful learning.**

## **Examples:-**

**Improved attendance**

**Anger management groups**

**Development of self esteem**

**Social skill groups**

**Strategies for positive behaviour**

**Additional support for emotional needs**