



BLENHEIM  
SCHOOLS

# Positive Reinforcement Policy

Akeley Wood Junior School

Policy Folder: Education

## **Positive Reinforcement at Akeley Wood Junior School**

### **Purpose**

The purpose of this policy is to ensure a happy and safe environment for all children in the Junior School. The theory underpinning this policy is transformational relational behaviour practice and positive reinforcement of intended behaviours. Positive reinforcement is rooted in visible kindness and visible consistency and this policy is simple and accessible for teachers, students and families. This policy outlines the details of 'this is how we do it here' and has been developed to reflect expectations for the Akeley Wood Junior School community in enabling successful learners. All stakeholders including SLT, teachers, support team, students and families are active participants in the consistent implementation of this policy.

This policy promotes consistent, proportionate and predictable consequences to challenging behaviours and supports children in self-regulation and autonomy through choosing appropriate responses in a variety of situations. The language employed in this policy is accessible to all children in Junior School and encourages children to make positive choices, reflect on their behaviour when they do not make good choices and to understand the choices they should have made instead. This follows a restorative justice model of behaviour management and transforming behaviour through intrinsic motivation and positive reinforcement; enabling increasing autonomy as children mature through Junior School.

Motivational rewards include SLT stickers, Dojo Points, celebration of work, Learner Habit of the Week, Purple Postcards and 'catching children being good' through acknowledgement of positive choices e.g. "I really liked the way you helped your friend" or "You made a really responsible choice when you....." or in recognition for outstanding work. For immediate 'in the moment' recognition of great work or a demonstration of excellence children can visit a member of the AWJS SLT for instant positive feedback and acknowledgement.

The foundations for this policy are centred around the 5 elements of positive reinforcement in practice:



1. Consistent, calm adult behaviour and responses. Set the classroom culture for learning every morning by welcoming the children by name and in a positive and open manner. Establish an environment where every day is a new opportunity for success and for making good choices.
2. First attention for best conduct e.g. acknowledge desired behaviours through 'Reward Boards' or Dojo Points linked to one aspect of behaviour which the class are working on. For example, 'active listening' which means we speak one at a time. Reward boards are collaborative and do not require big inducements – the goal is to ensure every child's name is on there at least once in a day or they can see their Dojo Points increasing over the week. Redirect unwanted behaviours through modelling positive instructions e.g. kindness always, wonderful walking feet, always try your best. Enable children to succeed through clear and accessible direction.
3. Relentless routines – communication and relationships are the fundamental elements for establishing and embedding positive behaviours in the classroom and consequently school community. Positive interpersonal interactions, patience and empathy enable children to feel secure, valued and intrinsically motivated to make good choices. (Children who are not valued, criticised constantly or feel that their teacher does not like them have no motivation to reflect on their behaviour and improve their choices as negative responses remain in place regardless of their efforts and results in complementarity behaviours e.g. hostility propagates hostile responses).
4. Scripting difficult interventions; adults follow the same language when addressing children's choices and tackling the behaviour, not the child. Examples are below \*.



5. Restorative follow up; children should always feel secure in their capacity to be an active participant in the solution or resolution as this will encourage self-regulation and independent reflection. The conclusion to a situation should always be shared with children and once the matter is dealt with by the appropriate and relevant adult, it should not be further escalated. The escalation process is detailed below

If children are consistently requiring support to make positive choices at school, the class teacher, in collaboration with the Deputy Head, Inclusion Lead and Key Stage Leader will determine the most age-appropriate behaviour plan to enable and support the child to succeed in self-regulation and redirecting their behaviour. Children's behaviour choices are supported through a multi-team approach, and positive reinforcement is the Junior School policy to redirect children in an age appropriate way to self-regulation and understanding emotional responses.

**\* SCRIPT:**

"I noticed you are..... (having trouble getting started/struggling to get going/wandering around the classroom – be specific)."

"It was the rule about .....(Akeley Big 6) that you broke."

"You have chosen to .....(specifically identify the unwanted behaviour)"

"Do you remember yesterday/last week when you.....(independently made a good choice/got a Dojo/received a school reward)"

"Today I need to you.....(specifically identify the desired behaviour)"

"Thank you for ..... (making a good choice – identify what)"

"I have heard what you said/acknowledge your perspective, now you must .....(again, be specific)"





The understanding of the ABC (Antecedent, Behaviour, Consequence) of positive reinforcement behaviour management is fundamental to this policy as is a calm, purposeful and respectful response from adults towards all children. Consistency of consequence is vitally important in creating a safe environment where children are valued and treated equally.

In all cases, if a child has been hurt by another child, both sets of parents must be informed as a matter of urgency and the Deputy Head or Head of Junior School is to be informed.

### **Positive Reinforcement**

Teachers and Junior School staff promote positive reinforcement in a number of ways depending on the age and stage of development of the child. In Early Years children receive stickers and WOW moment cards from the teachers to acknowledge and validate positive behaviours. When they demonstrate making good choices consistently, extra effort or outstanding behaviour choices they can receive a 'Ms Hunter or Mrs Stanford Star' sticker. In Key Stage 2 children receive Dojo points for demonstrating the Akeley Learner Profile attributes and can share excellent work or talk about making good choices with a member of the SLT team individually.

All children across Junior School receive Dojo points as positive motivators in making good choices. Dojo points can be awarded by any member of staff with a maximum of 3 Douse points at a time (super Dojos). Purple postcards can be awarded for extra effort, outstanding work, kindness, children trying their best, being a thoughtful member of the Akeley learner community and demonstrating the attributes of an Akeley student linked to the Learner Profile. All staff, including Specialist Teachers, SLT, Administration can and are encouraged to award children with Dojo points to a maximum of 3 at a time. Weekly Star Awards are given to the child who has the most Dojo Points that week and can reflect the Learner Habit we are focusing on.

Every week in celebration assembly we celebrate the learner attributes demonstrated in classrooms across the school and children receive an Akeley Learner Habit award linked to the attributes they have excelled in that week. Children are nominated by their teachers. Children may also receive a





Purple Postcard for going over and above expected levels of effort and an Akeley Rocket for exceptional work in the classroom.

This policy is designed to support children in understanding and regulating their behaviour independently and to identify antecedents autonomously and therefore redirect their own behavioural choices. This attribute develops with maturity and younger children require more positive reinforcement as they begin to develop empathy and understanding of their emotional responses, however in some cases older children will also need adult support to reach this awareness and self-control. The goal of this policy is to prevent, through positive reinforcement of desired behaviours, any escalation from antecedent to behaviour and then the consequences.

Should this circumstance arise, Akeley staff will follow the guidance in the next section of this policy.

## **Principles of ABC**

### **Antecedent**

When addressing a situation where a child has been aggressive to another child, is disruptive in class, has used inappropriate language or any other antecedent for negative behaviour choices, the class teacher or Phase Leader must investigate the reason for the incident. If the behaviour is repeated, the antecedent should be identified through speaking with the student and their family and understanding any underlying issues or reasons for the behaviour.

### **Behaviour**

A negative behaviour choice is one where a child injures someone else, uses inappropriate language, is consistently disruptive in class or an additional action which the Head of Junior School determines as inappropriate. Any uncertainty about a behaviour should be referred to the Head of Junior School, Deputy Head or Key Stage Leader, where appropriate.





## Consequences

In the first instance, the class teacher will talk to the student about their negative behaviour choices and discuss strategies to support them in making better choices next time, such as removing themselves from potentially challenging encounters or choosing different friends to play with at break times.

If the disruptive behaviour occurs in a specialist lesson, the teacher will inform the class teacher and will also put into place the strategy below.

If there have been serious incidents of negative behaviour, as mentioned above, the class teacher will contact the parents and then refer the matter to the Phase Lead and following that, the Deputy Head and/or the Head of Junior School. The Phase Lead/Deputy Head/Head of Junior School will then follow up with the parents of both children (or more families if the situation requires), and speak with the children individually, or in a group, if necessary. During this discussion, the children will be made aware of the consequences of their choices and will talk about what decisions they should have made instead in order to keep everyone happy and safe.

Should the behaviour continue, the children will be spoken to by either the Phase Lead, Deputy Head and then Head of Junior School and parents will be informed again. At this point, children will be informed of the consequences should they decide to continue to make this choice.

Parents will be kept informed at all stages of the process.

Behaviour	Consequence	Continuation	Conclusion
Consistent low-level disruption in class/not the correct kit etc STAGE 1	Class teacher to speak to child and parents (where necessary). Golden Time restrictions should be put in place – in 5	Phase Leader/Deputy Head of Junior School to speak to child (and parents) about choices.	Head of Junior School speaks to the child about their continued disruptive behaviours and strategies to



	minute blocks which can be earned back. Positive reinforcement strategies should be put in place to support the child in making good choices e.g. stickers / Learner Profile/ Dojo points	Golden Time restrictions should be put in place – in 5 minute blocks which can be earned back.	support better choices. Loss of GT. Parents are informed.
Poor language choices including swearing or lack of kindness or respect towards each other STAGE 2	Class teacher to speak to child and parents (where necessary). Golden Time reduced in 5 minute increments. Positive reinforcement strategies should be put in place to support the child in making good choices e.g. stickers / House Points / Dojo points.	Phase Leader/Deputy Head of Junior School to speak to child (and parents) about choices. Golden Time restrictions should be put in place – in 5 minute blocks which can be earned back.	Child loses Golden Time to spend time with Head of Junior School to reflect on choices and strategies to improve decision-making. Parents are informed by Head of junior School.
Inappropriate behaviour including making other children feel uncomfortable/scared or touching inappropriately STAGE 3	Joint investigation into circumstances – teacher and Phase Leader. Golden Time restrictions should be put in place – in 5 minute blocks which can be earned back. Parents should be contacted by the teacher if necessary. Restorative meeting to be facilitated by the leadership team and parents informed of the outcome.	Phase Leader/Deputy Head of Junior School to speak to child and parents about choices. Golden Time restrictions should be put in place – in 10 minute blocks which cannot be earned back. Parents contacted by Deputy Head.	Internal exclusion of 1 to 3 days with SLT. Parents meet with Head of Junior School in person. Continuation will result in internal exclusion then external exclusion of 3 to 5 days.



Hate speech including racism, homophobia, misogyny, targeting of minority groups and SEND, death or rape threats, threatening language and deliberate destruction of school property. STAGE 3A	Investigation into the circumstances by Deputy Head. Loss of all Golden Time with no opportunity to earn it back. Parents informed by Head Teacher. Issue addressed in PSHE lessons.	Internal exclusion of 1 to 3 days with SLT. Parents meet with Head/Deputy in person.	Continuation of hate speech or destruction of school property will result in immediate fixed term external exclusion of 1 to 5 days.
Child intentionally physically hurting another student. Destroying a classroom or learning space. STAGE 4	Investigation into the circumstances by Deputy Head. Parents will be contacted by class teacher/Phase Leader. Loss of all Golden Time with no opportunity to earn it back. Restorative meeting will be facilitated by the Phase Leader and parents will be informed of the outcome.	Phase Leader/Deputy Head of Junior School to speak to child. Internal exclusion of 1 to 3 days. Parents meet with Head/Deputy in person.	Continuation will result in immediate fixed term external exclusion of 3 to 5 days then continuation will result in permanent exclusion.
Children fighting or deliberately hurting an adult or child/punching, hitting or kicking another person STAGE 5	Immediate Deputy/Headteacher intervention. Internal exclusion.	Intervention with Headteacher. External exclusion up to 5 days.	Permanent exclusion.

Should a child continue with inappropriate behaviour which makes another student uncomfortable or scared, or continues with physical aggression towards others, the Head of Junior School will determine the next steps which potentially include 1 to 5 days external suspension and permanent exclusion.



### **BIG 6 AWJS EXPECTATIONS**

- Wonderful walking feet indoors
- Kindness always
- Actively listening
- We do as we are asked 1<sup>st</sup> time
- We always try our best
- We respect everyone equally

### **AKELEY LEARNER HABITS**

- Aspiration
- Integrity
- Courage
- Resilience
- Responsibility

### **AKELEY SCHOOL VALUES**

- KINDNESS
- RESPECT
- CHARITY
- COMMUNITY





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