



Behaviour Policy

Aims

- To provide an environment in which children can learn and teachers can teach.
- To develop reasoned, appropriate behaviour.
- To maximise the time available for learning.
- To enable children to feel safe, valued and successful at school.
- To encourage children to take responsibility for their own behaviour.
- To raise achievement.

Approach

Adults recognise, reward and reinforce good behaviour. Positive comments on achievements are frequent and explicit. Adults model appropriate behaviour and issue reminders of expectations each time a routine is carried out. Adults respond to inappropriate behaviour in a minimal but effective way, ensuring that teaching time and energy is not lost through distractions. Using PIP (Praise in Public) and RIP (Reprimand in Private) where possible. Both rewards and sanctions are consistent and clear.

The school and every class have rules, agreed by the children that must be followed. Consistency throughout the school is important, some approaches are used by everybody but we retain flexibility for individuals.

Behaviour we encourage:	Unacceptable behaviour includes:
Respect for other people, their views and their work. Attentiveness. A sense of right and wrong. Self-respect. Respect for the environment. Working co-operatively. Honesty and trust. Fairness. Self-discipline. Politeness and good manners. Setting a good example.	Racial harassment. Violence and aggression. Hurting other people's feelings. Threatening behaviour including bullying. Dishonesty. Deliberate disobedience. Discrimination. Lack of respect for adult/children. Using unacceptable language. Deliberately damaging property. Disrupting teaching and learning. Taking things that do not belong to us.

Rewards

We use a whole school 'face' system.

- Every child starts each day on the **GREEN** face.
- Stars/Points/stickers etc. are awarded for good behaviour or learning, according to the preference of the adult and class. Teachers may also use the Class Dojo app to add further motivation to this point system.
- Stars/Points/stickers/badges etc. are also awarded for behaviour and attitudes in line with the UNICEF Rights and Responsibilities.
- Verbal praise: teachers make explicit exactly what specific behaviour, attitude or achievement is being praised e.g. 'Well done, you are sitting properly!'
- Certificates.

- Class/team/individual awards/rewards, class parties, golden time are examples of rewards teachers may use for their classes.
- Enamel Webster badges or stickers from Principal/Head of School.
- Showing of good work to other adults.
- Responsibility in class or around school.
- A few children from each class are selected by their class teacher to be awarded certificates in Friday assembly each week: one/two are chosen for outstanding achievement or attitudes, and one for behaviour and attitudes in line with the UNICEF Right and Responsibilities.

Sanctions

- We use a whole school 'face' system. Every child starts each day on the **GREEN Face**. Reminders are given before any move up the faces.
- If a child's name is moved up to the **YELLOW Face** this means, 'I need to change my behaviour'.
- **RED Face**: If a child chooses not to change their behaviour when they are on the yellow face they are moved up to the red face. If they are still on the Red Face by the end of the first or second session lesson they miss a full morning playtime or 15 minutes of lunchtime. If this happens at the end of the third session in Reception/Key Stage 1 they miss a full afternoon playtime. If a child is on the Red Face at the end of the day the child's parents will be spoken to at dismissal.
- Where time allows, teachers are encouraged to administer these sanctions themselves in their own rooms.
- **PURPLE Face**: The final face means 'I have to go to another class with a 'Think Sheet' for an appropriate amount of time (30 minutes as a guide). The 'Think Sheet' is then taken to the Principal or Head of School, and the class teacher will inform the parents at the end of the day.
- If a child is exhibiting regular (2/3 times in a week) unacceptable behaviour, parents will be spoken to by a senior member of staff. Should the unacceptable behaviour persist, parents will be spoken to by the Principal or Head of School.
- Major incidents such as fighting, bullying, rudeness towards an adult or defiance of a teacher should skip all stages and go straight to Principal, Head of School or other senior staff members who will arrange an appropriate sanction.
- *NB; This system is designed to remind children to change their pattern of behaviour, and to offer them an 'open door' in order to do so. Children are moved back down the faces towards Green upon evidence of this change.*

If a child displays behaviours described as unacceptable, staff can decide if a child should miss their lunchtime.

If a child displays serious or persistent unacceptable behaviour (for example three 'Think' sheets) a letter will be sent home (via post) detailing the incident; this may be followed up by an after school detention (issued only by the Principal or Head of School) from 3:15pm to 4:30pm, on the next day.

If there is not an instant improvement in behaviour we would need to impose a fixed term exclusion and in severe cases a permanent exclusion.

Children with Behavioural Needs

There may be some instances where children with additional behavioural need further support. In these cases behaviour will be improved through the use of individual rewards and sanctions and a behaviour management programme which will include support and advice from the Inclusion Leader. If unacceptable behaviour continues, the same procedure (described above) will be followed.

Tracking Behaviour

Any unacceptable behaviour (such as missing playtime, fighting, 'Think' sheets etc.) will be logged by all staff using a new Safeguarding system- CPOMS. This system will allow staff to track children's behaviour.

Appendix; Mantras

We recommend the use of the following 'mantras' and approaches to aid consistency and to deal with particular behaviours. We also recommend that these are done with reasonable volume and an assertive tone of voice; with conviction.

Whole Class Listening

- 1, *Stop what you are doing*-with 'stop' raised hand gesture
- 2, *Equipment down*, palm gesture down towards table.
- 3, *Eyes on me*, fingers point towards own eyes

Ensure children never talk over/under you. Scan and focus in on exactly where it may be happening and use PIP (Praise in Public) for those displaying the desired behaviour-then hand gestures, positioning of yourself, and clear language to address it.

Shouting Out

Clarify how you want a question answered by building this into your questioning, e.g. if you want an example of an 'ough' word, say *'By putting up your hand, tell me some 'ough' words,'* clarifying that you will only accept responses from those with hands-up.

Children out of Seat

Establish the expectations; *'If you need to leave your seat, put your hand up'.*

If children are leaving seat to fetch stationery or sharpen pencils- first of all establish clear class routines so that they have everything they need in reach for each lesson, then use the mantra.

Children Needing Help (out of seat)

Use the above mantra, *'If you need to leave your seat, put your hand up'.* Establish clear class routines such as 'Ask 3 before me'.

Disruption after break or lunchtime

Teacher or TA stands at door welcoming children in, praising positive behaviours, and there is an engaging activity out on tables ready to begin immediately.

Lining Up

Always position yourself at the middle of the line, sideways on, so you can see all children at all times.

Sulking/PIP and RIP

Sulking is often the result of not sticking to PIP (Praise in Public) and particularly RIP (Reprimand in Private). Think about how, where and when you issue reprimands. Sometimes hand signals or short commands can work.

Telling Tales

'Maybe they are, but' e.g. *'Maybe she is flicking a rubber but I'd like you to finish the questions.'*

Going to the Toilet during lessons

'You may go to the toilet now and pay back your learning time at break/lunch, or you may wait until break/lunch'.

Use of language in general

Communicate with conviction. Be clear, precise, short, do not get hooked into conversation and debate unless it is appropriate, as it wastes teaching/learning time.

Seating

We recommend the use of L-shaped or row-based seating arrangements for pupils. Use of carpet time should be limited.

Positioning

Always talk to a child shoulder to shoulder and maintain view of whole class at all times.