



Stottesdon Primary School

Church of England Controlled

We really care and make learning fun Our School Behaviour Policy

The Aims of the Policy

- To ensure a calm, purposeful and secure environment where teachers can teach effectively and children can learn.
- To foster caring attitudes where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to take responsibility for his/her own behaviour.
- To have a consistent approach throughout the school with parental involvement and support.
- To provide for pupils, staff and parents a sense of direction and a feeling of common purpose.

Basic Assumptions

- Teachers have a duty to help children succeed at school and to teach them the behaviours which will help them succeed.
- Teachers have a responsibility to set clear and consistent expectations for behaviour.
- Teachers have a responsibility to provide consistent positive encouragement to motivate children to behave.
- Children have a right to know what behaviours are appropriate to be successful in the classroom.
- Teachers have a responsibility to teach their pupils how to manage their own behaviour.
- Most children can behave appropriately. Those who do not either choose not to, have not been taught or have wider issues that need support.
- Children tend to be engaged if:-
 - the task is meaningful
 - the level of challenge is appropriate i.e. not too hard so the child is overwhelmed, not too easy so the child is bored.
 - they have a clear sense of short term and long term goals and receive positive feedback leading to a growing sense of confidence.
 - they have high self-esteem and feel valued.
- The following approaches are understood to lead to successful management of pupils' behaviour:
 - Role responsibilities, rules and routines are the basis for management and discipline
 - A non-confrontational focus
 - Emphasise behaviour as a choice, emphasise behaviour ownership
 - Least to most intrusive management style
 - Utilise related consequences
 - Develop positive corrective styles
 - Promote and support positive behaviour

- Utilise principle of Cool Off Time, support dignified use of time out
- Ethos of shared responsibility for behaviour - pupil, school, home and external agencies.

Failing to plan is planning to fail.

Teachers need to allocate time and effort to systematically teach children how to behave as well as having a continuum of strategies. Strategies should begin with those that are subtle and preventative and move towards the use of those that are more apparent and reactive. The progression should be incremental and systematic, rather than extreme and haphazard. This organisation provides a consistent and neutral approach to behavioural decision making and subverts the likelihood of emotionally charged interactions that are neither an efficient nor effective use of teacher time.

Golden Rules and Classroom Rules

Our school has Golden Rules which apply to all across the school. These are displayed around the school. They are chosen to reflect the ethos, values and goals of our school:

Treat others as you would like them to treat you.

Always do your best and help others to do the same.

Care for your own and other peoples' property and take care of the school

Golden Rules reflect whole school expectations and are supported by the Classroom Rules.

A Classroom Discipline Plan

The plan will have three parts.

1. *Classroom Expectations* - children must follow these at all times
2. *Positive Recognition* - children receive these for following the rules
3. *Consequences* - these result if children choose not to follow rules.

THE THREE PARTS OF THE BEHAVIOUR PLAN MUST BE DISPLAYED CLEARLY IN YOUR CLASSROOM.

Guidelines in creating your classroom discipline plan:

(Whole school activity during the first week of an academic year which is then followed up throughout the year as appropriate. See the behaviour appendix for further detail)

1) Classroom Expectations

- Choose classroom rules that let children know what behaviours are expected in the classroom at all times.
- Choose a limited number of rules/expectations so they can be kept high priority and known by all.
- Choose expectations that are observable. Vague rules are difficult to enforce.
- Choose expectations that apply all through the day.
- Choose expectations that apply to behaviour and attitude only.

- As appropriate to the age and maturity of your children, involve them in setting some of the expectations as this gives ownership and value.

2) Positive Recognition

- Use positive recognition to reinforce classroom expectations and appropriate behaviour.
- Increase children's self-esteem through consistent, meaningful recognition. Let them know you notice their efforts.
- Praise children often. It is the most powerful tool you have.
- Acknowledge positive behaviour with rewards, e.g. stickers, praise ladders or similar scheme), certificates, visiting the Headteacher, 'dip in the box' gift reward and wrist bands accessible to the whole class.
- Motivate children through special privileges such as class monitor jobs.
- Use positive whole class recognition and rewards to praise new behaviours or to approach a specific problem behaviour.

3) Consequences

- When disruptive behaviour occurs, be prepared to deal with it calmly and quickly.
- Have in place recognised consequences that children receive should they choose to disregard the classroom expectations (***See the behaviour appendix for further detail***).
- Consequences do not need to be severe to be effective.
- Consequences must be ones the children do not like, but should never be physically or psychologically harmful.
- Consequences should be listed in a hierarchy in case expectations are persistently ignored.
- The first consequence should always be a prompt (look or quiet word) to amend a behaviour.
- Contacting a parent or sending a child to the Head will be near the end of the hierarchy.
- The hierarchy should include a 'severe clause' for dealing immediately with severe behaviour.

Teaching the Common Discipline Plan

- Create with the class to ensure ownership.
- Explain why rules are needed.
- Consistently reinforce expectations.
- Review rules frequently, make expectations clear at the start of each session if necessary.

Example Classroom Discipline Plan

Classroom Rules/Expectations

1. Follow the teacher's instructions/co-operate with staff and peers
2. Keep hands, feet and objects to yourself/respect people and places/look after your workspace and classroom resources
3. Be kind and caring to others
4. Have a go/give 100% to all you do/be willing to learn
5. Focus on tasks and allow others to learn

Positive Recognition

1. Praise
2. Sticker, house point, marble in jar, whole class reward
3. Positive certificate to take home, achievers

Consequences

1. Non verbal prompt - 'The look'
2. Verbal prompt - positive verbal reminder of expected behaviour/rules
3. Given a choice and reminded of the consequences (praise if appropriate choice taken or continue with consequences)
4. Stay behind at break/Work in a different place
5. Write out an apology
6. Teacher calls parents
7. Involvement of a line manager/headteacher (severe clause).
8. Home school target book with regular meetings until back on track.

If pupils progress to points 4 or above the restorative approach will then involve them acknowledging their red behaviour was the wrong choice and the child needing to put right the choice with an apology to those involved.

Remember - positive recognition or consequences do not need to be big things. Consistency is the key.

Circle Time and Class Personal, Social, Health and Moral Education Lessons

With school rules, classroom rules and behaviour in general it may be useful to have discussion times or other activities which enable pupils to generate a list of behaviour they find aggravating. In the same way, lists of their expectations of others, and your expectations of them may be helpful.

BULLYING

We recognise that bullying can happen in any school and in many other areas of social life. We encourage children to work against it and to report any incidents of bullying. Our trust has an annually reviewed Anti bullying policy that should be read alongside this document

Behaviour Policy Appendix

| Colour/level | Pupil Behaviour | Teacher Action | Extra Support |
|--------------|---|--|---|
| 1 - Green | <p>Pupil respects others, is cooperative and self-controlled.</p> <ul style="list-style-type: none"> • Looking after our school belongings and keeping school tidy • Looking at the person who is talking (unless has a specific difficulty) • Listening to what others have to say • Choosing the right time to talk • Letting others get on with their work • Working collaboratively • Giving 100% effort • Having a can do approach • Showing good manners e.g. holding doors, saying please and thank you • Taking pride in our work • Walking around school • Always making the right choices • Kind, helpful, empathy • Growth mindset • Independent • Playing fairly/sharing • Forgiving • Tidy | <p>Positively reinforce behaviour with appropriate comments and specific feedback. Praise class for behaving in the expected way.</p> <p>Rewards:</p> <ul style="list-style-type: none"> • Praise – stickers • Housepoints – academic • Marbles – social • Move up reward ladder or similar • Raffle tickets • certificates • Pupil/table of the week • Golden time • Achievers | <p>Involve colleagues and parents/carers in celebration of pupil's achievements.</p> |
| 2 - Yellow | <p>Basically respects others but may have difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others.</p> <ul style="list-style-type: none"> • Not listening • Talking when others are • Shouting out • Distracting others • Rough play • Rushing round school • Being unkind to others • Leaving classrooms untidy • Not looking after other people's belongings • Not working as a group when asked • Not putting 100 % effort in • Answering back when an adult is talking • Not following adult instructions | <p>Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'green' behaviour reminders, class meetings.</p> <ol style="list-style-type: none"> 1. Non-verbal prompt ('The Look') from an adult. Redirect play/learning/focus. Resettle class/praise/proximity praise. 2. Positive verbal reminder of what's expected. 3. Give choices (2 positive) - discrete warning/reminder of consequences. 4. If the behaviour is persistent then the pupil will receive a consequence and might be asked to work away from peers, spend 5 minutes in Time Out, miss some of break time / playtime. 5. The restorative approach (when calm) will then involve them acknowledging their behaviour was the wrong choice and the child will then apologise to those involved. | <p>Informal consultation with class teacher and other colleagues, support staff and parents/carers.</p> |

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|-------------------------------|---|---|--|
| 3 - Yellow to Red | Persistently violates the rights of others in a minor way. Has continuing but minor problems eg violates rights of others, continues level 2 behaviour, poor attitude to learning and work, rude and unresponsive in class. | Teacher speaks to child and member of SLT. Child will lose playtime and/ lunchtime to discuss behaviours. Persistence may lead to loss of privileges e.g. representational activity or exclusion from special event <ul style="list-style-type: none"> • Speak to SENCo if there are any concerns which made need further support from outside agencies. • To phase leader (phone call/ meet with parents and class teacher as necessary) Log of behaviour should start to be kept – SIMS | Parents/carers should be contacted. Wider staff begin to have knowledge. Consider targeting through the 'staff – say something positive scheme' |
| 4 – Persistent red behaviours | Continually breaches the rights of others. Regular and serious infringements of the rights of others, eg verbal or physical assault, intimidation, vandalism, defiance, disruption. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help. <ul style="list-style-type: none"> • Swearing at a pupil or adult • Shouting at an adult • Arguing with an adult • Damaging property • Stealing • Using words that are very disrespectful when talking about somebody • Bullying, Racism, Sexism, Homophobia, Ageism • Running out of school • Leaving class without permission • Throwing food • Breaking other people's belongings • Graffiti • Fighting • Or continuous yellow behaviours | <ul style="list-style-type: none"> • The pupil will need to be reported to a senior member of staff. Documentation of behaviour should be recorded and filed. The pupils may need a Behaviour Plan which may involve a report and reward chart. • Persistence may lead to loss of privileges e.g. representational activity or exclusion from special event • To Headteacher (phone call/ meet with parents and class teacher as necessary) • Home– School Target Book and regular meetings with parents/ carers as necessary until they are back on track. | All colleagues aware of the child, the issues and the supporting strategies being implemented. Outside agency involvement where appropriate |
| 5 - Red | Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. Teacher refers pupil to Deputy Head/ Headteacher | The pupil could be excluded in line with the DFE Exclusion from maintained schools, academies and pupil referral units in England: statutory guidance for those with legal responsibilities in relation to exclusions. Sept 2017 | |

A record log is also available for children who develop a pattern of behaviour that causes concern. (See Headteacher).