



Behaviour for Learning

We hold high expectations for every member of the School. We create an environment in which pupils can flourish in their studies and relations with others, free from fear and intimidation: it is a 'place to grow.' We are a small school, characterised by its warmth and positive attitude to its academic, pastoral and moral education. The atmosphere should be calm, purposeful, based on mutual respect and focused on learning and personal progress. All pupils should feel known, safe, valued and respected.

Positive behaviour underpins effective teaching. We want positive attitudes in all members of the school by insistence on:

- Following the three school rules
- Mutual respect
- Self-discipline and self-regulation
- The ability to evaluate and reflect on the opinions of others.

School rules

We have three school rules which we expect every member of the school to uphold:

1. We are here to learn
2. We respect each other
3. We look after each other

The school rules are explicitly taught to all pupils. This must be done by modelling and encouraging behaviours which help to follow these rules throughout the day. Our positive expectations for good behaviour are made visible through our emphasis on providing a structured environment with clear routines, so our pupils learn self-discipline, self-regulation, organisation, good manners, and courtesy to others. We celebrate good behaviour and reward it with positive reinforcement.

All staff promote the school rules daily, using them to exemplify expectations, to reinforce pupils' positive conduct and used as a starting point with pupils when dealing with negative incidents. Staff are mindful of newly arrived pupils who have missed out on rules-teaching.

Classroom behaviour book

Each class will have a behaviour book where positives and negative behaviours are recorded. Comments must be clear and concise, making it clear what the behaviour being mentioned relates to. (Example in behaviour book).

Class teachers will use these books to inform conversations with parents at the end of the day and to make their weekly head teacher award choices.



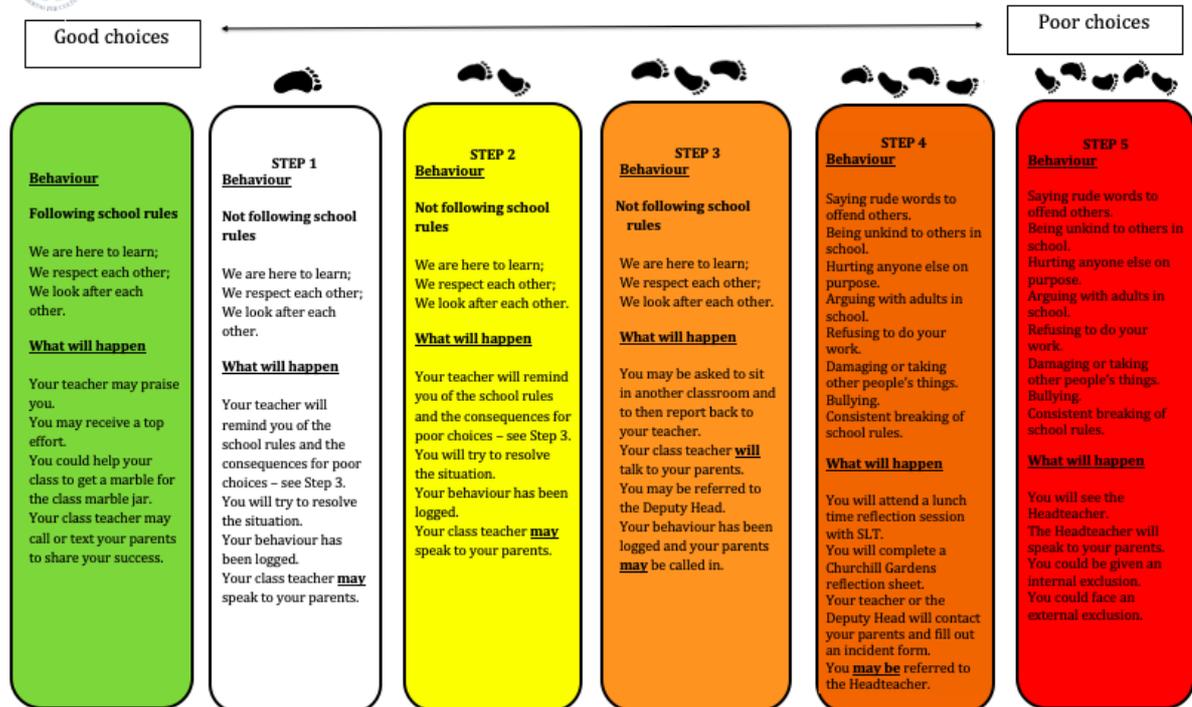
SLT will use the books to ensure behaviour across the school is monitored, to identify patterns of behaviour, to identify any potential child protection issues and to ensure sufficient support is offered for teachers.

- **Rewards:** Children are rewarded for good and kind behaviour, positive learning attitudes and academic achievements. Pupils are praised with smiles, comments, stickers and positive comments (including at dismissal).

Positive behaviour is reinforced and embedded when children are publicly recognised; therefore dedicated time is allocated to celebrate in whole school assemblies (*Once safety allows*).

- **Class rewards** – Whole class rewards can be given in the form of marbles in a jar, at the end of each week the total marbles are counted and the classes gain points for where they finish across the school 1st 10 points, 2nd 9 points 3rd 8 points and so on. At the end of each term the class with the most points will receive a reward appropriate for their age.
- **Consequences:** Each class will display and use the Churchill Gardens stepping stone behaviour chart. Pupils progress from left to right as they make poor choices. With the encouragement to always make good choices.

Churchill Gardens Behaviour Steps Chart



The stepping stones are not a replacement for positive behaviour management, at any point along the steps, the focus should always be on pupils to regulate their behaviour. Teachers should always attempt to de-escalate low level behaviour.

Each time a child is on a behaviour step:

1. It must be recorded in the class behaviour book and step 3 and above recorded onto SIMS.
2. SLT will determine which children will attend lunchtime reflection and this must be recorded on SIMS.
3. Parents must see and sign reflection forms at the end of each week, this is the responsibility of the class teacher.

When dealing with misdemeanours we are aware of a pupil's self-esteem and identify that it is the behaviour that is unacceptable and not the pupil.

First we:

- Check the pupil understands why he or she is in trouble.
- Establish he or she knows the behaviour was unacceptable. Always refer to the School Rules.

Then we:

- Explore the effect that the behaviour has on others.



- Examine strategies for avoiding the same situation in the future.
- Encourage pupils to think of/or offer some alternative strategies.
- Problem solve.
- Give an appropriate sanction.

Where behaviour is repeated and has not improved, in conjunction with the SENCO and/or Head of school , individual behaviour plans will be created for children. These will be shared with parents/carers in individual introductory and follow up meetings by class teachers.

Celebration assemblies

Every week one pupil from each class is nominated for a 'Head of school s' certificate by their class teacher, to be presented by the Head of school. Teachers should record which children they have given the certificate to, to ensure that all children receive a prize over the course of the year. This information should also be put onto SIMS.

Overview of Merits and Rewards and Incentives

	Individual children	Whole class
Classroom	<p>Stamps and stickers for specific behaviour or effort</p> <p>Rainbow award - Individual pupils are rewarded for good choices, moving up the rainbow. If they reach the star they can visit the Head of school for a prize.</p> <p>Special privilege/ responsibility within the classroom</p> <p>Positive verbal feedback to parents</p> <p>'Good work'- Sent to Head of school for high level achievement</p>	<p>Marbles in a jar, rewarded for whole class efforts are counted at the end of the week.</p> <p>A weekly assembly is held to show each class their position in the 'table'. Termly prize for the class with the most points.</p>
Playtime	TBC	
General or whole school	<p>Head of school's award- one per week.</p> <p>Weekly attendance award (<i>Post covid</i>)</p>	<p>Attendance and punctuality stars are given to display on classroom doors each week in assembly. The winning class over the course of the term is given a reward at the end of term.</p>



Manners

Good manners contribute to positive behaviour and relationships.

- When they are moving about the school independently or individually (not in class lines) pupils make eye contact with adults and saying 'good morning (name)'/ 'good afternoon (name)'
- When an adult asks a child 'how are you?' the child replies and returns the question. The answer to, 'How are you?' is, 'Very well, thank you' (if they are well).
- Pupils should always say 'please' when asking for something and 'thank you' when given something.
- To preface an address to an adult, pupils should say, 'Excuse me please, (name)' and should never interrupt when other people are speaking.
- Pupils should hold doors open for approaching adults.
- Pupils should not cross in front of an approaching adult, even when engaged in play.
- Pupils should use cutlery when eating. They raise their hands to ask for water or to scrape up. They do not leave the table without permission.

Strategies for behaviour management

1. **Use the least invasive form of intervention-** You want everyone to follow your directions in the quickest and least disruptive way, so choose an intervention that is as close to the top of the list below as possible.

- a) **Nonverbal intervention:** use eye contact with off-task students without interrupting instruction.
- b) **Positive group correction:** quick verbal reminder to all, "We're following along in our books."
- c) **Anonymous individual correction-** sends the message that there are individuals not following, "We need two people."
- d) **Private individual correction:** correct individuals privately and quietly by leaning down next to the student and in a quiet voice telling the student what he should do, "Quentin, I need you to track me so you can learn"
- e) **Lightning-quick public correction:** when you need to correct an individual publicly, make sure to minimise time their time 'onstage.' Something like, "Quentin, I need your eyes," tells the student what to do and is efficient and effective.
- f) **Consequence:** it's best to solve noncompliance quickly and save consequences for occasional use. Consequences should be quick, calm, and non-invasive.

2. **Rely on firm, calm finesse:** remember that gaining 100% compliance is not about power, but about achieving an important purpose - that students will succeed. Take yourself out of the equation and focus on the goal. Rather than saying, "I asked for your eyes on me because when I ask you for something I expect you to do it, try, "I need your eyes on me so that you can learn."



4. Emphasise the compliance you can see: asking for pencils down is better than asking for attention because you can see if it has been done. Then make sure students know you are looking, “Thank you, Peter. Thank you, Marissa”.

Sometimes noncompliance is not due to defiance, but because students do not understand or know how to follow a direction. To remedy this, clear and useful directions should be used. It is not helpful to tell students, “Don’t get distracted” or “Pay attention.” Has anyone ever taught them what the specific expectations are (eyes on the speaker, pencil down, for example)? Directions are most useful if they are specific, give students something to do (“Put your feet under the desk”), are sequential (“John, put your feet under the desk, put your pencil down and put your eyes on me”), and observable (to assess it).

5. Conflict resolution: Children can make mistakes, time for reconciliation,

Give the child an opportunity to discuss it at a more appropriate time otherwise the child may behave worse if they feel they haven’t been listened to.

Use of Voice

As a teacher, you communicate with your students for many reasons (to correct, to praise, and to inquire) and in many different contexts. Students inevitably react to your communication in a variety of ways as well (they may be defensive, angry, motivated, grateful). Because communication is so important in classroom culture, below are guidelines to help with words and tone.

1. Economy of language: it’s stronger to use fewer words. Focus on what is important and make just one point.

2. Do not talk over: when you need students to listen, your words are the most important and should not compete for attention. Wait until there is no talking or rustling. One technique is to cut off your instructions and wait completely still, “Year two, I need your....” Nothing continues until you have everyone’s attention.

3. Do not engage: do not let students distract you from the topic at hand. For example, if you say, “Please take your foot off Margaret’s chair”. David might say, “But she’s pushing me!” Don’t fall into the trap of engaging David by saying, “Margaret, is that true?” Instead say, “I asked you to take your foot off Margaret’s chair.”

4. Quiet power action: when you feel you are losing control; your instincts may be to speak louder and faster. Fight those instincts and get slower and quieter to maintain control. Exude calm and drop your voice so students strain to listen.

5. Live in the now: don’t harp on the past. Focus on the now and the behaviours you expect in the moment. “Listening to me please.” Instead of saying, “Please stop talking, you don’t want to me on a step two like Monday and Tuesday.” Or say, “Well done, you have listened the



whole lesson,” rather than, “Well done for listening, not like you did yesterday when you were on a step two”.

6. **Assume the best-**: Remain positive. If you say, “Just a minute, class. I asked for chairs pushed in, and some people decided not to do it”. This assumes disrespect, laziness and selfishness. Instead try, “Just a minute, class. Some people seem to have forgotten to push in their chairs.”

7. **Allow plausible anonymity**: when possible, correct students without using their names, “Class, check yourself to make sure you’ve done what I’ve asked”.

8. **Build momentum, and narrative the positive**: don’t narrate it when students do not follow directions. Avoid, “I’m still waiting on some of you,” and try, “I’ve got almost everyone now!”

9. **Challenge!** Kids love a challenge so frame a direction as one, “Let’s see if we can get these papers in 12 seconds!”

10. **Warm/Strict-** we’re socialised to think that being strict and being warm are opposites. In fact, as a teacher you must be both.

11. **Joy-** including joy in the work of learning is part of a high-achieving classroom. This can include anything from games (jeopardy), to making students feel they belong, to humour, to suspense (setting out a box wrapped as a present and building anticipation about what’s inside).

12. **Isolate the behaviour not the child**: Focus on the behaviour. Avoid open questions such as; “Why are you doing this?” But say, “Calling out is a poor choice. I liked it at start of the lesson when you were focusing on me and making good choices.”

13. **Say the behaviour you would like instead of saying what you wouldn’t like**: Instead of saying, “Keana, stop looking back at Tanya”, say, “Keana, I need your eyes forward”.

Use of Praise

Confidence and motivation are increased through effective use of praise. The deed, not the pupil, is praised. Positive reinforcement is a powerful tool; it should be as specific and as public as possible. In contrast, criticisms should be whispered or non-verbal.

Praise must be proportionate, realistic and relevant. When a child does the right thing (which should be expected), simply acknowledge it descriptively, e.g. ‘You pushed your chair in.’ There is no need to elaborate. It is important to praise the process of learning and completing a task rather than just the outcome. For example, praising a child’s effort, the strategies they use, their focus, their perseverance and their improvement. Praise is used to create a culture where pupils work hard and develop resilience and an open mind-set: “I’m not sure I can do it now, but with effort I can.”



Whole school management systems

Four non-verbal RWI based signals are used by all adults, across all subjects in the School.

- **'STOP' signal**

One hand is silently placed at chest height in the stop signal. Children are expected to respond immediately. Other adults support by silently repeating the gesture. Facial expressions are used to acknowledge pupils who have responded quickly. Adults silently move to make eye contact with those children who are not responding.

- **Turn and Tell Your Partner (TTYP)**

Two hands are turned inwards to indicate that it is time for children to turn and talk to their partners on the directed discussion point. The stop signal is used to bring discussion to an end.

- **MTYT (My Turn, Your Turn)**

The teacher touches their chest to indicate 'my turn' and then opens their palms to the class to indicate 'your turn:' all pupils repeat what the teacher has said.

- **1,2,3**

The '1,2,3' signal is used to guide transitions to desks, to the carpet and to line up.

1. One finger indicates that children should stand up silently on the spot.
2. Two fingers indicate that children should move silently to either their desk, carpet spot or place in line and wait silently. In Maths this transition time may be used for counting, times tables or call and response of number facts.
3. Three fingers indicate that children should sit down or begin walking.

All adults working with children use, and have the same expectation of response, to each of the four signals. Aside from lunchtime bells and the use of a whistle in PE and Games, no other signals are used to gain the attention of pupils.