

## **BEHAVIOUR POLICY**

Positive behaviour underpins effective teaching. Without a calm learning environment, we would not be able to teach; therefore good behaviour is essential for learning to be effective.

### **We want positive attitudes in all members of the school by insistence on:**

- Following the 3 school rules
- Mutual respect
- Self discipline
- The ability to evaluate and reflect on the opinions of others

### **We achieve positive behaviour through:**

**1. *We have 3 school rules which we expect every member of the school to uphold:***

**WE ARE HERE TO LEARN**

**WE RESPECT EACH OTHER**

**WE LOOK AFTER EACH OTHER**

The rules are referred to in assemblies and revisited weekly in the classroom. Our aim is that all children will understand the rules, and children in KS2 will know the rules from memory.

The school rules are used as a starting point with the children when dealing with negative incidents.

**2. *Classroom rules***

At the beginning of the school year, every class writes classroom rules based on the 3 school rules, with detail of what adherence to the rules looks like in practice, differentiated for the age of the class. Each year group agrees **rewards** and **consequences**.

**3. *Rewards and sanctions***

***The reward system is designed to ensure that all children receive positive rewards.***

We believe that positive behaviour is reinforced and embedded when children are publicly recognised, therefore we dedicate time during the day to celebrate achievements in the classroom, and in whole school assemblies.

### **Sanctions**

These should be graduated with the consequences reflecting a particular incident.

When dealing with unacceptable behaviour, we are always conscious to always maintain a child's positive self-esteem, and that it is the behaviour that is unacceptable, never the child.

### **The following procedures are an outline of the strategies that might be used:**

- Check that the child understands what he/she is in trouble for
- Establish that he/she knows that the behaviour is unacceptable
- Explore the effect that the behaviour had on others
- Examine strategies for preventing the same situation from occurring in the future
- Encourage children to think of or offer some alternative strategies

### ***Strategies for minor infringements might include:***

- A non-verbal sign
- Time out (maximum of 5 minutes)
- Home/school books (in cases of repeated negative behaviour)
- A private verbal rebuke
- Repetition of a task if necessary
- Isolation within the classroom
- Removal from class to an alternate supervised area
- Withdrawal of a privilege – eg: loss of a playtime
- Informing and discussing with parents if necessary

**More serious incidents must be dealt with in a more formal way:**

- Logging of incidents
- Informing parents
- Withdrawal of a major privilege
- Removal from class for a longer period
- Informing the Assistant Principals or Principal.

**4. Positive behaviour strategies**

The following are strategies used to manage behaviour in a positive, pro-active way.

**We aim to:**

- Remain positive
- Always listen to children
- Set personal standards of behaviour and respect for other people
- Criticise the action and not the child, but praise both action and child
- Display expectations, eg: class rules, clearly
- Be consistent in our expectations
- Always warn at least once before a sanction
- Avoid conflict and confrontation by giving choices or alternatives
- Praise good behaviour before criticising inappropriate behaviour
- Talk through conflicts using positive developments while being truthful
- Give children jobs or responsibilities as appropriate
- Value childrens' ideas
- Develop personal charts etc for individual children where necessary
- Know why the child is behaving in a certain way – know their background and current situation

**5. Playground and lunchtime behaviour**

Midday supervisors and teachers work together to monitor both positive and negative behaviour in the playground.

Playground rules are displayed in the playground and are discussed in assemblies and in class throughout the year.

**6. Monitoring behaviour :**

Monitoring behaviour is an implicit thread in all monitoring activities. However, there are occasions when behaviour is monitored in isolation:

- Progress check meetings with the Principal allows teachers the opportunity to raise behaviour concerns
- The Assistant Principals or Principal monitors class behaviour records termly
- Teachers record any significant behaviour issues in the pastoral care folder
- Bullying is recorded in the central record.

**September 2014**