

## BEHAVIOUR: GOOD BEHAVIOUR POLICY

**“All pupils to achieve high standards of work, behaviour and attitudes to others.”**

We are committed, at Beecroft, to a belief that **all** children can behave well. Good behaviour is a learned response and our role is to provide a positive environment where very high expectations are the norm. We expect all pupils to show strong levels of focus, listening and attention in class. That includes putting hands up and joining in with lessons. We do not ignore lack of focus because we accept that to achieve well learning behaviours of focus and attention are pre-requisites.

### Central Beliefs

- All children are capable of behaving well.
- We expect all children to behave well including those with special needs.
- The majority conform easily. Others with persistent problems will need dealing with immediately and consistent supportive systems to develop their good behaviour. The behaviour policy should be followed at all times.
- Well-planned and appropriate work, with clear aims and targets, enhances good behaviour.

Excellent standards of behaviour from all abilities of children are a pre-requisite for high standards of work from all children.

The high standard of behaviour and discipline in the school is created through the high expectations of all staff and their commitment. The ‘tone’ of the school is the responsibility of all staff led by the Headteacher and School Management Team. This is achieved in a number of ways. Firstly, by showing a **high positive** profile around school. Children quickly get to know what is expected of them. Then by:

1. Reactions of all staff and appropriate rewards and sanctions when needed.
2. Routines for the following times which are adhered to by all staff:
  - a) Assembly
  - b) Classroom routines
  - c) Playtimes
  - d) Lunchtimes

3. A special system and programme for the children who have caused/are causing particular difficulties. This is recorded and always put in place through discussion with parents/guardians.
4. Positive rewards for good behaviour and work. (Colour point system)
5. Involvement of children themselves in creating a good environment.

## **1. Reactions of Staff (most important)**

**Staff reactions and the way people work together to reinforce the systems and ethos of the school cannot be underestimated. It is of paramount importance that everybody plays a full part in speaking to all children in the school both about things that are going well and about behaviour and attitudes which are not to be condoned. Children soon learn that everybody is working together and that all Teachers play their part in the whole school. Staff need to be seen by children as constantly backing one another up!**

**High expectations of behaviour and the outcome of good behaviour needs teaching and cannot just be expected.**

- Well done and praise to all children around the school when they are doing well. Not just to those in your class.
- All staff challenge all behaviour which is not good – in any Key Stage or class. There is strong and consistent support for individual staff endeavours.
- Deal with all misbehaviour – **to ignore is to condone it.**
- Set high standards of speech, manners and dress.
- Be consistent.

## **2. Routines and Messages which are Given By All Staff.**

### **a) Assembly**

Assembly is seen as an important vehicle in the development of the ethos of the school. **There is much positive reinforcement of that which is seen to be good and unacceptable behaviour is clearly outlined. Attitudes and values are reiterated in many different ways and emphasis is placed on – telling the truth, respecting the rights and property of others, acting considerately towards others, for example, in the dining room or at playtime, taking personal responsibility for one's actions, helping others, self-discipline, honesty, good attendance.**

Messages make clear that bullying, vandalism, anti-social behaviour, racist behaviour and the like cannot be tolerated and will result in decisive action. Respect for other cultures and an understanding of all kinds of people is central.

### **Procedure for coming into assembly:**

1. Classes are reminded every day about how to come into assembly and what is expected of all children in the school.
2. Classes are brought into assembly in silence.
3. Children sit down, fold arms and face the front.

4. Ensure that any children who may talk are sitting next to the Class Teacher.
5. Supervise the class by eye-contact etc...throughout.
6. Praise for good classes (see Assembly).

**b) Classroom Routines**

The first responsibility for classroom behaviour must lie with the Class Teacher. Create and sustain a stimulating environment. The classroom should be attractive, clean and tidy. It should be a positive, supportive and secure environment. Well-prepared and stimulating lessons earn respect and generate good behaviour. Children thrive on routine and it is far better to explain what is expected and how and then praise for doing the right thing than to say 'that is not right' when things go wrong. Praise when things are done well.

1. When we come in the morning we read in silence. (well done as pupils do this)
  2. When I want your attention in class I will say 'stop,' or raise a hand or count down 54321. (Establish a method and always use the same)
  3. We all fold our arms when listening to a child read out. (Model the behaviour that is expected by folding your arms.
  4. Organisation for clearing up routines through – monitors, books open in the middle of the table....Doing the same thing each time enables pupils to behave and understand what is expected. Consistency leads to good behaviour.
  5. Reading diaries on the table on Monday morning.
  6. Homework set and collected in on time.
  7. Clear explanations and expectations made very clear: e.g. "I want you all to tiptoe silently to the chairs, carpet .....
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1. Every class should have a system for the register e.g. carpet or chairs.
  2. Set and reinforce clear expectations about how to come into the classroom. This should be reinforced everyday as part of the day.
  3. Aims for lesson, part of day e.g.
    - I expect....
    - Good work looks like....
    - Praise constantly those doing the right thing.
  4. Reading out of good work during the lesson – reinforcing good. Comment on and expect pupils to focus and not to play with pencil case or hands.
  5. Time limits/pace of lessons/other activities.

### **Range of Sanctions:**

Non-Verbal expressions of displeasure – raised eyes, following a child with your eyes, a discreet shake of the head..

Asking a pupil to sit nearer the teacher.

A firm word (This does not mean shouting. A firm word can sound loud and it should always be authoritative.) It will be different from the tone used to teach.

e.g. I am disappointed because... I have asked you to get on with your work.

Speak to the child individually before school or after the lesson to discuss what you expect to see. It is useful to have the key stage leader with you so that you have support.

The teacher has to use a range of tones and be in authority.

The teacher should expect eye contact from a child and an appropriate physical distance of 30cm (approx.) should be between the teacher and the child, when speaking 1:1. We have a behaviour book (Deputy Head Miss Brown) and records should be kept where constant discussion about behaviour of one pupil is needed. Repeated firm words should be unnecessary and may indicate that discussion is needed with parents and that a system is needed to ensure that the behaviour improves. This includes any pupils with Special Educational Needs as they are also expected to behave well. For the latter a 'Behaviour Plan' or star chart may need to be put in place. (See Deputy Miss Brown SEN Leader)

Any repeated off-task or lack of engagement in learning through distraction should be discussed firstly with the key stage leader, then deputy – and then this may need to be referred to the HT.

It is imperative that the ultimate aim is for all pupils to behave as good and outstanding teaching cannot result if any behaviour is off task.

With a challenging pupil, self-protection means it is good to have a leader present. Equally the HT will have a Deputy present when speaking to a child in the HT office. Parents are always informed if an approach is needed that necessitates a programme or consistent firmness. Discuss with you key stage leader if you are unsure, Guidelines as below are for your protection.

In the case of a pupil with SEND and when agreed in the child's care plan, we would refer to the school's care and control policy to manage their physical behaviour.

**(As Safe Working Practice, "The general culture of 'limited touch' should be adopted. E.g. to stop a child hurting themselves, A specific need would require a positive handling plan which would be discussed with parents and senior staff – this would be needed in very exceptional circumstances.)**

**(See guidance for 'Safe Working Practice Feb 2014 in Staff Handbook)**

**"A person/teacher should not use any form of demeaning or insensitive comments towards children. Any sanctions or rewards should be used as part of the behaviour policy."**

**There should not ever be physical forms of punishment (corporal punishment)  
Page 17 safe Working Practice.**

Other sanctions:

Repeating work

Stay in outside the office – playtime/lunchtime

Referral of child to Class Teacher, Key Stage Leader, Deputy, Head

In the event of serious problems the Head should be involved immediately. With serious matters parents are contacted and action discussed.

**c) Playtimes**

The Teacher brings children into the playground when the bell is heard. The Teacher on duty rings this.

**The general rule is play with consideration for others e.g. no play fighting or rough play.** Children not playing well can be stood at the wall or should stay with the Teacher on duty. The Class Teacher should then be informed.

**End of Playtime**

When the bell rings children stop and listen.

Second bell children walk quickly and silently into lines.

Children are taken into school by their Class Teacher and are reminded about how to go into the classroom at the door.

#### **d) Lunchtimes**

Children in Reception to go into dinners promptly and will be given their dinner first. Class Teachers will bring other children into the hall. Meals – first and second course will be collected on a tray. Children will clear the table and go into the playground as soon as they have finished their meal.

There will be a supervisor outside from when the children first go out. Year 5 and 6 go into the hall by themselves. They are responsible for helping to clear the chairs on a rota of colour groups.

#### **3. Special Systems**

**Many of the children needing special systems are on the Special Needs Register. The Headteacher is personally involved with all children who are having problems with behaviour. Usually parents are contacted if a child is to be placed on a star chart.**

For those children who have persistent problems:

- a) Children to be put onto a star chart which will have comments made by the Teacher for each section of the day. Comments will be on work and behaviour.

Session 1:	Before playtime
Session 2:	To lunchtime
Session 3:	Afternoon

(Award of max. 2 stars each session. Targets are set with the Head for the weekly total. A reward is agreed for target reached)

- b) Chart to be taken to Head at the end of each session.  
c) Parents to sign and comment on card.

#### **4. Positive Reward Systems for All Children** **All children in a colour group red, green and blue**

1. “Colour Points” to be awarded throughout the week (1, 2 or 3 at a time) for:-
- Good work for a particular child
  - Good behaviour, first table ready etc...
  - Improvement...  
(They should be set as targets at the beginning of the lesson)
  - Good manners

It is important that the targets are discussed with the children so that they know how to gain the points.

There could be certain targets for a particular lesson e.g. “You will get two points if you write really neatly and it looks like....this...., and if all your colouring is neat and inside the picture”.

“I am looking for those children who don’t look up from their work in the next.....mins. They will get 1 point”

This will provide the opportunity in class to say....this table is working well if they keep at it some children may get a point.

Encouragement to individuals can also be provided constantly through the system.

2. The gold points are added up for each child on Thursday of each week. The 6-8 with the most points in each class get a badge of their group’s colour and are written in the ‘Gold Book’. These children are read out and stand up in the family assembly on Friday. These children wear the badge for a week and it means that when wearing it they have to be especially good around the school!
3. Four badges in any term means a letter to parents congratulating them and their children on doing well. Children receive letters for 10 and 15 times in the Gold Book.
4. Which colour has done well each week?  
3, 2, 1, points in each colour group are awarded depending on total of children’s points in each class. Miss Parker collects these points every Thursday.
5. Mechanics of collecting the points:-
  - a) Points to be entered in the Gold Book – 3, 2, 1, for each class.
  - b) Central totals to be done by Miss Parker – Thursday.
  - c) Individual names to be written in the Gold Book.
  - d) Children to be written under ‘4 times’ section if they are due for a letter which will also be presented in assembly.
  - e) Year 6 to be responsible for changing the point totals in the hall on a rota basis.*Other rewards: verbal praise, stickers for Key Stage 1, taking the work to Head.*
6. Involvement of Children Themselves  
It is very important that children feel part of and responsible for the atmosphere and feeling within the school.

Key Stage 2 pupils are involved in monitoring noise levels in the dining hall and reporting back to the school. All children are encouraged to keep the dining room clean and tidy and are praised for sweeping up, helping younger children etc....

**Schools Council:** This should be used for discussion in class and is an important vehicle for initiative and involvement (see School Council).

*Reviewed June 2014*

*(Updated July 2017 – Behaviour in new policies Kingston D)*

