

SHANKLEA PRIMARY SCHOOL

Behaviour Management Policy

Policy Control Details			
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Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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SHANKLEA PRIMARY SCHOOL

Behaviour Management Policy

The aim of our school is to provide a positive, motivating environment which enables children to learn.

Our Vision is created through consultation with parents, children and Governors:

- Shanklea Primary School strives to provide a happy, caring and stimulating environment where children recognize and achieve their fullest potential. Pupils, carers and staff work together towards a common goal through good communication and mutual respect.
- Pupils are enthusiastic about school and show care and consideration towards others. They have high expectations of their abilities and feel motivated to achieve them.
- Adults in school seek to be good role models by developing their skills and increasing their awareness of children's needs. They are approachable, helpful and fair.
- Parents and carers are responsible and help make a difference in achieving the goals of the school. They contribute to a shared ethos through participation in a positive two way communication with school.
- The partnership which exists between school and parents is valued for the part it plays in realizing this vision.

Our ethos is:

- At Shanklea School, we are determined to create an inclusive culture where all children will be challenged in their thinking, strive for continuous self-improvement and be motivated to become life-long learners.
- We will empower our children to become respected citizens to enable them to make valuable contributions locally and globally.
- Our school is held in high regard for our inclusive approach, pupil voice and ethos which strives to create a welcoming, caring environment where relationships are based on our values of respect, honesty, love and kindness. We respect and celebrate adults and children's religion, race and culture in the implementation of our behaviour policy. We aim to develop a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions.
- As a staff we will provide clear expectations of behaviour to which everyone can aspire.

Both our vision and ethos are set in the context of 'Accelerated Learning' at Shanklea Primary School with an approach to learning which helps to promote an enquiring mind, confidence, self-esteem and respect for others and positive relationships with children and adults.

This policy takes into account the needs of all children including Special Educational Needs, disability and vulnerability.

It is the responsibility of Governors, The Head teacher and all adults in school to monitor behaviour, rewarding good behaviour and dealing with problems that arise.

Shanklea's Behaviour Management Policy acknowledges the school's legal duties under the equality Act 2010, in respect of safeguarding and in respect of pupils with SEN.

At Shanklea Primary School we will help children to develop respect and responsibility for themselves, others, property and the environment. This will be evident by children demonstrating an understanding of the rules and conventions of the school, particularly which behaviour is and is not acceptable. As children mature they should also demonstrate an awareness of, and consideration towards, the needs and feelings of others and exercise increasing levels of self-discipline.

We expect the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social and moral education into the school curriculum. We will help children achieve this by providing clear boundaries and guidelines for them, we recognize the crucial role of parents working in partnership with us.

Through this policy we will aim to:

- Promote a positive, caring and supportive whole school ethos which values and fosters the contributions of all;
- Develop self-esteem and self-discipline;
- Promote understanding of and respect for others and a regard for their safety and well-being;
- Provide a consistent approach by all adults working in school;
- Promote the children's respect of their own and other people's property and the environment
- Foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion;
- Where a child's behaviour at school indicates serious problems, support services (e.g. LIST, CYPS etc) will be contacted and liaison between all parties will be maintained through an EHA. Individualised behaviour plans are implemented and monitored regularly..
- A Team Teach approach has been adopted within this school and emphasises positive behaviour management and early intervention to de-escalate challenging behaviour. All our staff have been fully trained. If physical intervention is ended a full record of the incident will be completed and parents informed.
- Promote children's spiritual, moral, social and cultural development throughout their school life;
- Help children develop a clear and acceptable view of what is right and wrong;
- Promote firm action against all forms of bullying;
- Promote firm action against all forms of racism; handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way;
- Actively teach positive behaviour

Guidelines

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

Adults in School

All staff will:

- Reinforce positive values throughout the curriculum, through Personal, Social and health Education, Citizenship, Collective Worship and Assemblies
- Be responsible for the conduct of children anywhere on the school premises and while supervising them out of school.
- Have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
- Give children increasing opportunities for responsibility within class and school
- Encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress.
- Recognise and praise good behaviour
- Set high expectation of behaviour which are explained to the children. All staff and children should be aware of and follow Shanklea Primary School Golden Rules
- Present a consistent approach which makes expectations clear.
- Listen to the children; encourage them to reflect upon their actions and possible alternatives.
- Provide children with positive role models.
- Establish and reinforce clear and consistent boundaries.
- Provide a stimulating school environment, an appropriate curriculum and suitable playground activities.

It is the responsibility of **all** adults in school to monitor behaviour; rewarding good behaviour and dealing with problems that arise. Staff need to be aware of the School Rules and ensure that they are followed.

Rules

1. Listen carefully and follow instructions.
2. Walk around school without disturbing others.
3. Keep hands, feet and objects to yourself.
4. Treat each other with respect.
5. Take care of everything in and around school.

Explanation of rules:

1. Listen carefully and follow instructions

- Listen to all adults who work in school.
- Show the teacher you are listening by stopping, looking and being silent.
- Take care not to interrupt.

2. Walk around school without disturbing others.

- Walk quietly, sensibly and safely through the courtyard, library, hall and classrooms.

3. Keep hands, feet and object to yourself.

- Unless told otherwise by an adult always hand things to people and do not throw them.
- Do not touch anyone else.
- If someone hurts you go and tell an adult.

4. Treat each other with respect.

- Show good manners e.g.
 - Hold doors open
 - Say please and thank you
 - Say excuse me and sorry
 - Eat food nicely
 - Be punctual
 - Wait your turn
 - Speak not shout
- Share and help each other.
- Listen to one another.
- If someone does not like what you are doing then stop it.

5. Take care of everything in and around school

- Pick up things that have been dropped.
- Handle books the way your teachers have shown you.
- Carry apparatus carefully and safely.
- Make sure everything you bring to school is labelled.
- Make sure any school property, which goes home, is returned.
- We expect all children to look after school equipment by not deliberately breaking or losing it – e.g. pencils, rulers, crayons and other school equipment – replacement costs money.

Outside

- Play only in the yard and on the field when allowed to do so.
- Put everything back in its place.
- The equipment is valuable – look after it.

Working with Parents and Carers

- Positive home/school liaison and good community links will be promoted.
- Parents will be informed of good as well as inappropriate behaviour.
- Parents will be informed at any early stage of particular difficulties with individual pupils.
- Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.

- We aim to involve parents through the home/school agreement which will be shared with parents each September.
- Pupil support system exist which include a Family Support Worker, an Attendance Officer, weekly SEAL, Sports Leaders, Peer supporters, Bully Box and the Buddy Bench.

Further information about the partnerships with parents and carers is included in Appendix A.

Values

Shanklea Primary School has strong values which are clearly demonstrated to the pupils. We have a mascot created by an ex-pupil. A vote was held to decide its name based upon the values that we hold. The chosen name was FUDGE.

F	Fair
U	Understanding
D	Determined
G	Grateful
E	Eager

Rewards

Rewards are used to encourage and promote good behaviour. These include:

- Stars and stamps used in an everyday way to reward pleasing work, good behaviour etc.
- Stickers can be awarded for targeted improvement or especially good work or behaviour.
- Children receive recognition as individuals, groups or whole classes during the Celebration Assembly each Friday.
- Castle points can be collected towards a reward for the children in that castle.

All children should be progressing in such a way that it is possible for them to receive awards at different points to encourage progress, achievement and good behaviour.

Sanctions

A hierarchical structure of sanctions is to be used so that different levels of behaviour are treated appropriately where a pupil's conduct falls below the standard which is expected at Shanklea Primary School (Section 90). Warnings must be incorporated in the structure so that the focus is on improved behaviour.

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below:

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned.

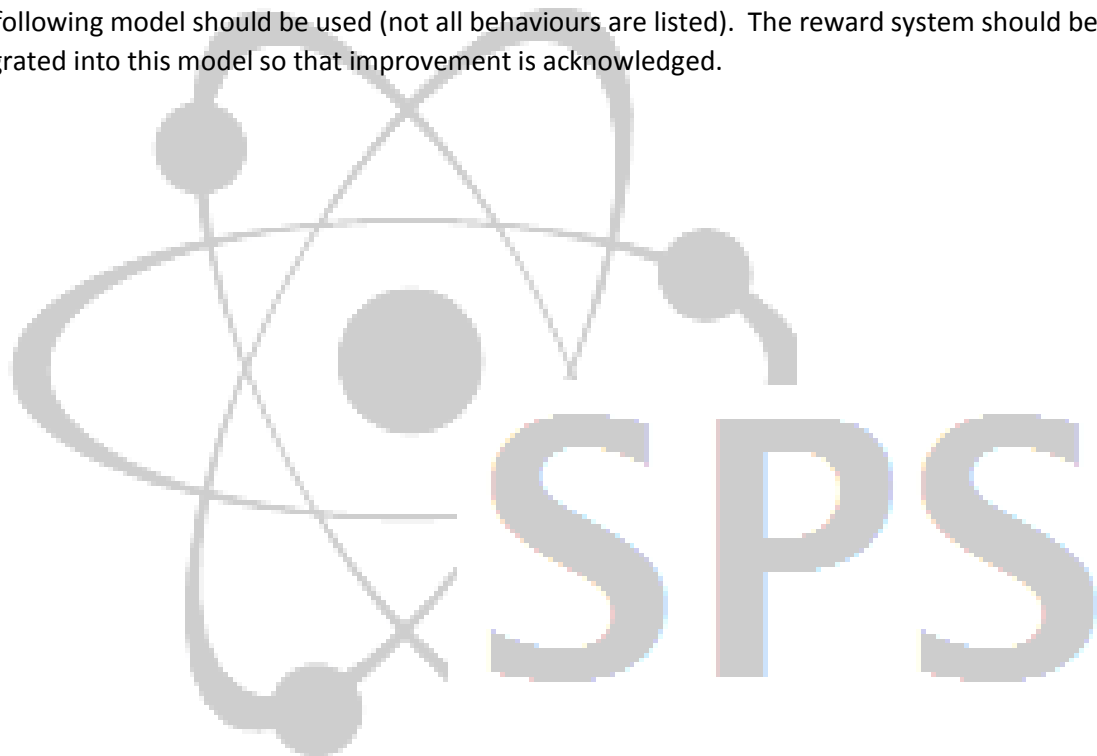
Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of free/golden time, moving to sit alone, time in a paired class, letter of apology or loss of responsibility.

Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head Teacher. Any such behaviour incident must be logged using CPOMS.

The following model should be used (not all behaviours are listed). The reward system should be integrated into this model so that improvement is acknowledged.



Type of Behaviour	Warning to be given at all Stages except most serious.	Response
Stage One Not listening in class. Not working in class. Interrupting. Talking. Breach of playtime rules.	Indicate verbally, or where appropriate, visually using a 'traffic light system', that a school rule is being broken and that the behaviour must stop or there will be a consequence.	Record in electronic log /diary. Move seats. Time out (short duration at first sanction). Repeating unsatisfactory work
Stage Two Persistent Stage One behaviour. Challenging response to a teacher or adult supervisor. Preventing other children from working. Persistent breach of playground rules.	Indicate verbally, or via traffic light system, that a school rule is being broken and that the behaviour must stop or there will be a consequence.	Any of the above. Go to the quiet (detention) area. Go to another class. Sent to Deputy to record or have time out. Sent to Head to record or have time out. Letter home / meeting with parents. Home school book / Diary. On report. Further meetings with parents. Loss of break time.
Stage Three Poor / aggressive response to sanctions or adults. Hurting other children or adults. Persistent fighting. Challenging behaviour, swearing at a member of staff. Uncontrolled lunchtime behaviour.		Sent to Head to record and have time out. Letter home / meeting with parents. Home school book / Diary. On report. Further meetings with parents. Lunchtime exclusion. Fixed term exclusion.
Stage Four Violent / challenging behaviour.		Lunchtime exclusion. Fixed term exclusion.

A careful record should be kept of any children progressing to Stage Two or beyond.

Physical Intervention

Shanklea Primary School recognises that there will be rare occasions when it will become necessary and unavoidable to physically restrain pupils to ensure their and others' interests and safety. Our approach and procedures are detailed in our Physical Intervention Policy which operates within the context of this Behaviour Management Policy.

Confiscation of Items

Staff have the right to remove children's property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk, keep it in a safe place and return it to the parents at the end of the day.

School staff will always refer to the Head Teacher for guidance and support and all items will be safely stored in the school safe for the period of time agreed. Parents will always be involved if this action occurs.

In the unlikely event of staff suspecting that children are carrying knives or items that could harm others, (e.g. lighters, laser pens, matches, aerosols) staff have the right to search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire school community. Parents will be notified of this action.

Other items prohibited in the dress code (e.g. bracelets, mobile phones) may also be removed.

Managing Serious Behaviour

Bullying, harassment and racist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and racist behaviour and act promptly and firmly against them. We will encourage children to tell staff about the cases of bullying, harassment and racist behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress. (See Anti-bullying Policy)

Staff will record all racist incidents, including the date, the names of the perpetrator(s) and the victim(s), the nature of the incident and the action taken in response. The record should be passed to the Head Teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. The Governing Body will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

In developing this policy, all staff have been consulted and all staff should be fully aware of its contents and the procedures to be followed.

This policy has been formally adopted by the Governing Body.

Shanklea Primary School Golden Rules

Shanklea Primary School is a happy place.

Please help us to keep it that way by following **our Golden Rules**

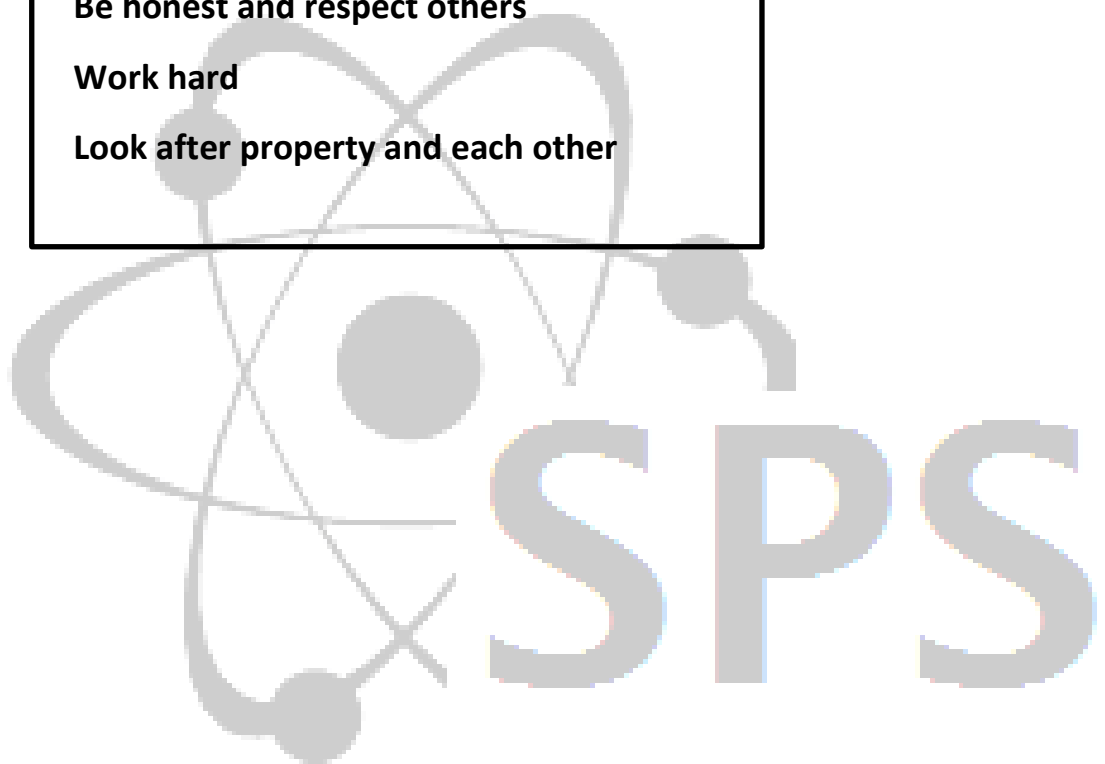
Be kind, gentle and helpful

Listen carefully

Be honest and respect others

Work hard

Look after property and each other



Appendix A: Behaviour Management Principles and Procedures

Acknowledging Behaviour – General Principles

Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

Behaviour we encourage:	Unacceptable behaviour includes:
Respect for other people, their views and work. Attentiveness. A sense of right and wrong. Self-respect. Respect for the environment. Working co-operatively. Honesty and trust. Fairness. 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. Using unacceptable language. Deliberately damaging property. Disrupting teaching and learning. Taking things that do not belong to us.

It is important to consider the following:

1. **Consistency** - throughout the school. A whole school framework should ideally have some approaches used by everybody and have flexibility for individuals.
2. **Fairness** - it is easy to miss out the *passive* children who do not stand out. It is important that teachers keep some sort of checklist to ensure that all children are considered.
3. **Ground rules** - used for ongoing class management and individual to each class.
4. **Communication** - within school, but also between school and home
5. **Variety** - so that approaches do not become stale, but at the same time some strategies should remain constant for stability.

Shanklea Primary School will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing out behaviour policy.

Whole School System for Behaviour Management

This system is based on merits through a castle point system which can be given by all adults in the school and recorded on our VLE 'School 360'.

Pupils are presented with their merit certificates at the weekly Celebration assemblies. Teachers will also submit the name of a child to receive the 'pupil of the week' award which has special privileges attached to it such as sitting on a chair in assembly and other agreed by each class.

Parents are invited to share in this particular award presentation 'Shanklea Superstars. In addition, children in each year group may nominate a member of their class to be pupil of the term and complete a voting slip which is read out in the assembly.

Castle points can be given for:

- appropriate behaviour
- working towards appropriate behaviour
- work which is of a good standard for an individual
- politeness and good manners
- following school/ class rules
- helping others

The role of all adults is:

- to be aware of positives in every child and reward them with castle points and associated Certificates

The role of the child is:

- to behave and work positively
- to receive acknowledgement for effort made in work, behaviour and school life in general

Other Class-wide and Individual Recognition of Positive Behaviour

In addition to the whole school system, individual teachers can use other strategies to reinforce good behaviour. Examples are:

1. Praise

This should be used the most. You can look for good behaviour and comment on that. Feedback should be specific. For example "Thank you for putting the pencils away". Praise should be natural and varied, age appropriate, attention getting (name names), frequent and consistent and should outnumber corrections or reprimands. Such positive feedback could include words, nods, claps, smiles, thumbs up etc. Be generous with praise when establishing the rules.

2. Showing and telling

Children should be given time to talk about good behaviour and good work within the classroom and to another class / teacher. It is important that children are also referred to the headteacher in these circumstances.

3. Work and behaviour targets

Individual targets can be set and rewards for achievements can be given which include stickers, certificates, good news letter to parents etc.

4. Class rewards

Children work together to collect class rewards. When the class achieves the winning total of castle points they may negotiate a 'treat' that can be taken when it is convenient. The treat will be half an hour of activity of the class's choice e.g. ICT suite, fun PE equipment or table games/watching DVD to use in literacy.

Progress is recorded in different ways in each area, e.g. points on a board, marbles in a jar, positive behaviour bulletin board etc.

5. Year 5/6

Children in their final years at primary school have certain privileges and are seen as good role models to the younger children, thereby learning the importance of being responsible citizens. Activities include having key roles in the School Council, Play leaders, Anti-Bullying Ambassadors, Bike It Crew and the Travel Ambassadors, Sports Council, Reading Champions and sitting on chairs during assemblies (Y6).

General Classroom Management

The castle system and other reward systems acknowledge appropriate, positive behaviour but it is also necessary to have a consistent system to acknowledge inappropriate or negative behaviour.

The system is explained to children very carefully and clearly so that everyone understands the procedures.

With inappropriate behaviour, interventions can be made in a low-key way, with as little disruption as possible. However, if an incident should escalate and a child needs to be removed from class then some disruption cannot be avoided.

In the first few minutes the following strategies can be used:

1. Firm tactical ignoring.

For behaviour such as playing with equipment or daydreaming it is sometimes effective to avoid eye contact or commenting. Other children can be praised for on task behaviour, whilst being aware of the moment when the misbehaviour changes to being on task behaviour so praise can be given.

2. Simple direction or rule restatement.

For example, "Jim/Polly, the task was to work without talking, thank you". Using the words "thank you" communicates the expectation of compliance. Then, turn the eye focus away to the 'on task' members of the class.

If the behaviour continues teacher response should be as follows:

In EYFS, KS 1 and 2 a traffic lights system is used (also to include a HOT spot).

1. A warning – the name of the child should be written on the board and given a verbal warning.
2. A second warning. This warning has a consequence – five minutes taken from the next break in the classroom. In KS 1 and 2 the child's name would move from green to amber on the traffic light.
3. A third warning, to result in the loss of 15 minutes to be spent with the head teacher in the library at lunchtime carrying out an activity which is supervised.

The Senior Lunchtime supervisor is provided with the names of children who will arrive for lunch later than their allocated sitting time.

Parents will be informed of the third warning at the end of the school day and any incident or misdemeanour is record on the CPoms' system.

Any further misbehaviour will result in the child being sent to another class for the remainder of the session. They should take work to do either from their lesson or another activity if necessary. In order to account for the whereabouts of children it is important for them to take a transfer form, with reason for removal, time to be spent in different class, work to be achieved and the receiving teacher to sign. Should the child disrupt the new class, a senior teacher will become involved to remove them.

Children who do not respond

There may be occasions when in the event of a serious incident, e.g. defiance or fighting in class, teachers will need support from the SLT straight away. A teaching assistant (not the teacher) must be sent to get help from the head or school office.

If the behaviour is serious the teacher, or other named members of staff may decide that it is necessary to use positive handling techniques to control or restrain children.

Only those who hold the Team Teach certificate are able to use positive handling. In extreme cases and if no member of staff who holds the qualification is present then the Governing Body have endorsed the ruling that any responsible adult is able to use positive handling to restrain the pupil if there is a significant threat of harm to the pupils' safety or the safety of others. Parents will always be informed if this unlikely event occurs. (See guidance on Restrictive Physical Intervention).

Children who do not respond to action to combat disaffection as above may be seriously at risk of exclusion and the following strategies may be necessary:

1. **Children's personal property** – Items may need to be confiscated as detailed in the main body of this policy
2. **Detention** – during lunchtime or after school – written parental permission will be sought 24 hours in advance of the detention being upheld. All school staff will be empowered to issue a detention which will be in agreement with the head and deputy head.
3. **Setting up an Individual Behaviour Plan.**
4. **Exclusion.**

Only the Head Teacher and Deputy Head teachers have the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

They may also exclude a pupil permanently. It is also possible for the Head or Deputy to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head or Deputy excludes a pupil he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Lunchtimes

At lunchtime, the Senior Supervisor and lunchtime supervisors play an extremely important role in promoting positive pupil behaviour. For guidance on the role and relationship with children and teachers see (Lunchtime Supervisors Handbook)

Parent Links

It is important to develop a good working relationship between teachers and parents through:

- Maintaining regular meetings and working together as a team.
- Parents should be able to contact their child's teacher in addition to the regular

consultations if there is an immediate concern that needs to be addressed quickly

- Teachers should discuss with parents any concerns or successes at an early stage.

Parents should not be approached on the playground or in the vicinity of other parents but should be contacted via the phone or home school diary. These discussions should take place at the end of the day to avoid the disruption of lessons in the morning. If this is not possible due to children being child-minded etc, then a telephone call or letter home (delivered by a responsible adult) may be appropriate.

If there is a continuing pattern of disruptive or anti-social behaviour a solution could be found in a more formal way with a home/school contract or individual behaviour plan. All staff should inform the Head, Deputy Head or Senior Leader if this happens.

In addition, the school will act in accordance with this policy to enforce the positive behaviour of children when walking to and from school, on residential and school visits, applying sanctions for misbehaviour and praising the demonstration by the children of the school's values. A specific code of conduct relating to behaviour on residential visits should be shared with parents and children and signed.

Monitoring

The Head and Deputies monitor the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. When necessary the class teacher records repeated classroom incidents. The Head and Deputy record serious incidents reported to them on account of bad behaviour. The supervisors always report incidents of anti-social behaviour and other problems to the class teacher.

The Head and Deputy keep a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspension and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body and staff review this policy every 2 years. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved

Charter of Rights At Shanklea Primary School:

Children have the right –

- To be treated with respect
- To be treated kindly
- To be listened to
- To be helped
- To have a friend
- To join in class games and other games by agreement
- To be happy

- To feel wanted
- To be safe
- To be special
- To lead a healthy lifestyle
- To have an opinion
- To be treated equally

Adult Charter of Rights at Shanklea Primary School

Adults have the right-

- To be treated with respect by everyone
- To be treated kindly
- To be listened to
- To be happy
- To feel wanted
- To be safe
- To be special
- To be treated equally
- To be valued for who and what they are

School Code of Working Together

At Shanklea Primary School we will always try to do our best and accept responsibility for all the things we do.

We will:

1. Treat everyone how they would want to be treated. In particular, we will be kind and speak politely to everyone in the school community and be helpful and caring to others when needed.
2. Respect other people and all that is special to them including whether they are male or female, have a disability, and whatever religion, beliefs or skin colour they may have.
3. Behave in a safe way by:
 - Leaving jewellery at home (except plastic insert earrings).
 - Leaving toys at home unless specifically asked to bring them in.
 - Always walking around the school.
 - Asking permission to go into the resources room and the wildlife area.
 - Arriving at school after 8:40 and before 8:50am.
 - Only leaving school with permission from an adult.
 - Only cycling to school when we have passed our Safe Cycling test.
 - Always wearing sensible and appropriate clothes and shoes, preferably in school colours.
 - For PE lessons, remembering to bring a spare pair of trainers or plimsolls and taking earring studs out of ears or covering them with tape.

Remember to:

- Have our clothes named.
- Keep the cloakrooms and classrooms tidy.
- Have a PE kit in school every day.
- Leave the school by the correct door at the end of the day and meeting parents in the playground.
- Take home all school letters.
- Complete homework tasks.
- Be ready for the register between 8:45 and 8:55 in KS2 and between 8:45 and 9:00 in KS1

5. Ask for help or tell an adult if we are unhappy.

Strategies for Positive Performance

- Invite, model and expect respect.
- Separating behaviour from the person.
- Allowing the consequence to do the teaching.
- Use private rather than public reprimands.
- Take children aside to focus on what they should be doing.
- Avoid bearing grudges.
- De-escalate tension, use humour.
- Re-establish the relationship as soon as possible after correction.
- Avoid sarcasm or idle threats.
- Target specific behaviour.
- Re-focus the children.
- Adopt a no-blame approach.
- Use praise!
- Describe the behaviours you want.
- Model fairness, consistency and problem solving and staying calm.
- Make your classroom a 'no put-down' zone.
- Start positively and stay there.
- Teach, and use, 'I' messages.
- Separate the person from the behaviour.
- Set a time or positive deadline.
- Be specific with your language.
- Give single instructions.
- Teach and use active listening skills.
- Practise behaviours and be consistent.
- Use a timeline for behavioural flexibility.
- Use names when addressing children.
- Tactical ignoring and use of silence.
- Give choices.
- Be aware of your own behaviour
- Body language
- Tone of voice (respectful)
- Posture
- Eye contact

The basis of our Behaviour Policy is the continued focus on an ethos founded in our school values: Love, Kindness, Honesty, Respect, and Equality. We do not believe in children “being bad” but instead see good children making wrong choices.

In order to help young people be more aware of their choices, we use a traffic light system. Children naturally spend their day making Green choices. In order to highlight wrong choices

adults will let a child know that their behaviour has entered Yellow and if this persists will enter Red.

Alongside the traffic light system, we have a range of incentives to help young people manage their behaviour positively. Our key incentive, however, comes from delivering excellent lessons within which children love learning and, therefore, maintain our school values.

In some instances, however, behaviour challenges can become repetitive or serious to the point that senior members of staff, including the Head Teacher, could get involved. In such instances, parents and carers will be invited to work in partnership with the school in order to support positive behaviour and the development of good choices. This partnership may include work with professionals such as the Educational Psychologist or Specialist Teaching team along with Home/School Contracts. As a very last resort, the Head teacher has the right to introduce detentions or periods of exclusions in the case of persistent or extreme bad behaviour.

