

**The Federation of
St. John's & St Paul's Whitechapel CE Primary Schools
BEHAVIOUR POLICY**

Through our Behaviour Policy we aim to:

- offer a secure and caring environment;
- develop a sense of self-confidence and independence;
- provide opportunities to develop positive relationships between all members of the school community;
- recognise and develop each individual's strengths and talents;
- foster good working practices and provide role models for positive behaviour;
- encourage each child to respect and value each other;
- encourage each child to tackle every day challenges through discussion, reasoning, questioning and direct experience;
- offer a broad and balanced curriculum catering for individual needs regardless of race, class, gender, religious belief or disability;
- cater for the individual needs of children.

The Golden Rules

We always:

- *Are gentle*
- *Are kind and helpful*
- *Work hard*
- *Look after property*
- *Listen to people*
- *Are honest*

We never:

- *Hurt anybody*
- *Hurt people's feelings*
- *Waste ours, or other people's time*
- *Waste or damage things*
- *Interrupt*
- *Cover up the truth*

Everyone has the Right to:

- Feel safe.
- Be treated with respect and feel valued.
- Be listened to.
- Be able to work without being interrupted by others.
- Work & play without feeling anxious, frightened or worried by what others say or do.

Everyone has the Responsibility to:

- Think about how their actions affect others.
- Work hard and respect others' right to work.
- Be kind to others and not call them names, threaten, hit or bully them.

Good Behaviour

This begins with an understanding of the Golden Rules. In class pupils discuss the meaning of the rules, so that there is a shared and complete understanding, then they are signed by children and staff, displayed prominently and referred to regularly.

We encourage and reward good behaviour by:

- Commenting on good behaviour publicly (assembly/other times).
- Awarding stickers, certificates and badges.
- Talking through issues in Circle Time.
- Encouraging children to use 'Place2Talk'.

Responding to Poor Behaviour

- To be successful the Behaviour Policy must be implemented **consistently by all staff**
- It is important that all children see everyone has the same expectations and that **all** adults deal with poor behaviour appropriately

Very serious incidents or repeated poor behaviour should be communicated directly to SLT such as:

- Serious physical or verbal violence (actual or threatened)
- Being in possession of dangerous objects or substances

Other poor behaviour should be dealt with by the adult(s) present at the time (class teacher, teaching assistant, mentor, midday meals supervisor,) unless the frequency of the behaviour is giving cause for concern.

Where there are child protection or safeguarding issues please refer to the DSL (Designated Safeguarding Lead) lead for advice and complete a CPOMS incident record.

Rewards

Behaviour Awards

All members of staff participate equally in the scheme. Staff carry a supply of stickers, including trips out of school, playtimes & lunchtimes.

Stickers are awarded to children, by any member of staff, at any time for an example of good behaviour and following the Golden Rules. (see Appendix 'Catch the children being good').

The child puts the sticker on their Award Card which is displayed in the classroom. When this card has been filled up, the child is awarded a coloured badge during Celebration Assembly. A corresponding coloured token is added to the school behaviour display (e.g. a leaf on a tree).

The Awards are sequential:

| at St John's | | at St Paul's | |
|--------------|-----|--------------|----|
| Green | 25 | Red | 10 |
| Bronze | 50 | Blue | 20 |
| Silver | 75 | Green | 30 |
| Gold | 100 | Bronze | 40 |
| Platinum | 125 | Silver | 50 |
| | | Gold | 60 |

If a child has cheated by taking stickers from another child's chart, for example, their card is destroyed and they begin it again.

Significant Achievements

These are awarded for general pieces of good work in class. Examples: for excellent handwriting; for mental maths work; for a great story. Each teacher should award up to three Significant Achievements each week. Significant Achievements are presented during Celebration Assembly.

Kindness Cup

The 'Place2Be' Kindness Cup is awarded by the class teacher to a child in their class on a rota, e.g. a Year 6 child in the first week, a year 5 child in the second week etc. The cup is presented in assembly with a citation explaining why the cu has been awarded. The child keeps the Kindness Cup for a week and then presents it to the next winner.

Sanctions

Repeated minor misdemeanours should be treated as more serious misdemeanours.

As far as possible children should be able to start afresh after punishment with the clear message that the punishment has settled their 'debt'.

Children, and adults, sometimes complain that 'nobody did anything about the poor behaviour' so it is important to let victims know how the matter was dealt with. If other children are informed of actions taken the message that poor behaviour has consequences will be disseminated.

Level 1 Minor incidents

These incidents are to be dealt with immediately by member of staff who witnesses it, when and where it takes place.

One-off incidents usually require that the child is spoken to and asked to tell the adult the rule that has been broken.

On no account should staff enter into an argument about the behaviour that took place.

Examples: Talking in class or assembly.
 Teasing, cussing/ insulting, name calling, squabbles.
 Pushing in line, clowning around.
 Interrupting.

Action: 1. Move the child's name down on the traffic light display.
 2. One or more of the following outcomes may be taken:

- Highlight & praise good examples of behaviour
- Use a recognised hand sign or look
- Remind child of rule and ask them to stop
- Give child 'Final Verbal Warning'

Level 2 Serious Incidents

These incidents are to be dealt with immediately by the member of staff who witnesses it, when and where it takes place with the incident logged on CPOMS as soon as possible.

The child should be made aware that this behaviour is more serious than a level 1 incident and that there will be a consequence.

On no account should staff enter into an argument about the behaviour that took place.

Examples: Repeatedly interrupting or disrupting lessons or wasting time in lesson.
 Repeatedly arguing back or refusing to follow instructions.
 Throwing pencils, rulers etc.
 Mistreating school equipment including breaking pencil/ ruler.
 Graffiti on books or elsewhere.
 Rudeness to staff.
 Swearing at or hitting other pupils.
 Leaving class without permission.
 Repeated Level 1 incidents.

Action 1. Move the child's name down on the traffic light display.
 2. Fill in a CPOMS incident report.
 3. One or more of the following outcomes may be taken:
 Child told that 'this behaviour is unacceptable'.
 Class teacher to inform parents when child is picked up, or by telephone.
 Sanction, such as:

- Make up work or clean up mess.
- 'Time Out' in class (chair, table or designated space).
- Time out in another class - **not** outside the door or in hall. Generally years, 1/2 ¾ and 5/6 can pair up for this.
- One or more playtimes missed.
- Lunchtime detention (with leadership team member).

*Time in another class should be by arrangement with another teacher, for a limited period. Child should have work to do and a referral slip giving reason for being there. They should be ignored, as far as possible, by the receiving class.

Level 3 Very Serious incidents.

These incidents should be referred to a member of the SLT immediately with the incident logged on CPOMS as soon as possible.

- Examples:
- Deliberate vandalism.
 - Fighting with intent to hurt or causing serious injury to another child.
 - Persistent lying or stealing.
 - Unsafe behaviour likely to threaten the health & safety of themselves and/ or others.
 - Bullying.
 - Leaving the school grounds.
 - Verbal abuse.
 - Having a dangerous or inappropriate object e.g. knife, lighter.
 - Repeated Level 2 incidents.

- Action
1. Refer to member of SLT.
 2. Log incident on CPOMS.
 3. Member of SLT meets parents (teacher may be asked to attend)
 4. Sanction, such as:
 - Make an Individual Behaviour or Pastoral Support Plan.
 - An internal exclusion (i.e., exclusion from class).
 - An exclusion from school.
 - Permanent exclusion (Governors meet, LA involvement).*

Note on exclusions

As an inclusive school, we make every effort to avoid exclusions. However, a very serious incident, although these are rare, could result in a fixed term exclusion.

An exclusion can be 'internal', during which the child is expected to come to school and work, away from their class and their usual routines for a fixed period of time. Parents/ carers will be informed in advance.

The exclusion can also be 'external', where the child is asked to remain at home for a fixed period. The school must provide work for the child to do at home throughout the period of exclusion. Parents/ carers will receive written notice of this.

Exclusions are not cumulative; each separate exclusion should reflect the severity of the incident.

Parents are always notified and expected to attend a meeting with a senior member of staff before the exclusion and as part of a re-integration meeting at the return from an exclusion.

We adhere to the local authority's exclusion procedures.

Please also refer to the following policies:

Safeguarding and Child Protection, Health and Safety, Special Educational Needs and Disability, Equality, Bullying.

| | |
|----------------------------|----------------------------------|
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Appendix to Behaviour Policy - Useful Strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually criticism should be as private as possible - lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle and so praise should be as descriptive as possible and you should be sensitive to the impact. (Try saying "I really like the way you ") Praise can also be non- verbal, a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Give three positives before a negative

This can apply to individuals as well as classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self- esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and, therefore, less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults in school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in us. It is better to avoid communicating these feelings. Responses should be low-key and matter of fact.

Scan the classroom

Children are impressed by staff who seem to know what is going on even before it has started and seem to have eyes in the back of their head. Put yourself in a position where you can see what is going on and scan for children that are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation which might indicate off-task behaviour. Make your presence felt by a look or repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings. "You seem cross, did something happen?" Follow-up concerns raised, and complaints made, even if you need to say that you will deal, with it later. Children need to feel able to share things with us and not be driven 'underground'.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they can actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents consider the following:

- your position in class
- your proximity to disruptive children
- your expression, tone of voice, choice of words and use of eye contact.
- Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Appendix to Behaviour Policy - Catch the children being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy, keeping physical appearance tidy
- Being polite & saying 'please' and 'thank you'
- Moving from one task to another without teacher reminders
- Tidying and cleaning up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly' looking at the speaker and paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Catching up with unfinished work or work missed due to absence
- Coming into the classroom quickly and quietly
- Being a good friend
- Willing to answer questions and make contributions to group discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around the school
- Sharing equipment or activity with a classmate
- Listening well in assembly
- Taking a lot of care with, or putting thought into, a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early
- Listening to another's point of view.
- Speaking well in class assemblies or school plays
- Telling the teacher of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting a teacher know if someone is bullying another child
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Offering to help without being asked
- Bringing appropriate books and equipment to school
- Taking turns and waiting for others