

## **Behaviour, Motivation and Discipline Policy**

### **Rationale**

*"Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere, effective teaching and learning cannot take place." DFES Circular 8/94*

### **Framework**

*This policy explains how we aim to manage children's behaviour and to support them in the development of the emotional and social skills. This will enable them to develop the ability to safeguard the rights and responsibilities of themselves and others.*

*There are several areas which this policy will address:*

- *To identify our expectations of children's behaviour.*
- *To suggest strategies to promote appropriate behaviour and details of the School's reward systems.*
- *To suggest strategies to aid the discouragement of inappropriate behaviour and details of the school's responses to such instances.*
- *To examine the various elements of school organisation and classroom Management to ensure that they support the policy.*

### **Aim**

*We aim to develop self discipline, self respect and self esteem and cultivate an attitude to work hard for as high a standard of achievement as is possible.*

*The family atmosphere of this school is of paramount importance, and fortunately, breaches of discipline are infrequent. The values, standards and attitudes we expect are made to the children by example and through discussion. The staff take great care to work positively together to make the school a happy and safe environment for all children.*

### **Our Behaviour Expectations**

These expectations were written by the whole staff, with assistance from Jigsaw, the LA behavior support team. The aim was to produce a short list that would cover almost all eventualities in school. We chose expectations rather than rules to keep positivity at the forefront of all we do.

***Be Respectful***

***Be Safe***

***Be in the right place at the right time***

***Communicate appropriately***

***Do your best***

***Handle your emotions appropriately***

***Co-operate.***

These expectations are displayed in all classrooms and around school to remind children.

### **Language of Choice**

All staff in school have received training on the 'Language of Choice' which involves:

- Using a script which becomes embedded in the language of the school so that pupils become familiar with the prompt words over time.
- Using a repertoire of positive motivators and enforced consequences that are consistently and fairly applied in order to help achieve a developing social responsibility.
- It relies on the adults consistently modelling strategies for problem solving, self control, and conflict resolution, positive and respectful interaction with others.

### **Script**

1. *Stop. At the moment you are not... (choose behaviour expectation)*
2. *By this I mean when you ... (explain and teach why the behaviour is not acceptable)*
3. *Let me help you*
4. *When you make the right choice and ... then I will... (offer positive motivator)*
5. *However, if you carry on then ... (inevitability of consequence)*
6. *It's your choice!*

### **Consequences**

*If a child is not following the Behaviour expectations, they will need to attend 'Reflection Time' at playtime or lunchtime. This is a 15 minutes slot where the child needs to reflect on their behavior and fill out a sheet;*

1. *What were the triggers for your behaviour?*
2. *What did you do that doesn't follow our expectations?*
3. *How will you react if you are in this position again?*

### **Details of our School's Rewards System**

*We recognise that good behaviour and effort are related to positive attitudes, and are linked closely to high self-esteem. Good behaviour and effort are only achieved through the shared values and consistency of the full staff team.*

*For this reason appropriate behaviour and effort should receive recognition, praise and encouragement from all staff. Examples of good practice should be shared with other children, other adults in school and parents, through assemblies and newsletters.*

*As a result of our encouragement and praise we aim to make children responsible for their own behaviour and achievements. To achieve this we use a range of rewards as motivational tools.*

*Class Teachers, support staff and midday supervisors are able to choose rewards that they find appropriate to their work and the age of the children that they are involved with (but no sugary treats).*

### **Rewards currently used in school include:**

- *House points*
- *smiles, winks, thumbs up*
- *use of positive language*

- *stickers*
- *certificates*
- *praise stamps*
- *lucky dips*
- *golden time*

#### ***Team rewards-***

- *The school operates a house point system operating throughout the school. There are four houses: Oak, Maple, beech and Cedar. House point totals are collected weekly and the winning team receives a point. Each term the house with the most points is awarded a trophy with their house colours and this team is entitled to a non uniform day on the last day of each half term.*

#### ***Individual rewards-***

- *Weekly Woodhouses Winners are selected by Class Teachers every Friday.*
- *The top 3 'House point Earners' from each class will also be identified every Friday.*
- *The Weekly Winners and House point earners will all be rewarded with 50 minutes Golden Time on Friday afternoon.*
- *Headteacher's Awards and School Awards are awarded each week.*
- *Children who 'always' behave themselves receive an extra 15 minutes playtime on a Friday afternoon.*
- *A treat afternoon is organised before each school holiday for all children who have not been in detention regularly through the half term.*
- *Stars of the Term (1 per class) are chosen by the Class Teacher and have a reward organised by the Headteacher.*
- *Certificates are awarded for full attendance at the end of each term and the end of the school year.*

*Within this framework, teachers may devise a reward system to suit their class. Every Friday, the school holds a Celebration Assembly in which children's achievements are celebrated in front of the whole school.*

**strategies to promote appropriate behaviour**

***School, curriculum and classroom management***

*Whenever possible, situations should be avoided which present opportunities for inappropriate behaviour. The prevention of difficulties arising is the most effective key to behaviour management:*

- *Children should be supervised as they enter the room.*
- *Tasks should be specific and appropriate.*
- *Teaching time should be managed to ensure that there is plenty of variety, allowing for a range of preferred learning styles. Some sessions may be broken up through the use of "Brain Breaks", physical breaks and/or water breaks if appropriate.*
- *Expectations should be made clear.*
- *Behaviour problems are less likely to occur if children are aware that adults are monitoring them.*
- *Ensure that children are aware of the choices that they make and that they must recognise the consequences of their behaviour.*
- *Responses should be seen to be fair and consistent.*
- *Routines - pupils know what is going to happen; resources (what), purpose (why) and timing (when) as some pupils find change difficult to cope with.*
- *Use of visual timeline.*

*We encourage the children to take pride in their school and its environment by demonstrating our own pride in the school.*

*We seek to ensure that displays are of a high quality and are regularly maintained.*

*We keep our classrooms tidy. Everything has its place and labels ensure that children know where equipment may be found. This enables them to share in the care and maintenance of their learning environment.*

*We make our children aware of routines and our expectations; these are on display in the classroom and referred to frequently.*

*We encourage children to take a pride in their own, each other's and the school's property and work.*

**Specific teaching to promote citizenship and to develop emotional intelligence and social skills**

*Through the use of regular PSHCE/Circle Time sessions, children are assisted in the development of their social skills, speaking, listening, empathy and self-confidence, they gain an understanding of how to relate to both adults and children, enabling them to celebrate and accept differences.*

**The School Council**

*The School Council is made up of representatives from each of the year groups from Reception to Year 6. These children are voted on to the Council by their peers. They meet on a regular basis to discuss items collected for their agenda from children. The team report back to both the Senior Leadership Team and to their own classes.*

**Relationships with parents**

*We recognise the importance and value of working in close partnership with both our children's parents and the Governors of the school. In order to do this, we ensure that the school website is updated and that regular newsletters are sent out, keeping everyone informed of developments in school.*

*In addition to the two established parents' evenings, parents may make arrangements to speak to their child's teacher before or after school and informal contact through the children's diaries.*

*From time to time a teacher may feel it appropriate to speak to a parent and will either ring, using the contact number recorded in the school office or by sending a message requesting the parent to arrange to contact the school. New parents are provided with details of the school's behaviour management and anti-bullying policy within their child's starting pack.*

**Discouraging inappropriate behaviour - sanctions**

*When responding to unacceptable behaviour we refer to the inappropriate action and not the child. This ensures that self-esteem is neither lowered nor raised by the attention that the behaviour demands.*

*Mild incidents of inappropriate behaviour may be dealt with by:*

- *Non-verbal signs eg: eye contact, frowning, raised eyebrows, shaking head.*
- *Quietly naming the child or directing a question to bring the child back on task.*
- *Remind the child of the agreed classroom rules.*
- *Praising a nearby child for displaying the required behaviour.*
- *"Proximity control", moving nearer to the pupil.*
- *Movement of the pupil.*
- *The pupil might also be temporarily isolated from peers.*
- *Children should be made aware that they choose how they behave and must take responsibility for their choices.*
- *Loss of privileges.*
- *Internal exclusion (removed from class but still in school)*

### **Reflection Time**

*As explained earlier. This takes place on the day of the poor judgement or if it is in the afternoon, it will take place the following day. A child always has a warning before being out into 'Reflection Time'.*

*More than one Reflection Time in the week, results in the child losing their 'Always' play at the end of the week.*

### **Lunchtime Detention**

*Lunchtime Detention is a sanction specifically related to personal conduct. If a child displays poor self control outside then they will miss their lunchtime play and complete work in the Headteacher's office with a member of the Senior Leadership Team. A note of this will be put in the children's diary to inform parents.*

### **Informing Parents**

*School will deal with isolated incidents within the parameters of this policy. Notes will be put in diaries, unless there is a serious incident. In this situation, parents will be contacted and requested to come into school to discuss their child's behaviour.*

*Serious incidents include-*

*Deliberately hurting another child*

*Bullying*

*Stealing*

*Speaking rudely or arguing with an adult*

*Swearing*

*Deliberately damaging school property*

*Being continually disruptive throughout lessons or lunchtimes*

### **Ethos**

*Children must be treated with respect at all times and be disciplined in an appropriate way, i.e. not humiliated in front of their peers.*

*Children who engage in inappropriate behaviour need to be helped to recognise what the difficulty was and how they can make amends.*

*In cases where the above strategies have been found to be ineffective in reducing the level of unacceptable behaviour, then a teacher may need to work with the child in order to encourage that child to change his/her behaviour. A range of strategies are available. If difficulties arise frequently, the advice of the SENCO (Special Educational Needs Co-ordinator) should be sought and an Individual Behavioural Programme devised (see below).*

### **More serious incidents of inappropriate behaviour in class**

*Occasionally more serious breaches of behaviour occur, or a child has failed to respond positively to the usual sanctions. In such cases it becomes necessary for staff to take additional action, such as removing a child from class, sending them to a member of the Senior Leadership Team and parents being requested to come into school.*

*We believe that if a child is behaving in such a way as to inhibit either his or her own learning or that of others, then that child's parents should be made aware of the problem and their support enlisted in encouraging their child to conform. Either a phone call will be made or the class teacher will speak to the parent when the child is met from school at home time. In more serious cases, a Parental Conference will be held. This is a meeting between the child, parents, class teacher and Headteacher.*

### **Records**

*A record of all achievements in Celebration Assemblies is kept.*

*A record of all 'Reflection' incidents is kept by the Senior Leadership Team.*

*Learning Support Assistants, Middays, Admin staff, supply staff, coaches and student teachers all have responsibility for behavior management in school. Volunteers and visitors have a duty to report any incidents to a permanent member of school staff.*

### **Extreme Situations**

*Occasionally, a situation may arise of such severity that an instant exclusion is issued, in line with the Local Authority guidelines.*

*From time to time, physical intervention may be necessary. Reasonable action will be taken to ensure all pupils and staff are safe. Physical intervention will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible, and at the same time, allowing the pupil to regain self control. See Physical Intervention Policy.*

### **Children with Additional Needs (Behavioural)**

*The School's behaviour management policy is adhered to throughout the school and caters successfully for the vast majority of our children. However, there are some children, particularly those with severe emotional or social problems who have special needs. Where the policy has been followed and a child is still causing concern, the child's parents are consulted.*

*After one term, if there has been no improvement, the child's behaviour is monitored closely and an Individual Behavioural Programme devised (IBP) and advice may be sought from outside agencies. These children are then supported through their Individual Behavioural Plans rather than through the rigorous adherence to the usual classroom procedures.*

*Before an Individual Behaviour Programme (IBP) can be written, it is useful to audit the child's behaviour. The following information is required:*

- *Identify exactly what is inappropriate.*
- *Identify the frequency of the behaviour.*
- *Identify the context the behaviour occurs in.*
- *Identify what happens as a consequence of the behaviour.*

*Where there are several unacceptable behavioural patterns, it is important to decide which behaviours cause the most severe problems and work on reducing these first.*

### **Strategies for supporting children with I.B.P.s**

- *Ensure the task is clear and appropriate.*
- *Immediate feedback.*
- *Identify no more than two targets and write them down in positive terms in sentences that he/she will understand, e.g. if a child constantly call out - I put my hand up when I want to speak.*
- *Identify the targets; record the child's progress towards those targets at the end of each teaching session negotiating the reward for achieving the targets.*
- *Daily or weekly report to parents written in homework diary.*
- *Create a positive personal space away from distractions.*
- *A personal busy box (including fun holding activities) can be useful if a child has a short concentration span, it ensures that the child is never left without anything to do giving the teacher time to service other children.*
- *Distract by giving a two minute job.*
- *Use of a timer.*
- *Record card stuck on the desk to tick each time the child is found on task, negotiate reward for an agreed number of ticks.*

### **Behaviour in the school playground**

*Children are expected to behave in accordance with the same rules, whoever is supervising them.*

*Lunchtime Supervisors are able to reward good playtime behaviour by stickers, certificates or house points. If need be, send children to Reflection Time.*

*The School Council have agreed the Playground Rules and these have been shared with staff and pupils.*

### **Forgotten Kit etc.**

If a child forgets their homework, spellings, PE kits etc. it does impact on the child's learning. However, it does not justify an immediate Reflection Time. The following process is in place -

1<sup>st</sup> time forgotten - Verbal warning.

2<sup>nd</sup> time forgotten - Yellow slip in diary.

3<sup>rd</sup> time forgotten - Red slip in diary and Reflection Time.

This system also applies to children repeatedly wearing incorrect uniform.

*This policy is supported by the Anti-Bullying policy.*

*This policy was reviewed by the Governing Body - May 2017.*