



St Margaret's Anfield Church of England Primary School



POLICY FOR BEHAVIOUR MANAGEMENT

OVERVIEW

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. Children will be familiar with the school motto "By Faith and Work" which underpins all we do. We will work in partnership with parents and other agencies to ensure that the school's Christian values become central to the lives of learners.

OBJECTIVES

- To create a positive and supportive learning environment and an ethos of good behaviour in school. This will ensure that children are happy, secure and safe and ready to learn.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote Christian values and community cohesion.

STRATEGIES

- The school has one rule "**BE SENSIBLE AND THINK FIRST OF OTHERS**".
- It is essential that standards of behaviour are consistent throughout the day. The same High expectations of behaviour apply at lunchtimes and breaks. Remember that respect is a two way process.
- We treat all pupils and with respect regardless of race, gender, religion and ability **ALWAYS** listen to both sides of the story.
- Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
- The rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
- Where a member of staff has concerns regarding a behaviour issue or problem, they will discuss it with the Headteacher who will agree on appropriate strategy of help and support.
- The class teacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
- When there is a serious problem with a learner's behaviour the school will where appropriate outside agencies.
- In extreme cases, a learner's behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from the school by the Headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines.

Creating the Positive and Supportive Learning Environment

1. **A quiet word and a smile** – you cannot give too many of these. They cost nothing but are worth their weight in gold.
2. Try eye contact or raised eyebrow, sufficient warning for many children.
3. **Use of a child's first name** in a quiet tone.
4. **Describe the behaviours you want.** A lot of misplaced effort is put into describing behaviours we don't want be specific. Teach the behaviours: good sitting, good listening and good talking.
5. **Model fairness, self control, consistency and problem-solving.** You are a role model for the pupils. Practice what you preach and let them see you doing it.

6. **Make your classroom a 'no put down zone'** in the no put down zone any sort of put down is banned. You don't put any child down, they don't put each other down nor do they put you down.
7. **Start positively and stay there.** Welcome each child at the door and use their name. Make the opening interaction with each child positive.
8. **Separate the person from their behaviours.** The child will be threatened by any sort of negative label attached to him or her. Attach labels to the behaviour not the child.
9. **Set a time/positive deadline.** 'Oliver when you have had a minute to think about this come back' Take a time out and in five minutes I'll come back and help you. 'AVOID 'NOW'.
10. **3:1 classrooms.** In order to effect positive changes in behaviour make your class 3 to 1. Catch them being good, catch them being successful and try and have four positive units of feedback for every negative. Look at your marking and the comments. Can you apply the 3; 1 rule? (3 Stars and a Wish)
11. **Strip down your language and be specific.** Avoid convoluted instructions such as 'if we haven't got our coats on then no-one is going out to play.' Avoid instructions in disguise.
12. **Single instructions.** Give clear instructions and repeat. Be specific. Seek feedback on understanding. Don't accept head nods or shrugged shoulders.
13. **Avoid coded language with generalizations.** 'There's a little girl who's not paying attention!' Result: a classroom of children each wondering who is it that's not paying attention! Children are not necessarily familiar with this sort of language. The confusion it can cause leads to uncertainty and possible misbehavior.
14. **Provide safe feedback strategies.** Make it safe to say 'I don't understand. 'Use fun techniques which are immediate and reflective. Traffic lights, self-assessments etc, all methods which work (green/red fans).
15. **Teach and use active listening skills.** Circle time and Oracy techniques are good mechanisms for children to experience and learn turn-taking, attentive listening, giving and receiving feedback, asking clarifying and reflective questions.
16. **Use names.** Place the names at beginning of the question. 'John please open the window' shows the respect we expect from the child.

What if?

The vast majority of these strategies will ensure the behaviour of most children. If you have exhausted the above and/or a child's behaviour is having a detrimental effect on teaching and learning then:

SEND A SENSIBLE CHILD FOR THE HEADTEACHER, DEPUTY HEADTEACHER OR ASSISTANT HEADTEACHER WHO WILL COME AND REMOVE THE CHILD.

DO NOT SEND A BADLY BEHAVED CHILD TO WORK UNSUPERVISED OR STAND OUTSIDE THE DOOR.

REMEMBER: GOOD TEACHERS MANAGE MOST CHILDREN MOST OF THE TIME IT IS NOT A SIGN OF FAILURE TO SEND FOR HELP.

REWARDS AND SANCTIONS

1. The issue of house points/pupil of the week.
2. The excellent stamp/Head teacher's award
3. Stars/stickers/smiley faces.
4. Target book at class teachers discretion – this is an excellent way to motivate good behaviour.
5. Photocopies of work notes home to inform parents of good behaviour/attitude to work.
6. Punishment should not be humiliating but, if appropriate, fit the crime, or put things right.
7. Never punish a whole class for the behaviour of a few.
8. Try the sandwich trick. Praise a child; if the sinner hasn't taken the hint go on to praise a third child.
9. Change a seat.
10. Repeat of unsatisfactory work.
11. Additional work which should be related to class work at playtime or lunchtime – BE CONSISTENT.

CODE OF CONDUCT FOR ALL PUPILS

1. We treat everyone with respect and show consideration for the needs of others. Remember kind hands, kind feet and kind faces.
2. We co-operate with other pupils and adults.
3. We do not argue or answer back.
4. We stand aside for adults to pass.
5. We are polite. We use good manners. We say 'excuse me.' 'Please' and 'thank you'.
6. We take care of property and the environment in and out of school.
7. We walk around the school calmly and quietly, keeping to the left. We must not run.
8. If we have a problem we will tell a member of staff.
9. We do not bring any of the following into school:
 - Chewing gum and sweets.
 - Money (except for school purposes).
 - Jewellery.
 - Dangerous objects.
 - Toys and games.
 - Mobile phones.
 - Memory sticks/pens.

CODE OF CONDUCT FOR ALL ADULTS

All adults working in this school whether in paid employment or as a volunteer are expected to uphold the Christian ethos.

WHEN WE SPEAK TO OTHERS, WE WILL:

- Use a positive statement rather than a negative one.
- Use a calm tone of voice at all time.
- Avoid using sarcastic words or phrases.
- Demonstrate through our conversation with children and adults, and by our responses, that racist or sexist language and attitudes are never acceptable.
- Speak respectfully to other adults at all times, even if you don't agree with them.

AS ADULTS IN ST. MARGARET'S WE WILL

- Neither encourage nor indulge in gossip about adults or children.
- Maintain discretion about anything that we see or hear in the school.
- Work as part of a team so that we can provide the best possible learning opportunities for the children.
- Treat everyone with respect.
- Behave in a positive way despite any personal problems that we may have.

OUTCOMES

This policy will promote the Christian ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

REVISED AND ADOPTED BY THE GOVERNING BODY MAY 2011