



Behaviour Policy and Procedures

This policy applies to all staff at Orchard Lea Junior School.

Date of Policy Issue/Review	January 2018
Signature Chair of governors	
Signature of Headteacher	

Aims

We are seeking to improve the behaviour of pupils while recognising that children do make mistakes as part of growing up and learning to get along.

“Reducing bad behaviour is a realistic aim, Eliminating it is not.” (Elton Report 1989)

The purpose of this policy is to reward acceptable behaviour and to turn unacceptable behaviour into behaviour that is acceptable.

The overriding aim of our school is to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing. However education cannot proceed without an atmosphere of good order and discipline necessary to the effective learning of all pupils and the successful functioning of the entire school community.

Good order and discipline are best thought of as being POSITIVE and for helping the pupils to SUCCEED.

Principles

This policy is based on the following principles of behaviour theory:

- A child will repeat a behaviour if it is being rewarded.
- A child will be less likely to repeat a behaviour if sanctions are issued.
- If there is no consistency with rewards and sanctions then it is likely the child will continue to display the unwanted behaviour.
- The more attention an adult gives to a child’s behaviour the more likely it is that that behaviour will be repeated.

The language of Choice

A focus on choice: we refer to good choices (which lead to good consequences) and choices which are wrong (which lead to negative consequences). The main reasons for using a language of choice are:

- self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options
- any poor behaviour is a result of the choices made rather than negative expectations associated with ‘labelling’ of a child

Our School Rules

These rules were written by staff and school council in November 2014. They are in poster form in the appendix. Rules posters should be displayed in all classrooms and referred to in conversations about behaviour.

In our school we will always:

- **Be respectful to everyone and everything**
- **Speak kindly**
- **Always help and include others in work and play**
- **Try our best in our learning**
- **Listen to the person who is speaking to us, and value their opinion.**

Behaviour management

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Behaviour Choices Flowchart - Appendix A

The flow chart describes how we will deal with pupils making the wrong choices and breaking the school rules and class charters. This summarises how the choices chart operates.

Choices Charts

Each class will be given a choices chart to display prominently and record as follows:

	Position on choices chart	Action
All Pupils start in the green at start of day	Green	All pupils are assumed to be here unless shown elsewhere
First warning is a verbal warning.	Orange	Name is added to the orange
Second warning.	Cloud	Pupils are asked to go to the thinking space for approximately 10 minutes. Teacher has restorative conversation when it is convenient.
If pupil complies with conversation	Move back to orange	Then back to green if compliant over longer period.
Subsequent rule broken. (3rd in day)	Red	<ol style="list-style-type: none">1. Pupil is sent to paired class to work for remainder of am/pm2. Lunchtime reflection room3. Parents informed by teacher

		4. Work sent home if not completed.
If pupil refuses to leave classroom send for on duty senior member of staff		After school detention or other serious consequence.
Exceptional behaviour recognised	Gold sun	If on star at end of day house points awarded

N.B.: For serious behaviour incident the school is likely to move straight to removal from class and additional consequences.

If pupil refuses to go to the thinking space then they will leave the classroom for the remainder of the morning or afternoon. Each class will have a paired classroom so that staff know where they are sending children.

Each class will have a pack of routine work prepared that will go with the pupil. This will be of a mundane nature that can be completed independently. In the paired class they will sit on the thinking space table. If they are not likely to go then teachers should send for the duty person.

Duty Staff Rota.

A rota has been drawn up to provide regular leadership support if required. It will be revised termly and displayed in the staff room.

Break times and Lunchtime

If teachers on duty require assistance on the playground they should send a reliable child to the school office. The office staff will locate an appropriate adult as a priority. Teachers and TAs will apply the same rules and consequences that apply in the classroom. At lunchtime issues will be initially referred to the senior lunchtime assistant.

Sanctions

Minor infringements will be dealt with by the adult at the time. This may take the form, for example, of a rule reminder, making good choices or noticing other children exhibiting the correct behaviour. The adult will then follow the choices chart.

Thinking spaces

Each classroom will have a single table set up as the "Thinking Space". It will act as an opportunity to reflect on the wrong choice that has been made, and through a problem solving discussion with an adult, how to put it right.

Reflection Room

If a child is on the red position on the choices chart the consequence is to miss 15 minutes of their lunch break. The teacher should fill in the reflection room book and put it in the behaviour pigeonhole. A rota for staffing the reflection room has been set up. Pupils should arrive at specified classroom at 12:05. A record will be kept of those attending.

Rewards

We aim to promote positive behaviour using our existing reward which include but are not limited to:

- Praise
- Written comments
- House points
- Certificates awarded by teacher, head teacher and governors
- Phone calls home
- Class reward time

House Points

All adults can give house points in recognition of any positive behaviour, attitude, hard work or kind gesture. The house point cup will be presented in Friday celebration assembly to the house who have earned the most house point that week.

Class reward Time

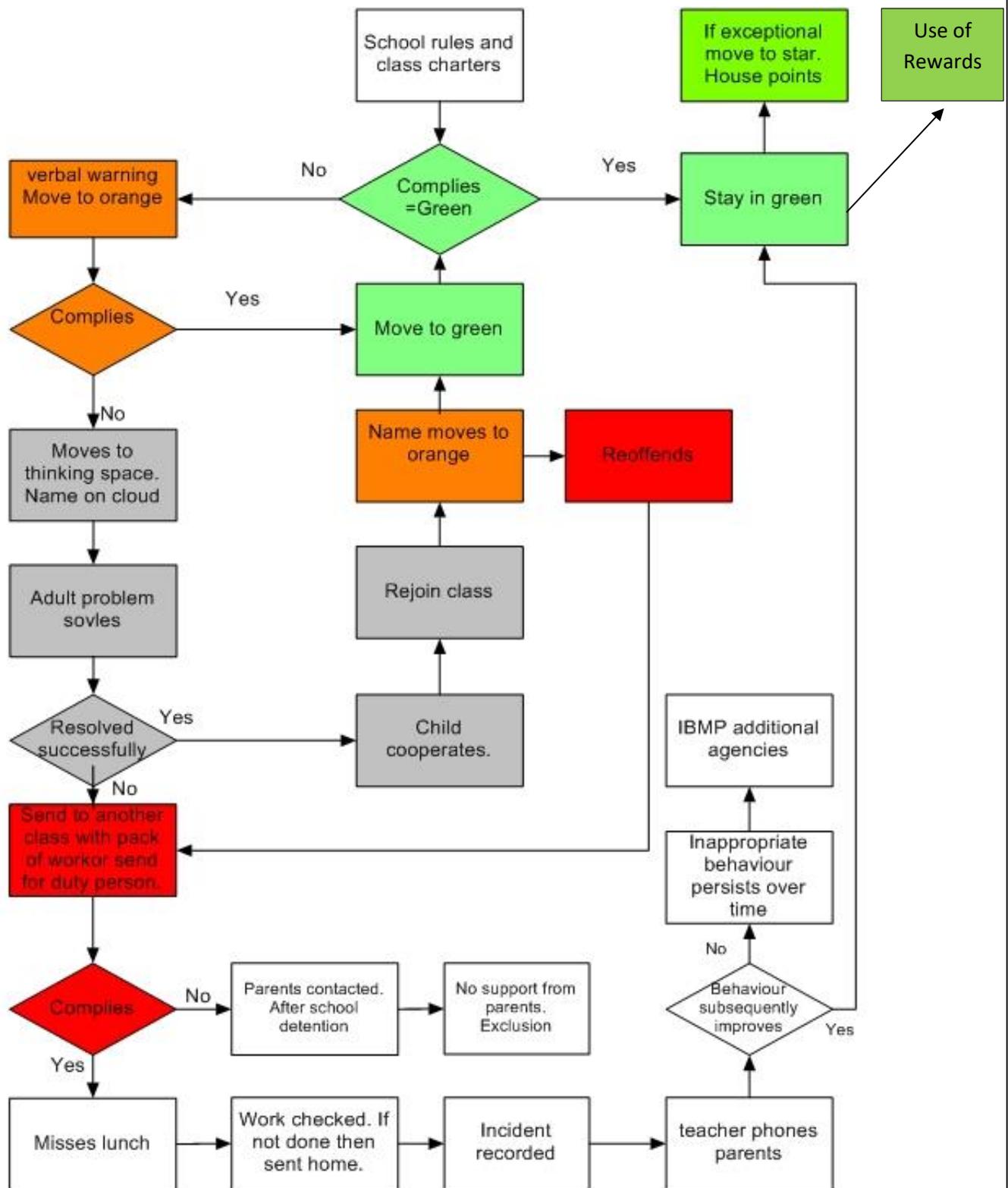
Classes will earn a whole class reward by filling a marble jar with marbles each time the teacher recognises something positive. Rewards could occur approximately once every three to six weeks. The procedure is as follows.

1. Class and teacher agree a suitable reward activity when the jar is emptied.
2. Teacher puts one or more marbles into the jar when they identify some or all of class are doing something well. This may include manners, effort, good attitudes to learning. The teacher will be specific about what they are rewarding.
3. When the jar is full the teacher will timetable the reward for the whole class.

Bullying

The school has a separate anti-bullying policy and takes bullying seriously.

Appendix A Flow Chart For Behaviour



APPENDIX B

Strategies for dealing with inappropriate or undesirable behaviour

As a useful reference point for teachers and other adults managing pupils the following is included.

Non-verbal messages

'The Look', moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips, frowning, hands on hips.

Tactical or planned ignoring

The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

Description of reality

A simple statement of fact describing the inappropriate behaviour. 'Malcolm, you're talking'. 'Martha, you're pushing Laurie'. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

Simple direction

Clear statement of required behaviour. 'Jane, turn round, thank you'. 'Carlos, give Tom his pencil, thank you'. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.

Rule reminder

Restate the relevant rule. 'Scott, our rule is that we put our hands up to answer.'

'Vikram, remember our rule about lining up.'

'Tanya, what is our rule about looking after things in our classroom?'

Question and feedback

Asking a prompt question to show that you have noticed inappropriate behaviour.

'What's happening here, boys?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.

Expressing disappointment or disapproval, or using humour

'Alex, I'm disappointed that you've forgotten our rule about taking care of our things'.

'Sedef, at this rate your clothes will be out of fashion before that work gets finished!'

Blocking or assertive statements

Where the least intrusive interventions do not seem to be effective, it may be necessary to insist firmly on what is required. You can use a 'broken record' technique where you repeat the instruction until the child complies. 'Nisha, put your pen down...put your pen down...Nisha, put your pen down, thank you'. Or, if there is resistance or argument, acknowledging the child's point of view but reiterating your instruction can be effective.



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