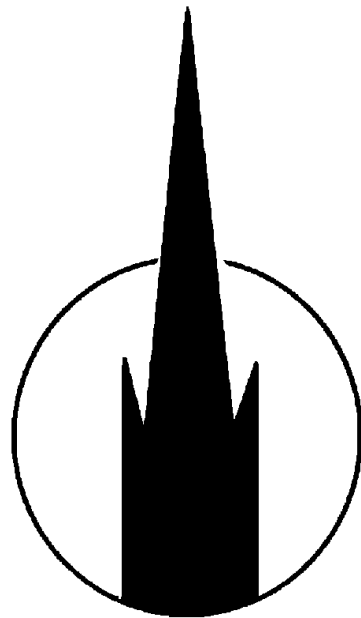


Bloxham C of E Primary School

Promoting Positive Behaviour For Learning



‘This is how we do it here.’

A Handbook for Staff

A WHOLE SCHOOL APPROACH

According to Paul Dix, behaviour consultant, quoted in the 2011 DFE **Report Behaviour and Discipline in Schools - A Guide for Head Teachers and Schools Staff**,

'The best schools have a sign above the door regardless of what context they are working in, which says, "This is how we do it here." When you walk through the doors of that school, the expectations of behaviour are different from those outside. The behaviours that you use in the community or the behaviours that you use with your parents might well work out there, but when you walk through that door, that is how they do it there. The best schools have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: **"This is how we do it here"**.'

STAFF RESPONSIBILITIES

All Staff

All staff, teaching and non-teaching, have a shared responsibility for encouraging pupils to behave well at all times.

Good order and good behaviour have to be worked for, they do not simply happen. Pupils learn from the messages carried by the way the school is run and the relationships between the people in it.

As adults we can set good examples and model the standards expected from pupils:-

- | | |
|----------------------|---|
| Consistency | Children need to know what is expected of them in all areas of school by all staff. Staff will set high standards and apply rules firmly and fairly at all times. |
| Courtesy | Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is unacceptable |
| Respect | Staff will expect to give and receive respect. |
| Relationships | Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak, listen. |
| Be Positive | Negative labelling can result in a vicious circle developing which fails to promote improved behaviour. Staff will take the time and patience to interact with children in a positive way, separating the behaviour from the child will protect self-esteem. |
| Environment | The quality of the school's environment influences children's behaviour. Dangers, graffiti etc. will be dealt with promptly; litter and untidiness will be kept under control. |

When correcting children's behaviour staff should:-

- Maintain eye contact
- Minimise embarrassment and hostility
- Use a respectful but assertive tone
- Acknowledge and affirm positive behaviour
- Use the strategy of 'tactical ignoring'
- Privately encourage positive behaviours
- Avoid unnecessary arguments
- Give clear 'choices' to maximise pupil responsibility
- Be consistent in follow through
- Use support systems as necessary

Remember:

Our success is not tested by the absence of problems but the way we deal with them. There may be instances where staff fail to keep good order or find some children persistently disruptive. At Bloxham Primary School, we promote a collegiate, whole-school approach in such situations to support each other and the pupils. Staff can feel confident to raise problems with senior staff or at a Phase or Staff Meeting.

The guidance given in this handbook will go a long way to **encourage appropriate behaviour** and **prevent misbehaviour** by creating a consistent, predictable environment. Communicating to all pupils that they are valued, and teaching them the social skills needed to participate fully in the school, through strategies such as circle time, can make a considerable difference to the quality of relationships and the ethos generated. It should encourage co-operation with, rather than control of, pupils.

Teachers

Teachers have specific responsibility for good behaviour in the classroom.

“Classroom management skills are the single most important factor in achieving good standards of classroom behaviour.” (Elton Report 1989)¹

Remember that the best behaviour management tool is excellent teaching, exemplified by

- High recognition of positive achievement and good behaviour, and low emphasis on punishment
- Students take responsibility for their own development. They evaluate their own and others' progress accurately and constructively. There are planned opportunities for collaborative learning
- Teaching methods and resources are very well matched both to the content and to the individual learners - some may be original or innovative; for example, content closely linked to students' experiences or to interesting practical situations.
- All students know how to improve as a result of regular and constructive feedback; this is linked to national criteria and personal targets.
- Time is managed effectively; including the deployment of support staff. Lessons start and end promptly, have pace, are interesting and engaging.

It is important at the beginning of the school year to plan for classroom discipline and establish this with your class. Establishing the standard of behaviour you will accept in your classroom is crucial for successful teaching and learning. It is a time-consuming process, but time well spent.

In particular, teachers will ensure equality and fairness throughout the school by

- Explaining the agreed School and Class Codes of Conduct, whilst also referring to the agreed school Sanction Ladder and the 'Celebrating Excellence' Policy.
- Explaining the whole school and year group rewards/consequences for following/breaking rules

¹ Much of what Lord Elton said in his Report, published in 1989, remains valid today. As Sir Alan Steer observed in Learning Behaviour, a report commissioned by the Department for Education and Skills and published in 2005, "the core message of [Lord Elton's] report, about the need for a coherent whole school approach to promoting behaviour that is based on good relationships between all members of the schools community, still holds true". This key message is strongly reflected in the 2010 House of Commons Select Committee Report 'Behaviour and Discipline in Schools.

ENCOURAGING & REWARDING GOOD BEHAVIOUR

POSITIVE ATTENTION

All pupils should receive acknowledgement for following the rules agreed for the school (see **School Code of Conduct, Appendix 1**).

It is important that staff give appropriate attention, eg. 'catch pupils being good', through pupils having efforts and successes acknowledged and rewarded regularly. (See **Celebrating Excellence Policy, Appendix 2**.)

Pupil Responsibilities

Children should be given responsibilities to help with managing their classroom and, for older children, with managing their school. They are likely to react by behaving more responsibly.

Rewards

- Our rewards system must benefit all children, not just a limited group.
- A 'baseline' of rewards should be received by all children each term.
- Rewards should be for positive behaviour as well as for skills and attitudes to academic work.
- Others should share in the 'good news', eg. parents, class, whole school.
- A standardised system used by all staff will make children secure that their efforts will always be noticed.

At Bloxham Primary School, we use the following rewards:-

Praise

A teacher's positive response to academic performance and social behaviour is crucial. Although teachers do use more praise for academic performance than reprimands, research shows that this is not always true of social behaviour.

We will aim to praise good and acceptable behaviour far more. Although improvements by children who misbehave regularly will be small at first, we will aim to notice and respond to it to encourage good behaviour.

A visible or tangible reward can have a long lasting effect and can be referred to when necessary/ appropriate.

Stickers

Stickers will be used at the discretion of the teacher either on children's work or on their person.

Children can be sent to their Phase leader who may also give stickers for positive work or behaviour.

Lunchtime staff will be issued with stickers to encourage and reward children at lunchtime.

Merit Badges

A system of merit badges will be used as follows:-

- CBGs earned by children.
- A series of Certificates, Books and Badges are earned. (See **How Many CBGs? Appendix 3.**)
- These are awarded by the Headteacher in Friday's Achievement Assembly.
- Noted in the newsletter

NB – staff must keep accurate records to keep track of CBGs earned.

TrafficLights/Individual GoldenTime

A traffic light chart may be used for some children to encourage them to make better choices about their behaviour. **Golden Time** will be earned on a Friday by children who have met their weekly Behaviour targets, as acknowledgement of improved classroom behaviour. Minutes will be lost by pupils for every move onto red.

Head Teacher's Awards

Staff are always on the look out for excellent pieces of work or behaviour, and they may send a pupil to visit the Head Teacher or the Deputy, to talk about it and receive a Head Teacher's Award.

Sanctions: Sanctions should

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

These behaviours have been defined in terms of 4 levels. At Bloxham Primary School, we use the following sanctions **unless** a child has an individual behaviour plan:-

Level 1 - Minor - Class Teacher involvement

- Disapproval – a teacher's expression of disappointment or disapproval, either verbally or by facial expression, can often be enough to curb inappropriate behaviour.
- Redirect – remind child quietly of what they should be doing, giving brief and simple directions.
- Ignoring – tactical ignoring can be useful for attention-seekers, especially if attention is given for positive behaviours.
- Rule reminders – refer to class/school rules to reinforce expected behaviour.
- If unacceptable behaviour continues child is reminded to make a good choice or if not there will be a consequence. The consequence is determined by the class teacher – traffic lights, sun and cloud, 3 minutes off play or golden time, name on board etc

Level 2 - Moderately serious - Class Teacher involvement

- **Rule reminders** – a clear, explicit reminder of rules and expectations, a child may need thinking time
- **Consequences** – if the unacceptable behaviour continues, make the consequences of continued inappropriate behaviour very clear.

TIME OUT can be given if appropriate: Give child a cooling-off period, eg. a few minutes in a quiet area to recover and start afresh

If behaviour **STILL** persists

Complete age appropriate **REPAIR SHEET (See Appendix 3)** in lesson or at playtime/lunchtime), give a copy to DHT **and contact home.**

In all cases, any outstanding class work is to be completed.

Improvements to behaviour should be communicated to parents/carers at the end of the following week, using the 'Good News' slips.

Level 3 – Serious – Phase Leader involvement

This level of misbehaviour requires the involvement of phase leaders. This process should cue to pupils the seriousness of their behaviour as they receive an instant repair sheet.

- Instant repair sheet
The Class Teacher investigates the situation formally
- Child sees phase leader and teacher contacts parents/carers to discuss the matter, either by phone or face to face. An abbreviated record of the conversation is logged onto the computer, ... drive, Confidential.

Level 4 – Very serious – Deputy or Head Teacher involvement

- Instant repair sheet
The Class Teacher investigates the situation formally and records on computer, ...drive, Confidential
- The Headteacher contacts Parents/Carers either via phone call or face to face, requesting to meet with them. Head records incidents electronically in HT Incident Log
- Headteacher applies sanction
- Headteacher discusses strategies with class teacher and parents
- Consider use of outside agency support/SEN Register/ Individual Behaviour Plan (IBP)

Pupil and parents warned of possibility of Fixed Term Exclusion

Pupil and parents warned of possibility of permanent exclusion following LA procedures

DEALING WITH MISBEHAVIOUR

NEGATIVE ATTENTION

It is important that staff minimise the amount of attention given to pupils when they are attention-seeking or disruptive. Minimal interactions should be used in refocusing pupils back on task.

At Bloxham Primary School we have defined misbehaviour into 4 levels and examples are given on the T drive: Policies: Behaviour in School on A4 sheet. We want our pupils to experience behaviour management as a fair process as well as staff feeling confident in the range of options available to them.

We always address the behaviour in a fair and consistent way.

We never make the sanction personal, or humiliate the wrong doer.

We never send children out of a class to stand in a corridor, or outside a door, or outside the staff room.

Appendices

Bloxham Primary School Code of Conduct



Be a good citizen - treat others as you would like to be treated yourself.

Show Respect – take care of everyone and everything.

Stay where you should be at all times.

Walk around school carefully and safely.

Work and Play well together.

Appendix 2:BLOXHAM PRIMARY SCHOOL and PARTNERSHIP FOUNDATION STAGE UNIT

Celebrating Excellence Policy

Introduction

This policy is designed to recognise and celebrate the good examples of attitude, work and behaviour that children show regularly in school. It is a school wide policy and should be implemented by all adults in school.

Caught being good

When a child produces an excellent piece of work or behaves in an exemplary manner it will be rewarded by the child being awarded a "cbg" standing for caught being good. Each child will have their own cbg sheet and when they are awarded a cbg they will receive 1 stamp on their sheet.

Once they have received 10 stamps they will receive a certificate as recognition of their achievement. This will be repeated when they have received another 10 cbg stamps.

When they have been awarded 30 stamps, they will be given a first badge. After their first badge, they will work towards subsequent awards in the same manner.

Conclusion

In order to ensure maximum effectiveness the policy needs to be applied consistently and by all adults in school. Examples for awarding a cbg are:

Exemplary work above normal standard

Excellent effort

Unprompted citizenship

Politeness

Spontaneous kindness

Modelling good behaviour

Ignoring inappropriate behaviour

Consistent good role model

Finding an adult to help resolve issue where appropriate

Above all, it must be valued and given status by all of the school community.



Caught Being Good

Number of Stamps	Reward
10	Certificate
20	Certificate
30	Bronze School Crested Badge
40	Certificate
50	Certificate
60	Silver School Crested Badge
70	Certificate
80	Certificate
90	Gold School Crested Badge
100	Certificate
110	Certificate
120	A Book of Child's Choice
130	Certificate
140	Certificate
150	Bronze Star
160	Certificate
170	Certificate
180	Silver Star
190	Certificate

200	Certificate
210	Gold Star
240	Red Star

Appendix 3

Lower and middle phase

BLOXHAM C. of E. PRIMARY SCHOOL

REPAIR SHEET; Level of incident: 1 2 3 4

Name:.....

Year Group:

Date:

Given By:

Brief reason why given: (To be completed by adult/issuer)

The rule that I broke

Walk around school carefully and safely

Play and work well together

Stay where you should be at all times

Be a good citizen – treat others as you would like to be treated yourself

Respect – take care of everyone and everything

How do other people feel because of what you did? (tick the appropriate feeling)



joy



accepted



aware



angry



sadness



rejected



surprised



fearful

What should you have done instead?

Done my work <input type="checkbox"/>	Stayed calm <input type="checkbox"/>	Said what was wrong with me <input type="checkbox"/>
Asked for help <input type="checkbox"/>	Told an adult <input type="checkbox"/>	Told the person that I didn't like what they were doing <input type="checkbox"/>

What can you do to make it right?

Thank you – that's better!

Copy to Deputy Head

Copy to Deputy Head

Phase leader informed

Parent phoned

Further consequence:

BLOXHAM CHURCH OF ENGLAND SCHOOL

Upper stage REPAIR SHEET :

Level of incident 1 2 3 4

PUPIL NAME:		CLASS:
DATE:	ISSUED BY:	
REASON: (To be completed by adult/issuer)		

School Code of Conduct

- **Walk** around school carefully and safely
- **Play** and work well together
- **Stay** where you should be at all times

Circle what you have done

Stopped others working

Avoided doing work

Been verbally
aggressive/abusive
towards another

Been physically
aggressive/abusive
towards another

Damaged property

Left an area of school
without permission

Responding
disrespectfully to others

Other

(explain below)

Write an account describing what happened, including who was involved or affected by your actions and behaviour

Where were you?

What activity/task were you doing at the time?

Describe the events in order, what happened which led to you having this repair sheet?

Who did I upset/hurt/offend?

This experience has taught me that I should

PUPIL SIGNATURE:

Comments/responses from those directly involved or affected

Signature/s

Copy to Deputy Head

Phase leader informed

Parent phoned

Further consequence:

GOOD NEWS SLIP!



Date: _____

Dear Parent

I am very pleased to inform you that _____ behaviour has improved significantly.

Thank you for your support.

Yours sincerely

GOOD NEWS SLIP

I have received the letter regarding _____ improved behaviour.

Signed: _____ Date: _____

