

Astwood Bank Primary Behaviour Education Policy



Astwood Bank Primary School



A centre of learning and opportunity

Approved by: Senior Leadership Team **Date:** November 2021

Last reviewed on: November 2021

Next review due by: Annually

The aim of the Astwood Bank Primary School Behaviour Education Policy is to “teach our pupils responsible behaviour.”

We recognise that pupils need to be taught appropriate behaviour in a caring, firm, consistent manner.

To be effective in our aim, we understand that as a school we need:

- a) an agreed and consistently implemented School Policy,
- b) staff who are confident and skilled at teaching children appropriate behaviour.

Much of our thinking and training on behaviour is based on the ASSERTIVE DISCIPLINE MODEL.

All teaching staff, classroom, SEN Assistants and Lunchtime Play Managers have had training, and this will need to be revisited as staff change. We have a staff meeting weekly and we have standing item on our agenda reviewing children for concern.

Procedures used to encourage positive behaviour

1. Classroom Discipline Plan.

All classes will have an agreed Class Rules which will consist of three sections.

- a) Rules that pupils must follow at all times
- b) Positive recognition that pupils receive for following the rules
- c) Consequences that result when the pupil chooses not to follow the rules.

Guidance on drawing up the Class Rules can be found in the Assertive Discipline Handbook.

- The rules should be agreed annually with each new class and should be specific so they can be easily enforced.
- The classroom discipline plan needs to be taught, it is not sufficient to agree the plan and not to teach or reinforce the rules.
- Pupils need to be praised when they follow the rules.
- Class Rules should be clearly visible for all the class.
- The Class Rules should be introduced to parents at the September Parents Meetings.

- All adults working in your classroom should be made aware of the Class and School Rules.

Using Consequences

- When using a consequence make clear to the pupils that they have chosen not to follow the agreed rules and will therefore receive a consequence.
- The first consequence should always be a warning.
- All pupils start with a 'clean sheet' each day.
- The consequences should be in a hierarchy so that the pupils know what will happen each time they choose to misbehave.
- Teachers should liaise with Classroom Assistants, Lunchtime Play Managers and Helpers regarding the use of rewards and consequences in their classroom.

2. The Role of the Adult

- There is an expectation that the whole class will establish the rules.
- All staff should enforce their Class Rules consistently so that the pupils are clear of the expectations of the teacher.
- All staff should make clear to pupils the acceptable noise levels as part of the direction for their activity.
- All Staff have the right to support from other colleagues and the Senior Management Team in dealing with disruptive pupils.
- Staff should be aware of, and employ, the 'broken record technique'.

Strategies to encourage positive behaviour

- All staff should seek to praise each child at least once each day.

- Increase pupil's self-esteem through consistent meaningful positive recognition. Let the pupils know you notice their efforts to behave well.
- Send positive notes home to parents; they are a very powerful tool.
- Use the rewards available effectively.
- Consider using a class-wide positive recognition system as a means to motivate pupils to work on a problem behaviour the group is having.
- Teach your pupils three acceptable voice levels and include them in directions:-

Partner voice - heard only by person next to you

Group voice - heard only by the pupils on your table

Class voice - heard clearly by everyone in class

- Once an instruction has been given, look for a child or group who are following the instruction to reinforce the direction:
"Thank you _____ for tidying up the Lego straight away."
- When you are working with a group use the scanning technique regularly and reinforce good behaviour.
- When pupils are on task circulate if possible and praise good behaviour.
- When you give directions for a task check for understanding, ask a child what is expected of them.
- Once a pupil has been spoken to about their behaviour look for an opportunity to praise that pupil.

Managing Choices resulting in Bad behaviour.

Non-disruptive off task behaviour

- Be clear in your own mind whether the behaviour in the child is demonstrated as "off task" or "disruptive."
- Spend some time by the pupils making them aware of your presence.

- Give the child a direct “look” indicating that you are aware of their behaviour.
- Re-direct the child with a specific directive relating to their work.
- Praise others around the off-task pupils who are working well.
- Move on to consequences in your Class Rules if these strategies are ineffective.

Frequently Disruptive Behaviour

- Meet with Head Teacher/use the staff meeting to discuss strategies to use with child.
- Keep a log of disruptive behaviour – look for a pattern or instances that trigger disruptive behaviour.
- Discuss child with SENCo and discuss strategies and possible SEN intervention.
- Meet with parents and make clear the specific disruptive behaviour and request support from home in terms of rewards and regular brief meeting.
- Use a Yellow/ Red Behaviour Card as follows: Stage 1-a verbal warning to the child; Stage 2-a yellow card is a visual tool that shows that the child must have 5 minutes time out within the class away from the group; Stage 3- a red card is a visual tool that the child is removed from the class into another class for 10 minutes, Further disruption would require the involvement of the Head Teacher and parents.
- Draw up an individualized behaviour plan with parents which focus on the one or two critical problem behaviours. Consider further consequences and rewards for this plan.
- Consider benefits of intervention by LBSS and the Pupil Referral Unit.

Managing Lunchtimes and Playtime effectively

Many of the procedures and strategies to encourage positive behaviour are appropriate for managing Playtimes and Lunchtimes. The Lunchtime Rules are in every classroom.

Additional Guidance for Lunchtime Play Managers

- Circulate your area effectively by moving around and being in contact with the children you are responsible for.

- Use the 'broken record' technique and keep control in a firm and friendly manner.
- Use the Playground and Lunchtime Rules effectively and promote the rewards the pupils can gain by behaving well.
- Give clear instructions, particularly about moving around the school and lining up.
- Keep a log of any disruptive or concerning behaviour in the classroom log books.
- When you need to isolate a pupil, place them in the designated area for a limited time.
- Inform the pupils clearly as to the reason they are in the exclusion area.

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