



Behaviour Policy and Procedures

Date of Policy Issue	November 2021, Amended Feb 2022
Signature Chair of governors	Approved by FGB 17/2/22
Signature of Headteacher	

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

Aims

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

The purpose of this policy is to promote acceptable behaviour so that children are good citizens and develop a strong moral compass.

The overriding aim of our school is to help children self-regulation 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
- We recognise that children should be given time to respond appropriately

Our School Rules

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:

- Make all our words and actions kind and caring
- Respect everything and everyone
- Be ready to learn and try your best

Written by the school council Aut 2021

Behaviour management

The Role of the Adult

Adapted from Robin Launder's work

What we do	We do this by
Be warm and build positive relationships.	Knowing our pupils Separating the person from the behaviour Showing yourself as a person Know their individual needs Explicitly recognising when positive behaviours are shown.
Be credible	Be the best teacher you can be Be prepared. Be in classroom ready for every lesson. Deliver lessons that engage all children Prioritise learning over everything else Once they believe in you they will follow you.
Be consistent	Treats every child fairly and enforces the rules and school values. Treats all children in their class with respect, understanding and equity.
Be clear and concise	Purposeful. Appropriately pitched.
Be the leader	Being assertive, encouraging, show belief and authoritative.
Be contained	Do not show your anger or frustration. Separating the person from the behaviour
High expectations	In terms of behaviour, and they strive to ensure that all children work to the best of their ability. Model behaviours you want them to use/adopt.
Be tenacious	Stick to your word Always follow up. Use restorative language. Responses will be proportional.
Having presences	At all times during the school day. Anyone can challenge inappropriate behaviour

Frequent Misbehaviour

All incidents will be recorded on CPOMS.

Additional support will be sought from the Senior Leadership Team.

Reward charts and report cards will be implemented.

We will liaise with external agencies, as necessary, to seek additional support and guidance.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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 a calm space or a thinking space where they will have a restorative conversation with an adult.
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	Pupil is sent to paired class to work Loss of break/lunchtime Parents informed by teacher Work sent home if not completed.
If pupil refuses to leave classroom send for member of SLT.		Consequence agreed with SLT
Exceptional behaviour recognised	Gold sun	Dojos awarded Parents contacted Learning and successes shared with other members of staff

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 if necessary. If they do not go, then teachers should send for SLT support.

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. Sanctions will be proportionate. It must be made clear that reflective conversations are separate from sanctions.

Serious Incidents

For a serious behaviour incident and in order to keep everyone safe, a child may be removed from the classroom or playground and additional support may be put in place and further actions taken. This would include violence against another individual, deliberate damage to property, abusive language directed at staff or children and threatening behaviour.

Additional responses include involving parents, internal exclusion from break time, the introduction of an Individual Behaviour Management Plan (IBMP) and fixed term exclusion. A restorative approach will also be used.

When investigating each party must be allowed to give their own version of events. Record keeping of serious incidents must include the view of the each pupil involved, witness accounts and the sanctions issued.

Calm space and thinking space

Each classroom will have a “thinking space” or a “calm 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.

Rewards

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

- Praise. Positive and specific
- Written comments
- Class Dojo points are given when school values are observed
- Values Certificates awarded by teacher, head teacher and governors
- Star of the Week certificates are rewarded in recognition of achievements during the week.
- Contact with home (chat on the playground, phone call, postcard home)
- Class reward time

Class Dojos

All adults can give dojos in recognition of any positive behaviour, attitude, hard work or kind gesture. These are linked to the school values. Dojos are given in the moment straight onto the app or website. The sound further reinforces the reward. The Class with the most weekly Dojos are awarded a cup in Friday celebration assembly.

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.

Supporting documents

1. Report card
2. IBMP template
3. ABCC grid
4. Restorative questions card
5. Reward chart example

Appendix

Suggested strategies

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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