



# Behaviour Policy

**Date Reviewed: January 2018**

**Date of Next Review: January 2021**

**Approved by the Governing Body on: .....**

**Signed: ..... Date: .....**  
**Chair of Governors**

**Name: Tim Aston**



# Burbage Junior School Behaviour Policy

At Burbage Junior School we aim to:

- Encourage a high standard of behaviour.
- Promote among pupils self-discipline, proper regard for authority and acceptance of responsibility for their own actions.
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and where all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community.

Our aims, we believe, are best achieved when:

- Clear rules are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour.
- A pleasant school atmosphere is created, which is relaxed, consistent and caring, and in which pupils are able to fulfil their full potential.
- Pupils are provided with consistent positive encouragement and praise which reinforces good behaviour.
- The choice to behave responsibly is placed on the pupil, and pupils are taught how to make responsible behavioural choices.
- Pupils understand the hierarchy of negative consequences which are a natural outcome of misbehaviour, and which are applied within the school in a calm and consistent manner.

## **Positive Reinforcement**

An underlying principle of our school behaviour policy is the consistent use of positive encouragement of good behaviour choices in order to:

- Create a positive school environment.
- Increase pupils' self-esteem.
- Reduce bad behaviour choices.
- Provide a model for good behaviour.

Positive encouragement may take the form of:

- Praise.
- Positive "Well Done" slips (or equivalent) for class & playground.
- Bronze certificate & pin awarded for 100 "Well Done" slips, Silver for 200 slips & Gold for 300 slips. Gold certificate holders will enter a raffle for a more substantial award e.g. book token.
- Class points, working towards a whole class reward.
- Special mention in school assembly.
- Positive notes (i.e.; in contact books where appropriate) and phone calls home.
- Seeing the Headteacher for positive praise – perhaps with a special piece of work.

## **Praise**

As a school we recognise that praise is one of the most effective means of positive recognition. Praise can be used to recognise appropriate behaviour, to provide positive reinforcement for good behaviour, and to prompt pupils' who are choosing to misbehave to change their behaviour. Effective use of praise gives attention to good behaviour and teaches pupils that they can get attention through choosing positive behaviour.

## **General Classroom and School Rules**

The following rules apply all the time within the school, no matter what activity is taking place, and they let pupils know how they are expected to behave at school. **Regular discussion** of the rules is important in ensuring that children understand the rules and how they operate.

1. Follow instructions.
2. Allow others to work.
3. Keep your hands, feet and objects to yourself.
4. Use positive language.
5. Look after equipment and property.

### **Negative Consequences**

When children choose not to follow the rules teachers should be prepared to deal with them in a calm and consistent manner. Negative consequences of bad behaviour should be presented to children as a choice as this places responsibility for behaviour on the children. Consequences should not be seen so much as punishment, but rather as a natural outcome of inappropriate behaviour. It must always be made clear to children why they have received a negative consequence. Afterwards it is important to find the first opportunity to praise the child & take the focus of attention away from bad behaviour.

The following consequences are organised into a hierarchy, which is progressive:

1. Name on the board – a warning - name written down on behaviour tracking sheet and board.
2. 1 tick by name – last to leave class – child must remain in class at the end of session.
3. 2 ticks by name – loss of 10 minutes free time – usually during afternoon "time out". If this sanction is incurred after 2:40pm then lines should be given to be completed at home & returned the next day. These lines are to take about the same length of time as a detention (i.e. not 100 lines). If these are not completed they should be done at the next morning break and the child's name should go on the board for not following instructions. If a child has 3 "time outs" in a week parents should be contacted.
4. 3 ticks – sent to another class for 15 minutes. Every class has a partner class. Y3 & Y5 are partnered, Y4 & Y6 are partnered. In exceptional circumstances children may be sent to a class other than their partner class. It is not appropriate to send a child to another class unless they have received consequences 1, 2 & 3 (unless you are invoking the severe clause).
5. 4 ticks - parents contacted (also make the head aware a child has reached this stage).

Children can be sent to the Headteacher, but teachers must discuss this with the head first and arrange a convenient time. If the Headteacher is not fully briefed the interview will not be as effective and the child will certainly put their own version of any event forward.

**Behaviour Record** - For this hierarchy of consequences to work effectively a record of pupil misbehaviour should be kept on a behaviour tracking sheet. If there is a consistent problem with a child it may be necessary to discuss their behaviour record with the Headteacher or parents.

**Detention Books** - For "time out" a class "time out" book should be kept and sent along with children. This should state the reason for a child being in "time out". The child should know why they are there.

**"Clean Sheet"** - It is important that teachers and pupils begin each day with the highest of expectations. Consequences accumulated on one day should not roll over to the next and each pupil should begin each day with a "clean sheet".

**Repeated Misbehaving** - For most pupils the same negative consequence, above the level of a warning, would not be expected to occur more than three consecutive times within one week. If this situation does occur the class teacher will discuss the child's behaviour with the head, and a decision will be made as to what action might next be taken, such as "upping the stakes" or informing parents by letter.

**Severe Clause** - In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some way stopping the entire class from functioning, a pupil would not receive a warning. He or she loses the right to proceed through the hierarchy and would jump on to an appropriate stage. The teacher should make sure that the child is clear as to why they have jumped a level or levels.

**"Upping the Stakes"** - If the behaviour plan is not working, and a child is not making better behaviour choices, there are other options (see the Lee Canter books). One of these is to make it stricter by "upping

the stakes". It may also be appropriate to make a "Behaviour Contract" between the school, parents and child. The school may need to consider a fixed term exclusion.

**Lunchtime** - Lunchtime supervisors will also use the same praise/well done slips system. If children misbehave they will be asked to spend 5 minutes in the time out zone. Lunchtime supervisors should report difficult behaviour in the class books kept in the office.

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## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 3 years.

## **Appendix 2: Some Ideas for Implementing a Positive Behaviour Management Approach**

### **Responding to Children**

To support the school's behaviour policy every member of staff needs to follow a common style:

- Respond to children in a firm, clear manner.
- Have a plan for how to handle situations – move in close, use low voice, repeat instruction.
- Give out consequences in a calm and consistent manner. Use a low voice, and a calm, firm tone when administering consequences.
- Rules or instructions apply equally to all children. Do not allow yourself to be intimidated by certain children. Do not let crying or pleas for leniency keep you from administering consequences.
- See the humour in situations and chuckle at some of the things children do. Don't necessarily penalize "nutty" behaviour that will go away in a second.
- Try using humour or distraction to redirect mild misbehaviour.
- Provide positive reinforcement – especially praise. If you've given a child a consequence find an opportunity later in the lesson to praise them.

### **Directions & Reinforcement**

Investing time in these throughout the year will give you massive paybacks in terms of classroom management. There may be times in a year when the class appears to be "losing it". At those times it is important to pull back to these basic routines.

- Give clear, positive directions. (Put your pencils down and look at me. Put your hand up when you want to answer.)
- Rehearse routines – teach how to follow directions to your expectation followed with praise to those who follow.
- Check children have understood your directions by repeating them back to you.
- Throughout activity use reminders and repetition to reinforce what you want to see going on, asking children to repeat instructions.

### **Redirecting Off-Task non-disruptive behaviour** – daydreaming, doodling, "switching off"

- Use the look.
- Use proximity praise (praise a nearby person for doing it right).
- Draw attention back by using their name.
- Move close to child & continue teaching.

### **Prevention Instead of Reaction**

- Greet children at the classroom door to keep rowdy behaviour from entering the session. Children must first calm themselves before entering. Likewise, see them out of the room at the end of a session. In larger, open areas teachers should position themselves at "hot spots" to greet year group.
- Train the class in how to show they are "ready" to start a lesson, or have an activity written on the board for children to see as they enter the room. Train them to expect this & to know that they are to begin that short, simple assignment immediately. This activity focuses children and prepares them for the upcoming lesson.
- Although you need to be flexible in your approach to children, the classroom should be a structured place with standardized routines for dismissal, giving in work, pencil sharpening, toilet use, asking questions, lining up, etc.
- Be organized and prepared for each lesson.
- Keep lessons well paced. Start promptly, keep things moving, and allow a few minutes before the end for a quick review and/or tidy up.