



## **Behaviour Policy Guidelines**

### **Appendix to be read alongside the Connect Education Trust Behaviour Policy**

#### **Promoting Positive Behaviour**

All members of the school are valued as individuals. Our ethos is to create an environment in which positive behaviour is encouraged and positive attitudes fostered. We promote the right for children to speak out and seek help in all aspects of their well-being. We believe that praise and reward is key to creating a positive atmosphere where children have the opportunity to succeed. Adults will lead by example and model good practice.

#### **Whole School Strategies**

- Providing clear and consistent expectations
- Recognition in assemblies through receiving success certificates and Always Stars (for being excellent role models)
- 'Circle Time' activities or explicit PHSE lessons where appropriate behaviour is explored and discussed
- Working in partnership with other agencies e.g. the Behaviour Support Service (SWERLL)
- Giving positive feedback to classes
- Providing rewards for good behaviour or attendance e.g. trips, extra playtime
- Rewards provided by members of the Senior Leadership Team to mark outstanding learning or behaviour
- Actively promoting the school values at all opportunities
- Communicating positive messages home by a means specified by the school e.g. postcards, text messages
- Noticing and praising positives all the time 'catch them being good'
- 'PIP' & 'RIP' Praising in Public, Reprimanding in Private
- Being fair and ensure consequences are proportionate
- Individual class "shout outs"

#### **Expectations**

Each child will receive at least one of the following per year:

- A success certificate in assembly
- An Always Stars – one in Y3/4, one in Y5/6

#### **General classroom strategies include:**

- Greeting at start of day
- Ensuring classroom organisation and routines are in place
- Using a table/class seating plan until routines are established
- Providing and sticking to a lining up order, for key pupils or the whole class until able to decide independently
- Giving responsibilities/class 'jobs'/adviser roles and displaying their names
- Using random selection to show fairness, e.g., lolly sticks, randomiser
- Using marbles in the jar (Jar of Good Choices) for whole class rewards
- Relocating pupils to work at a work station
- Sending pupils to another adult e.g. in year group, Assistant Headteacher

- Dealing with incidents on an individual basis, enabling personalisation where appropriate
- Strategic ignoring and positive re-direction, highlighting the good example of others
- Using reflection time to consider the values
- Giving reminders before sanctions
- Ensuring follow up restorative conversations take place (see below)
- Allowing pupils to have a fresh start once an incident has been addressed
- Positive RR behaviour display

### **Restorative conversation**

- Listen and be fair
- What has happened? (What I experienced was...What the other person/s experienced/felt)
- What were you thinking and feeling when this happened? (What I thought/felt was...)
- Which value was forgotten? (I think...because...)
- How can we make this situation better? (Here are my ideas...)
- Allow the pupil time to work through their emotions (Use of timer, time out, sensory room, Calma activities)
- Arrive at a restorative solution, including pupil's ownership and responsibility of a consequence

### **Personalisation**

Some pupils will need more support, and a personalised approach which may include:

- Strategic ignoring of low-level inappropriate behaviour
- Social stories
- 'Time Out' with a timer/clock – adjusting length of time according to age
- Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, Risk Assessment RAMP)
- Arranging for pupils to work within the class on a 1:1 or in a group e.g. with Learning Mentor
- Personalised behaviour chart to work towards targets for individuals after discussion with SLT
- Personalised reduced timetables whereby pupils may have a structured day to meet their needs
- Structured time working outside of the classroom with our Specialist Teaching Assistant or Learning Mentor

### **Remember**

- We use positive strategies whenever possible
- Our aim is to train the pupils so that they can learn to manage the basic routines independently. However this will depend upon their age and stage of maturity, and so should be adapted as they develop
- A firm, assertive voice can be used but not shouting
- Log Class behaviour on ScholarPack/CPOMs alerting SLT to persistent behaviours by individual pupils, which are impacting on whole class teaching and learning
- Do not write names on the boards
- Inform parents when necessary and ensure it is noted on a parent communication log, copying in SLT, Parent Support Adviser

### **Behaviour for Eating Code**

As part of becoming a successful member of society, pupils are encouraged to have good manners and behaviour when eating in the Dining Hall.