



**PEASEDOWN ST JOHN PRIMARY SCHOOL**  
**(Achieving Excellence for Ourselves and Others)**

**BEHAVIOUR POLICY**

**The Aims of the Policy**

- To ensure a calm, purposeful and secure environment where teachers can teach effectively and children can learn.
- To foster caring attitudes where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to take responsibility for his/her own behaviour.
- To have a consistent approach throughout the school with parental involvement and support.
- To provide for pupils, staff and parents a sense of direction and a feeling of common purpose.

**Basic Assumptions**

- Teachers have a duty to help children succeed at school and to teach them the behaviours which will help them succeed.
- Teachers have a responsibility to set clear and consistent rules for behaviour.
- Teachers have a responsibility to provide consistent positive encouragement to motivate children to behave.
- Children have a right to know what behaviours they need to engage in to be successful in the classroom.
- Teachers have a responsibility to teach their pupils how to manage their own behaviour.
- Most children can behave. Those who do not either choose not to, or have not been taught.
- Children do not misbehave if they are on task but must first be taught how to be on task.
- Children tend to be engaged if:-
  - the task is meaningful
  - the level of challenge is appropriate i.e. not too hard so the child is overwhelmed, not too easy so the child is bored.
  - they have a clear sense of short term and long term goals and receive positive feedback leading to a growing sense of confidence.
  - they have high self-esteem and feel valued.

**Teaching Styles - what works and what does not**

- 1) Teachers who fail to clearly communicate their expectations of children are non effective. Such a teacher may use vague phrases like "please be good", has no classroom discipline plan and will only react to disruptive behaviour as it occurs. He/she will feel as though they are constantly 'putting out fires'. Such a teacher is often inconsistent, letting things go one day and then reacting angrily to the same behaviour the next. Children in the class are confused and do not know what is expected of them. They are not told what is right, just when something is wrong. In the classroom children will often be testing their will against the teacher.
- 2) Hostile or constantly angry, authoritarian teachers are equally ineffective. They may superficially run a disciplined class but this is achieved at the expense of the children's feelings and self-esteem. The message given to children is often 'there is something wrong with you'. Such a teacher uses discipline to control children rather than to teach them how to behave in a positive manner.
- 3) A well planned teacher will have thought through his/her classroom discipline in advance. He/she will clearly, confidently and consistently state his/her expectations to children and has

planned to back these words with actions. Such teachers tell children exactly what behaviours are acceptable and what is unacceptable. This is followed by support to help them be successful in behaviour with use of learning power strategies (see teaching and learning policy). Children should also understand what will happen when they choose to behave and what will happen when they choose not to behave. He/she has a positive attitude which is reflected in words and actions. The teacher knows her children need limits and at the same time that they need warmth and encouragement.

**Failing to plan is planning to fail. Just as no teacher would start a lesson without a teaching plan, so no teacher should teach a class without a discipline plan. The reality of teaching today is that teachers need to put in the time and effort to systematically teach children how to behave.**

### **A Classroom Discipline Plan**

Each teacher needs a classroom discipline plan which clarifies the behaviours expected from children and what they can expect from the teacher in return. The goal of a classroom discipline plan is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and children can learn.

The plan allows the teacher to integrate effective behaviour management into the teaching routine. Above all the plan stresses positive recognition as the teacher's most powerful tool for encouraging responsible behaviour and raising children's self-esteem. The plan will have three parts.

- *Classroom Rules* - these, children must follow at all times
- *Positive Recognition* - these, children receive for following the rules
- *Consequences* - these result if children choose not to follow rules.

**YOU MAY LIKE TO HAVE THE THREE PARTS OF THE BEHAVIOUR PLAN DISPLAYED CLEARLY IN YOUR CLASSROOM. AS A MINIMUM EACH CLASS SHOULD CLEARLY DISPLAY THE CLASS RULES.**

*Guidelines in creating your classroom discipline plan. (Whole school activity during the first week of an academic year which is then followed up throughout the year as appropriate)*

#### **1) Rules**

- Choose classroom rules that let children know what behaviours are expected in the classroom at all times.
- Choose a limited number of rules, no more than five.
- Choose rules that are observable. Vague rules are difficult to enforce.
- Choose rules that apply all through the day.
- Choose rules that apply to behaviour only. The classroom discipline plan is not about homework or academic issues.
- As appropriate to the age and maturity of your children, consider involving them in choosing some of the rules.

#### **2) Positive Recognition**

- Use positive recognition to encourage children to behave, and continue to behave appropriately.
- Increase children's self-esteem through consistent, meaningful recognition. Let them know you notice their efforts.
- Praise children often. It is the most powerful tool you have.
- Recognise positive behaviour with rewards, e.g. stickers, taking home a certificate, visiting the Headteacher.
- Motivate children through special privileges such as class monitor jobs.
- Use whole class recognition and rewards to learn new behaviours or to work on a problem behaviour the group is having.

## ***Consequences***

- When disruptive behaviour occurs be prepared to deal with it calmly and quickly.
- Have in place consequences that children receive should they choose to disregard the classroom rules.
- Consequences do not need to be severe to be effective.
- Consequences must be ones the children do not like, but should never be physically or psychologically harmful.
- Consequences should be listed in a hierarchy that clearly spells out what happens from the first time a child breaks a rule to the fifth time the same child breaks the same rule the same day.
- The first consequence should always be a warning.
- Contacting a parent or sending a child to the Head will be near the end of the hierarchy.
- The hierarchy should include a 'severe clause' for dealing immediately with severe behaviour.

## ***Teaching the Common Discipline Plan***

- Don't just put the plan on the wall.
- Don't just read it to the class.
- Teach it to the class.
- Explain why rules are needed.
- Teach the rules.
- Explain how positive recognition works.
- Explain why there are consequences.
- Review rules frequently, make expectations clear at the start of each session if necessary.

## ***Golden Rules and Classroom Rules***

Our school has Golden Rules which apply to all across the school. These are displayed around the school. They are chosen to reflect the ethos, values and goals of our school.

*Treat others as you would like them to treat you.*

*Always do your best and help others to do the same.*

*Care for your own and other peoples' property and take care of the school*

Whilst Golden Rules reflect important goals they are not in themselves readily seen in specific terms or easily enforced. Their place is to be a reference point but it is the Classroom Rules which relate to observable behaviours which are easy to comply with and to enforce.

## **A Sample Classroom Discipline Plan**

### ***Classroom Rules***

1. Follow the teacher's directions
2. Keep hands, feet and objects to yourself
3. No teasing or name calling

### ***Positive Recognition***

1. Praise
2. Sticker or point on chart
3. Positive certificate to take home

### ***Consequences***

1. Warning
2. Stay behind two minutes at break
3. Write out an apology
4. Teacher calls parents
5. Involvement of a line manager.

Remember - usually treats or consequences do not need to be big things. Consistency is the key.

### **Circle Time and Class Personal, Social, Health and Moral Education Lessons**

With school rules, classroom rules and behaviour in general it may be useful to have discussion times or other activities which enable pupils to generate a list of behaviour they find aggravating. In the same way, lists of their expectations of others, and your expectations of them may be helpful.

### **Conflict Resolution**

In situations where children have had disagreements which may need resolving, the following process is very effective.

- Acknowledge everyone's feelings
- Draw a line under what has happened
- Ask children for solutions to the problem
- If they can't think of any offer some possibilities
- Get back to play/work as quick as possible
- Make sure the solution is followed

It is important that children feel they have been listened to and have been treated fairly whilst also being clear of what is acceptable behaviour in school.

**Bullying:** Please see our separate Anti Bullying Policy

### **Formal Procedure for Complaints**

We aim for prevention rather than cure but if a formal complaint is needed this is the procedure:-

- 1) Complaints will go to class teacher, Deputy and Head.
- 2) Incidents will be recorded.
- 3) Parents will be involved.

If further action is required -

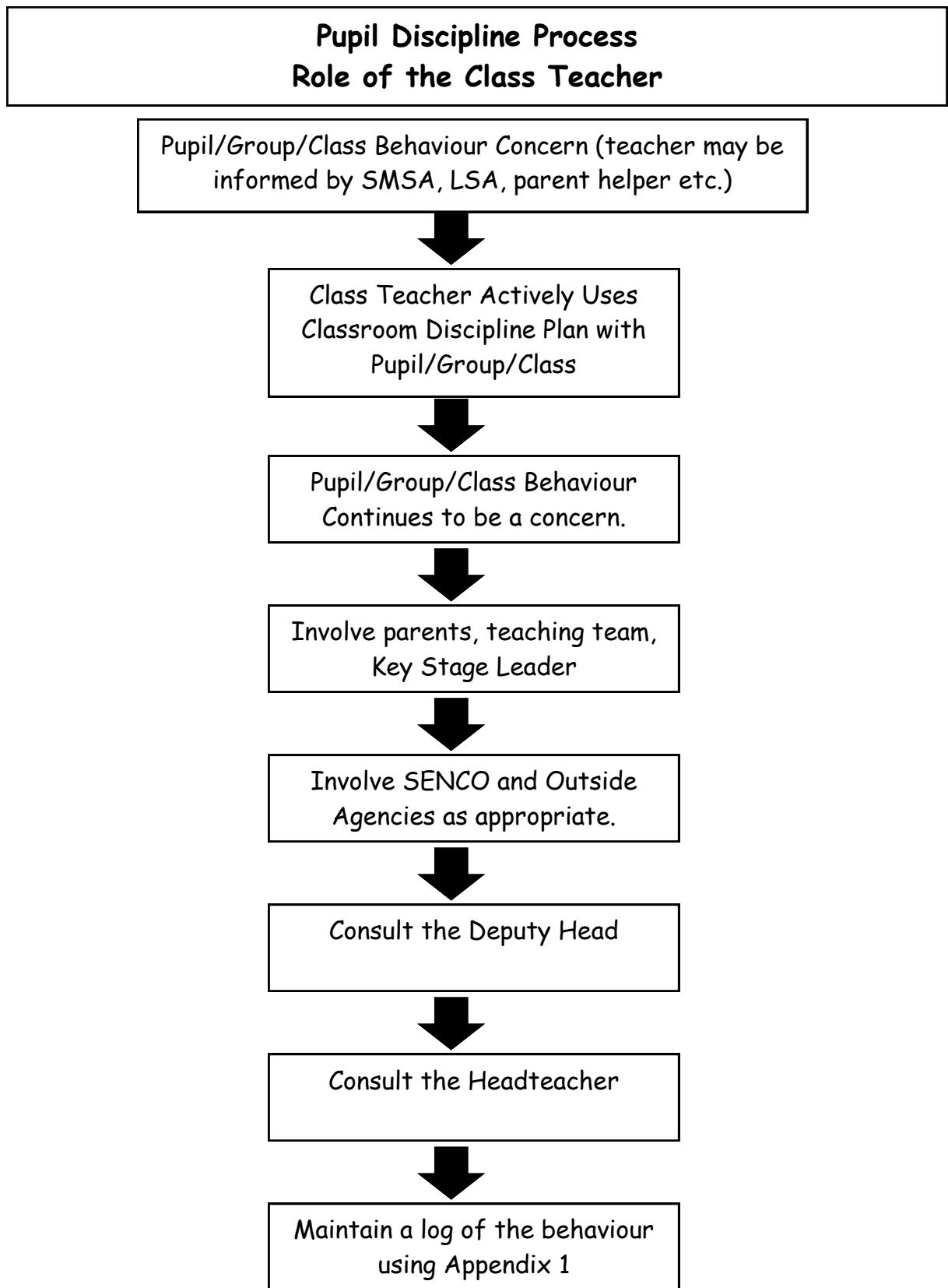
- 4) Report to Governors.
- 5) School and L.E.A. official complaints procedure would be followed.

Appendix 1:

Record log for children who develop a pattern of behaviour that causes concern. (To be used after consultation with your Key Stage Leader and SENCo).

Appendix 2:

Tree of Hierarchy to support behaviour in the school.



Class teachers will need to consider how to apply the above procedures to severe behaviour such as hurting, bad language etc. Referral to a member of the SLT at an earlier stage may be useful and appropriate. Discussing concerns with members of the SLT and at Key Stage Meetings raises everyone's awareness of the support some children may need for their behaviour across the school.