

# **Smithy Bridge Foundation Primary School**



## **Guidelines for the Encouragement of Good Behaviour**

**November 2017**

***Guide-lines for the Encouragement of Good Pupil Behaviour***

It goes without saying that high standards of behaviour are a crucial factor in determining the learning environment for the children. Working conditions and staff morale rely heavily on the successful implementation of strategies and sanctions and all adults in school have a shared responsibility to ensure that expectations are consistently high.

These guide-lines should be seen as set against a background of mutual respect between children and adults. Children should always be given the opportunity to speak about problems or incidents in a calm and rational manner and incidents should be investigated fully, involving all children concerned.

An expectation of behaviour and its consequences should then be given to the child so that he/she understands the exact nature and reason for the sanction.

Our school ethos is based around children and adults respecting each other and demonstrating that through respectful behaviour.

Physical punishment by any adult is never permissible for any reason and would lead to disciplinary action being taken against any person who infringed this rule.

## **A POSITIVE ROLE**

**All adults in school should model the appropriate, respectful, calm and courteous behaviour we expect children to use.**

All children should be praised for their good behaviour, good manners, and helpful attitude. This should be done in a way that encourages others to follow their example. This provides a powerful stimulus to other children to get the adults' attention through positive good behaviour, rather than by behaving badly. For example, In situations where many children are being noisy or ignoring instructions, an adult praising the few children doing as they have been asked, can quickly win the attention of the whole group.

Everyone enjoys being praised, adults as well as children, and the feeling of well-being that comes when one is 'in the spotlight' for what is soon perceived as good behaviour or a positive attitude is a powerful incentive to repeating the good behaviour.

This means that the few occasions where an adult has to be cross have far more impact, and will mark out a serious misdemeanour in ways that are not possible if the adult is always having to be grumpy or needing to shout.

This policy is about being positive - the sanctions described are here for the occasions when a child sees through the system or does not choose to respond, for whatever reason.

The vast majority of children will never need the majority of disciplinary measures described in this document. However, the staff of the school must not be seen to be powerless if further measures are necessary, and it is very important that such measures are consistent no matter who is having to discipline the child.

This policy therefore describes situations and the approved adults' response to behavioural issues in those situations.

## **MOVING AROUND THE BUILDING**

A high level of supervision is necessary when children are moving around the school. Teachers or teaching Assistants (TAs) should, at all appropriate times, accompany groups of children to cloakrooms, etc., and see them into the playgrounds. Unacceptable behaviour on corridors, etc., e.g. running, pushing, shouting, jumping down steps, should be challenged by any member of staff who is on the spot, and good behaviour regularly praised.

Children should not have the opportunity to "hang-about" outside cloakrooms, toilets, etc. One group of children roaming unsupervised around school will affect the general level of behaviour of all the children. Children should be encouraged to take care of the building, keeping it clean and tidy, and should be complimented on their efforts to do so.

## **IN THE CLASSROOM**

The atmosphere in classrooms should be calm. Children on task have no opportunity for aimless wandering. An orderly, well organised classroom where the equipment is well looked after and has an appropriate place will reflect positively on children's attitude and behaviour. Equally staff need to implement procedures which avoid potential conflict, e.g. minimise the amount of lining up.

All classrooms should have agreed rules for behaviour, particularly at wet playtimes, and these should be prominently displayed. The teacher and other members of staff should regularly draw the pupils' attention to the rules.

Children should be encouraged to:

- Look after books and equipment (definitely no graffiti, stickers on drawers, chairs or tables, etc.)
- behave calmly and quietly at all times.
- speak politely to the teacher and other adults
- speak politely to other children

Children must

- on no account leave the classroom without permission
- not visit the toilets at random, but with permission

- not bring sweets, chewing gum or expensive toys into school
- do as they are told straight away - not be unco-operative
- understand the rules for the class and possible sanctions for breaking them

**AT THE START OF THE SCHOOL YEAR**

From Reception year onwards, the Class and the teacher / TA must discuss and agree classroom rules - these then need to be displayed.

**Positive and regular reinforcement by the adults who work in the room:**

Ordinary expectations for good work/behaviour	stars/stickers/ smiley faces
For a more outstanding piece of work/behaviour, needing praise there and then	small certificate awarded by teacher
Achievement Assembly for exceptionally good work/behaviour	Certificates awarded by Head on Fridays
Golden Time	Time on chosen special activities which is offered at one specific point in the week. Time can be lost as a result of poor behaviour but it can be regained.

**As part of our commitment to the Healthy schools Programme sweets cannot be given as rewards.**

**CLASS REWARDS**

All pupils/classes from Reception year onwards may be rewarded by marbles being collected in a special container. When this is full, a reward of 5 minutes extra play is granted by the adult in charge. No marbles can be taken from the container as a punishment.

## CLASSROOM DISCIPLINE

KS 1 Fresh start each session (i.e. 4 sessions per day)  
unless exceptionally bad behaviour which should be referred to  
Key Stage Leader or Headteacher for investigation

KS 2 Fresh start - morning

### SANCTIONS TO BE APPLIED:

A worthwhile policy is to try to praise at least 2 children before applying a sanction. Strategies for classroom behaviour management will vary, depending on the age group but a suggested system is outlined below.

Warning	
Name on board once	Sit alone (but in classroom) for certain length of time. The teacher says when to move back to own place
Name on board twice	Work away from friends in class for rest of session
Name on board three times	Time out (in another classroom) for rest of lesson (use next session if near to end of one session)
Second time out or severe disruption parents to come into school, plus liaison with a member of the Leadership team.	Stay out for rest of day and contact parents. Parents to come into school, to liaise with headteacher and KS Leader
Further misbehaviour	Taken straight to Head / Deputy Head teacher

### PLAYGROUND AND SCHOOL FIELD DISCIPLINE

The supervisor/teacher on playground duty should follow procedure by reporting incidents to the class teacher if it is felt necessary.

Children should be reminded to use the toilet before going out to play. If toilets are needed during break, children must ask to go in. Children in the small playground to use Class 5 toilets, all others to Unit 3 toilets.

Children should not be allowed to:

Fight , play fight or incite fighting

Chant

Spoil games

Go in and out of the building

Swear

Provoke or support physical violence

Have sweets or expensive toys

Climb or sit on wall/ railings/fence or on banking.

Wear coats as cape round neck

Disobey or cheek supervisor/teacher on yard duty

Leave premises

### Dangerous Games

Handstands

Piggybacks

British Bulldog or similar

Pulling or swinging on clothes

Pick up or carry smaller children

"Higher and higher"

anything that looks dangerous

On cold days staff should check scarves/gloves on strings are tucked into coats and not hanging loose and therefore could be caught or pulled tight.

## **SPECIFIC BEHAVIOURAL PROBLEMS IN THE PLAYGROUND / CLASSROOM**

<u>Behaviour</u>	<u>Procedure</u>
If a child leaves a classroom or premises as part of an incident	Report incident IMMEDIATELY to Head or Deputy Head.
Physical violence with other children	Report to Head or Deputy Head. Child will lose playtimes / lunchtimes;
Persistent but mild misbehaviour	Report to class teacher
Incidents of a very serious nature	Report to Head/Deputy Head Exclusion may be considered in some instances
Rude or cheeky behaviour. This includes facial expression and body language	Report incident to Head or Deputy Head. Child withdrawn from yard for next break

Bullying	To be carefully investigated and to be taken seriously at all times. Depending on nature of bullying, a suitable sanction to be set.
Bad or foul language Sexist behaviour	Should be reported straight away to Head or Deputy head.
Racists incidents	Report to Head/Deputy Head who will take responsibility for dealing with situation.

For any of these incidents parents will be informed by the class teacher or senior staff as appropriate to the nature of the situation and the children involved.

When managing the behaviour of children, the attitude of the adults concerned is very important. All staff give messages to young people about how much they, the children, are valued by the way that the adults deal with them in school. Children will learn from the example that is set.

Consider the following advice:-

Prevention is better than cure, so -

1. Find time routinely to remind children of rules and standards expected for that period e.g. before lessons begin, at the start of playtime, lunch time, wet break, etc.
2. Give reminders to individual children who are having difficulties before they go out to play e.g. talking about who they are going to play with and what is a good game to play.
3. Explain the reason for our rules of behaviour, particularly "Class Rules" (Health and Safety) consideration for others, etc. Children will respect rules for which they can see the purpose.
4. Praise examples of good behaviour rather than focusing on examples of negative behaviour. Beware of becoming a "nag". It is an easy trap to fall into and very counter-productive.
5. Show the children that you like and respect them by:
  - a. Having an individual chat in classrooms, corridors, playgrounds, etc.
  - b. Being accessible.
  - c. Listening when they come to you with a problem.

Children behave best for adults they like and respect. If they think that an adult does not like them, then they feel that they have 'nothing to lose' by misbehaving.

2. Don't provide a "floor-show" when reprimanding a child. Try your best to keep cool and control your voice, whatever has happened.
3. Keep your temper when those around you are losing theirs! Never try to talk to a child who is upset. Find a quiet place, let the crisis settle then sort out the problem calmly. Involve other staff if necessary, so you have some back up or a witness to what is said or done.
4. Remember that children have a well-developed sense of fair play. If they come to you with a grievance or if you are investigating a dispute, listen to both sides and where appropriate ask other children for their view of the incident. If you fob children off with statements like "go away and play" or "it serves you right", the situation will only fester and be worse in the end.
5. Regular discussion about behaviour and attitudes to other should occur in assembly, circle time, PHSCE, RE and story time.

## **Anti-Bullying**

All our work in managing bullying incidents is in line with the RMBC policy on anti-bullying.

At Smithy Bridge any incident which causes a child distress or anxiety will be investigated and dealt with thoroughly as dealing with issues well at this level can help prevent bullying occur.

Bullying can be:-

physical (such as kicking, punching)

verbal (such as name calling)

non-verbal (such as glaring at someone)

sexual (such as lewd comments or touching)

social (such as excluding someone from social groups)

technological (such as cyber bullying or sending hateful text messages)

Bullying can be motivated by many reasons and can be targeted at a variety of aspects of a person's character. We can be bullied because of:-

our appearance

our lack of confidence

our family situation

our disability

our size

our gender

our religion

our sexual orientation or perceived sexual orientation

our economic status

our racial group

where we come from

our special needs

### **Guidelines on working with a child manifesting bullying behaviour**

As with all management of behaviour fairness is essential and the process must be seen to be fair.

Investigation of incidents should be thorough if bullying is suspected or alleged.

The child accused of bullying must be given an opportunity to explain their behaviour and to talk about the circumstances which led to the behaviour. The child must fully understand which aspects of their behaviour are unacceptable and why.

If an incident is likely to have been a bullying incident a record should be kept of what happened and how it was handled.

The child should be involved in a decision about the consequences of their actions – they may be asked to say what would be appropriate as a consequence / punishment.

The child should be given an opportunity for further contact to support them in similar circumstances such as mentoring group, counselling etc.

### **Guidelines on working with a victim of bullying behaviour**

The child should have a full opportunity to talk about their experience and to discuss their feelings. This may take some time and may be better on more than one occasion.

The child should be given support and encouraged to feel that they did the right thing in exposing the behaviour. They should know that it was wrong. The child may need to have honest and confidential feedback about any aspect of their behaviour which triggered the behaviour in order that they understand how it happened.

Support should be available including help on how to be more assertive if appropriate, group support / intervention if available, actual physical presence offering a little personal reassurance in the playground or where the behaviours occurred.

### **Working with parents**

If bullying behaviour has been identified, parents of the victim and bully should be told about the incidents. Support for parents in talking to their child can be offered.

Sign posting to appropriate services such as parenting classes, CAMHs etc Strongly and actively discourage parents inciting their child to violence in the future as a response to an incident in school. Please keep a record of any such threats.

### **Keeping a Log**

The LA policy advises keeping a log when bullying has occurred. The difficulty here is that there has to be an agreement amongst staff that it is bullying behaviour and not misadventure, falling out, rough play or isolated incidents rather than bullying.

The head teacher should always be informed and involved if genuine bullying is identified.

All incidents of racial bullying or homophobic bullying must be recorded in the log and described by either of those titles.