CORBY PRIMARY ACADEMY

Policy into Practice Document

Pupil Behaviour

REVIEW PROCESS	
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REVIEWED	October 2015
Reviewed	September 2018
Next Review	September 2021

POLICY INTO PRACTICE - PUPIL BEHAVIOUR

In our Academy:

Class and Academy Rules

Academy Code of Conduct
A high standard of behaviour is expected and the Code of Conduct is explained and promoted at all opportunities to all members of the Academy community. It will be reviewed regularly by the pupils' Academy Council.

Class rules
These will be developed/reviewed annually in September and agreed by the whole class. The rules should be displayed in the classroom and regularly referred to and reinforced.

Consequences of not obeying the rules should be agreed upon, based on the agreed reward and sanctions systems.

Modelling of Appropriate Behaviour

PSHE and assembly times offer good opportunities for the pupils and staff to discuss good behaviours and to model them.

Staff act as positive role models to children in their day to day actions to others.

Small Focused Group Work

The Academy provides opportunities for those children who find it difficult to maintain appropriate behaviours to have small focussed group work.

Rewards Systems

Stickers and Stampers
Stickers are used to instantly reward positive behaviour, attitudes and manners displayed around school; these can be given by all members of school staff. Stampers may be used to show good work or effort in books.

Class rewards
Each class will have an agreed whole class reward system such as marbles in a jar which will reward the whole class. The class will agree on the reward to be worked towards (eg a DVD, extra play etc).

Examples of behaviour that would merit a class reward:

- Excellent behaviour of a class going to and from assembly, or moving around the Academy quietly and sensibly
- A lesson where ALL children have been actively involved and participating on the carpet and/or working sensibly on tasks.
- By lunchtime supervisors for good lunchtimes

Dojo Points

The Academy uses Class Dojo to collect individual pupil reward points (Dojo's). These are awarded for good work, behaviour, manners etc. These can be given by all members of school staff. The staff will agree a set of agreed Dojo awards at the start of a year and classes are free to set some of their own related to their classes needs. Parents have access to their child's Dojo points online and can see what they have been awarded for.

Houses

All pupils are in a coloured house; families are placed in the same house. Dojo points count towards house points and are counted each week and results announced in assembly. At the end of each term the house point trophy is awarded to the winning house and they are rewarded with a house mufti day. At the end of the year the overall house point winner is awarded with the house point shield engraved with the winning house's name.

Achievement Awards

Each week the class teacher will choose two children within their class who have achieved well in any area (including personal, social and emotional development). They will receive a certificate in the weekly celebration assembly where parents are also invited in to watch them receive their certificate.

Behaviour Management

The Academy has identified different levels of behaviour. There are three colours, Green Amber and Red. Green is the expectation that all pupils should work towards and achieve.

What do we want to see? Green Behaviours
Sensible movement around school
Good manners, please, thank you, holding doors, polite speech
Independence and initiative
Care and pride over people, belongings and work (respect)
Sitting and listening appropriately in lessons, assemblies and lunchtimes
Following instructions
Sharing/ working together / team work / taking turns
Being kind
High levels of presentation
Having positive attitudes to work and behaviour
Resilience - willingness to have a go and try when things get tricky
Showing empathy
Making positive choices
Understanding of the expectations
Minor Disruptions – Amber behaviours. Dealt with by Teacher / TA
Not sitting still or appropriately
Shouting / calling out
Fiddling
Running in corridors
Talking when not supposed to
Not stopping to listen
Not looking after resources
Not hanging coats up - piling up lunchboxes

Answering back to an adult
Snatching / not sharing
Telling tales
Entering rooms without supervision
Unnecessary toilet breaks
Touching/ handling belongings which they don't have permission to do
Name calling
Spoiling work
Not lining up appropriately
Time wasting
Pulling faces at others
Inappropriate hand gestures
Not keeping hands and feet to themselves
Major Disruptions – Red Behaviours - Dealt with by Leadership Team
Persistent minor disruption
Damaging property/belongings on purpose
Physical and verbally violent
Children leaving room without permission
Not following adult instructions
Significant lying
Defiance
Swearing
Slapping, Biting, spitting, punching
Fighting
Racism – **all incidents to be reported to Principal / Deputy Principal using CPOMs**
Claiming that physical assault was used because of provocation or as retaliation will not necessarily stop sanctions being applied.

How do we verbalise what behaviours we want to see so that they are understood by everybody?
- Assemblies
- Consistent language
- Positive phrasing
- Tone of voice
- Proximity praise
- Being firm but fair
- Rhetorical questions… 'Are you sitting smartly?'
- Being specific in your phrasing – 'I like the way you…' / 'Please stop…'
- Model the behaviour you expect to see.
- Refer back to class rules
- Code of conduct with new pictures e.g. 'This is how we behave…'

What are the non-negotiable expectations for all adults to follow with children in school and how do we ensure consistency?
- Show respect and listen to the children
- Staff do not lose their temper
- Follow up incidents quickly
- Early intervention to avoid incidents escalating
- Intervening to de-escalate situations – not to antagonise situations
- Apologise when wrong
- Don't pre-judge. There are two sides to every story.

- Presence around the school by <u>all</u> staff
- Not calling children 'naughty'

How do we teach children to demonstrate the expected behaviours?
- Modelling
- Reinforce the positive
- Consistency
- Encouraging children to be responsible
- Newton's Way
- Sessions: memory skills / learning & listening skills.

What is our agreed process for rewards and sanctions that can be used by all adults in school?
- Rewards & consequences to fit the act – relative
- Parent communications – certificates to go home
- Specific stickers
- Displays

Praise / rewards
Verbal praise
Dojo points
Stickers
Marbles / class reward
Newton
Assembly certificates
Star of the Week
Sharing good work with other adults
Daily secret super hero
'WOW' work board
Positive Feedback to parents
Special jobs and helpers
Sanctions
Warnings
Time out in classroom and in playground
Miss playtime or part of
Removal to another class
Speak to parents
Sent to SLT
Behaviour contract
Reward chart
Chance to correct behaviour - warning system
Communication books with parents

<u>Whole School Approach to Positive Behaviour</u>

At each stage the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour management. Praise can be given formally or informally, in public or in

private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievements.

The showing of good work to the Principal or other staff, displays of work in school, class assemblies and on the website are not to be underestimated in their contribution to raising pupil self-esteem which will help to promote positive behaviour.

In order to promote good learning behaviours in our Academy, all adults are consistent in their expectations of the children and the way they conduct themselves around the academy.

Teachers may implement the following strategies to instil good learning behaviours:
- Individual carpet spaces for children.
- Agreed class rules
- Children to have individual pencil case with all necessary equipment – KS2
- Classroom seating plans to promote positive learning
- Relevant resources are easily available in the classroom to support independent learning.
- Use of monitors to ensure cloakroom / library areas are well maintained and children have a sense of pride in their surroundings.

Consequences

Consistency by all staff and the ability to deliver sanctions by all (including the Academy secretary, caretaker, dinner supervisors, and kitchen staff) is important.

Sanctions imposed depend upon the severity of the behaviour – it is important for children to know and understand that the emotions they display are acceptable and understood but that the behaviour that accompanies that emotion is not.

Agreed Consequences

Teacher:
- Disapproving look
- Verbal warning/reminder
- Name on board
- Missing part / all of a break time.
- Partner class for remainder of session (self-sustaining activity)

Senior Management:
- Visit to Principal or Deputy Principal (or named member of staff on Principal's absence)

Recording Behaviour Incidents

Teachers and support staff are to record behaviour incidents using CPOMS. All behaviour which involves a child being hurt or injured must be logged. Ongoing behaviour incidents over the course of a week must be logged as must any communication with parents. Involvement of any senior member of staff will also be logged by that member of staff. Senior leaders will regularly monitor behaviour records to identify patterns or issues. Midday staff make notes at lunch and report any incident and follow up to the class teacher at the end of the lunch break.

Informing Parents

It may be necessary to contact parents in connection with either repeated incidents or a more serious incident. Generally, this is initially through informal contact either on the Academy grounds or by phone. As a follow up it may be necessary to arrange a meeting in Academy to discuss and agree a joint approach. A record of all contact with parents must be kept on Cpoms.

Promoting positive behaviour at lunchtime

All Lunchtime Supervisors support Corby Primary Academy's view of positive and negative behaviour and apply the following consistent procedures to promote positive play at lunchtime and ensure that high expectations are continually maintained.
- Adults will actively engage with children's play
- Use of stickers to reward sensible behaviour in the dining hall and whilst playing outside is encouraged
- Ensure children use play equipment safely and purposefully through effective modelling
- Lunchtime Supervisors communicate effectively with class teachers to ensure concerns are fed back at the end of lunchtime.

Should an incident occur, Lunchtime Supervisors follow an agreed procedure of consequences:

1. Reminder about positive play
2. Verbal warning
3. 5 minutes time-out – children to stay with lunchtime supervisor on the playground
4. More serious incident are referred to the Senior Lunchtime Supervisor and, if necessary, the Principal or Deputy Principal.

Lunchtime supervisor's stickers and/or praise are given to children who demonstrate good behaviour or quick adherence to rules / instructions.

Classroom Behaviour Management Plan

Rights and responsibilities	• Stakeholder; pupils; parents; teachers • Discussed and agreed
Rules/ Code of conduct Affirmations of behaviour	• Maximum of 5 or 6 • Derived from rights and responsibilities • Positively phrased e.g. we treat people and property with respect • Succinct and clear • Based on observable teacher behaviour • Clearly displayed in classroom • Referred to explicitly by adults to promote positive behaviour and learning • Do not assume 100% compliance
Routines	• Provide a structure around behaviour "hotspots" e.g. entry to and exit from classroom; transition between activities; gaining adult attention; completing work; collecting materials and resources

	• Simple clear and consistent • Rehearsed and practised • Reviewed and improved as necessary
Positive recognition	• Acknowledges positive behaviour • Acknowledges improvements in behaviour • Applied fairly and consistently by all adults • Builds self-esteem and positive relationships • Includes non-verbal, tangible, social, individual, class wide and Academy wide • Motivates pupils to choose appropriate behaviour • Reduces incidents if inappropriate behaviour
Negative consequences	• Occur when pupils make inappropriate behaviour choices • Are certain, fair and appropriate • Are hierarchical and are applied at the lowest level to be effective • Do not humiliate or lower self esteem • Enable positive relationships to be maintained • Can encourage pupils not to get caught

Staff need to be well prepared for all sessions and have pre - informed any support staff. Teachers should be able to both get and maintain the attention of the class and use confident and authoritative body language. They should be aware of what is happening in all areas of the classroom when children are working independently or in groups, so as to pick up quickly early signs that children are losing focus or getting into difficulties.

Expectations about independence and personal organisation should be clear. Children should be taught strategies that mean they can continue to work without direct adult help when they get stuck.

Responses to minor disruptions and off task behaviours:

- The "look"
- Proximity praise – praising a child nearby who is behaving appropriately
- Moving towards the child while talking , using non-threatening body language
- Rule repetition/restatement of request
- Use of individuals' name within sentence to remind them of the behaviour you want to see
- Repetition using "Name …. pause ……. Direction"
- The use of privately understood signals
- Tactical ignoring
- Reminding the child of the consequences if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- "When …… then ……." instructions
- The use of humour (but never sarcasm) to defuse or deflect challenges

Responses to major disruptions:

- Using lower level strategies to begin with
- Moving to the child (not shouting across the room)
- Calming oneself before action is taken
- Speaking quietly, calmly and assertively
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice – being clear with children that they are able to make choices in managing their behaviour
- Giving a face saving choice when possible
- Allowing take up time – moving away in the expectation that the child will do as requested
- Describing the behaviour not the child as the problem
- Using "I" messages, not "you" messages
- Removing the child where possible from being the centre of attention
- Calmly stating expectations of others who have stopped work to "enjoy the show"
- Giving the child time to calm down before following up the incident with discussion