



## **Behaviour Policy Sept 2014 (Review date: Sept 2016)**

### **Rationale**

The most important element of developing and maintaining the behaviour that we want from children comes through the relationships that we form with them. Children want to know that we like them and respect them. So developing excellent relationships in the first few weeks, which we develop and grow across the year and throughout their time at Russell Hall is vital. At Russell Hall, we devote time during transition and in the first few weeks in a new class, to getting to know as much about our children as we can. We take an interest in their home lives, families, hobbies and skills. We respect what children have to say and we try to reflect the interests of our children in what we do in the classroom and through extra-curricular provision so that they feel valued and have a sense of belonging.

Staff at Russell Hall Primary School operate a positive discipline approach in order to establish and develop relationships with children. Within this relationship, children must understand that there are clear boundaries, which we must also adhere to in order for school to run smoothly and be a harmonious place.

### **Positive Discipline Basic provision - guidance for staff**

Positive discipline is a whole school approach to the management of behaviour. It encompasses the whole school day including break times. Rules are few in number and are very clear (See appendix 1). Each class uses the school rules as a basis for their own class rules. It is expected that these are revisited regularly. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the programme as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

- Use praise more often than reprimands by at least 3 to 1.
- Praise the behaviour of every child every day.
- Catch them when they are following a rule and praise the behaviour.
- Always praise two children first who are following a rule before warning another pupil.
- When you praise be specific about what they are doing right.
- Use the reward systems effectively to promote good behaviour.
- Never take back a reward.

- Make your praise varied, sincere and if appropriate accompanied by eye contact and touch.
- Give clear instructions. Say to pupils "The instruction is...." "You will...." "Listen to my instructions first then do them...."
- Use a child's name prior to giving an instruction if they need to be cued in.
- Pupils have a clear choice of following a rule or not. Therefore if they don't follow a rule they have chosen the consequence.
- Reinforce positive language e.g. 'Remember to walk' instead of 'Stop running'
- Tell children what the choice is 'I've asked you twice to stop talking, if you choose to continue it will be a warning, you decide.' Praise if they make the right choice. Consequence if they don't.
- Reinforce rules with children as a reminder of what they should be doing 'What's our rule about talking when the teacher's talking?'
- Stay calm, remember the distinction between a raised voice and shouting.
- Never use argumentative language; you are the model for the pupil to base their responses on.
- Often, children who struggle with following instructions, have language difficulties of some kind, so cutting the amount of language down helps.

'Paul, chair, 4 legs, thank you'

' Tariq, pencil, down, thank you'

' Mariam, Velcro, leave, thank you.'

All classes follow the above basic provision to maintain good relationships and a positive atmosphere within school.

## **Rewards**

Positive behaviour is reinforced both verbally and through the use of rewards. Rewards are linked to school rules, class rules and the school's 'Learning Muscles' (see appendix 2).

Through rewarding positive behaviour and establishing learning behaviour we seek to encourage the children in developing a thirst for learning.

With the exception of Nursery and the Reception, all classes will use the class Dojo system. This is a visual reward system where the children can earn points in each lesson. Staff are able to add and edit the positive points on the Dojo system according to the needs in their class and to reflect the school and class rules and the 'learning muscles'. At the end of each week the points are collated and transferred into 'Dojo Dollars' which the children are able to bank and save up for different rewards of varying Dojo dollar value. This develops the children's understanding of the value placed on good behaviour, working hard and saving for varying rewards.

**Nursery** – Staff in the Early Years understand that praise and rewards need to be instant and clear. Therefore we develop positive behaviour through the use of personalised stickers which will give a brief explanation of the positive behaviour observed. This enables parents/carers to support school as they are able to reinforce the praise when they see the sticker.

**Reception** – Will continue with the sticker system until the Spring Term. At this point the Class Dojo will be introduced. The class teacher will introduce the reward system to the children and will use the Dojo rewards alongside stickers.

### **Consequences**

The school operates a 4 stage warning system

**Warning 1** – Verbal warning and explanation of the rule that has been broken

**Warning 2** – 5 minutes time out in the classroom with a further explanation of the broken rule

**Warning 3** – 10 minutes time out in a different classroom and parents/carers notified through either discussion at the end of the school day or a note in the planner.

**Warning 4** – The child will be taken to see a member of the school leadership team who will contact parents by letter explaining that their child has received 4 warnings in a day and asking that the parent reinforce the school rules at home.

All incidents of behaviour which are referred to the SLT, eg 4 warnings in a day or serious behaviour will be recorded on school's online monitoring system. Where a child fails to modify their behaviour through the normal channels, as outlined above, a meeting with parents would be held to discuss the next steps.

This may be a differentiation of the whole school system, giving the child particular targets to work on, strategies for adults to use to support the child or referral to the Learning Mentor to work on something in particular that a child is struggling with.

Should the child not make progress with a differentiated approach, adults involved would consider what range the child's behaviour fell into and whether they would need to be added to the SEN register. It may be that external services would be accessed to support pupil, staff and parents.

Please refer to the School's SEN Local Offer and SEN policy for details of further support for children who have Behaviour Difficulties which are defined as a Special Educational Need.

School rules apply at all times during the school day. All members of staff are able to award Dojo points to children displaying positive behaviour. At break and lunch times the members of staff on duty will carry tokens which will indicate a Dojo point is to be awarded in class, thus reinforcing that high levels of behaviour are expected at all times.

### **Celebration Assembly**

- From each Class the teacher will choose 1 child each week who has shown exceptional learning behaviour. This child will be honoured in the assembly on Friday. Their name and the reason that they have been honoured will be written in the Honours Book. The child's parent will be invited to attend the assembly.
- The Attendance trophy is awarded to the class with the highest attendance in the previous week. A class with 100% attendance will receive a special treat.

### **Serious Behaviour**

On occasion it may arise that a pupil's behaviour is deemed to be severe. This is in agreement with either the Headteacher/Deputy. If a teacher considers a pupil's behaviour to be severe, the pupil should be isolated within class and an adult sent to the Headteacher/Deputy to request them to come to class. If the Headteacher/Deputy deems the behaviour severe, the child will be brought to the office to discuss the incident and will receive a letter home informing parents of the behaviour. Where necessary, further support will be gained e.g. Educational Psychologist. In addition to this, relevant staff will also be provided with the appropriate training e.g. TEAM TEACH.

Racism, extreme violence, proven theft, proven bullying, biting, spitting at another child, open defiance to an adult and swearing at an adult are all considered severe behaviour. Other behaviours are deemed serious at the combined discretion of SMT and class teacher

# Appendix 1

## School Rules

1. Follow instructions
2. Be kind to others
3. Respect others and your school

# Appendix 2

## Learning Muscles



**Collaboration**



**Curiosity**



**Perseverance**



**Respect**



**Resourcefulness**



**Reflective**

# Appendix 3

## Learning muscles - Descriptors of observed behaviours by Key Stage

<b>Collaboration</b>	
Foundation Stage	<p>In Early Years, taking part in activities such as Den Building or building with big bricks encourages children to work together. Children become involved in discussion, whilst carrying and moving objects. They are negotiating what will go where, compromising about whose idea will work best and constantly communicating.</p> <p>Negotiation involves coming up with a decision that is based on what two or more people have said, listening to others and having regard for what they say and finding the middle ground.</p> <p>An example of how Practitioners plan for Collaboration is through 'Tidy-up' teams. Children have their own roles but have to work together to tidy their area and achieve the end result. To be successful, all children in the team need to play their part and work with the other children in their group.</p>
KS1	<p>By KS1 children need to start to develop some self-control and natural leaders begin learning to allow others to take the lead role too. Children need to begin to control their emotions if they don't get their own way. Pupils need to begin to learn to support other members of the group they are working in. Children should begin to ask each other questions and help each other to find the answers.</p> <p>KS1 staff may plan through giving children specific roles to fulfil in group activities, eg. leader, scribe, note-taker, etc. thus ensuring that children don't always opt to take one particular role in a group activity and develop a variety of collaborative skills.</p> <p>They may ask children to solve a problem together with a physical outcome, eg build a model or bake. They may plan team building games which involve activities that can't be done alone.</p>
LKS2	<p>By KS2 children should realise that it's not just about individual achievement. Working towards an end result sometimes has to be a team effort or the whole thing falls apart. They know that it is important to listen to other people's opinions and recognise that other children need to take on different roles.</p> <p>They recognise the importance of not being selfish. It is not important to be first in the line of get your book first - these are not the skills of a good collaborator.</p> <p>In Lower KS2 children may be organised into mixed ability groups for particular activities to encourage children to support each other, to take on different roles and work collaboratively with children that they may not get the opportunity to work with during Core subjects. Children often work together in teams or groups when completing topic work.</p>

UKS2	<p>In UKS2 children should be skilled at working in groups. They would be able to organise their own roles in a group and may start a group activity by brainstorming the ideas of the whole group. One pupil may adopt the role of scribe and write everyone's ideas down. Children would understand that it is important to listen to and value all the suggestions. They would be familiar with the language of negotiation and supportive of all members of the group.</p> <p>Practitioners would encourage children to work in teams as part of many lessons, eg. Spellings for the week may be learned as a group rather than individually. Children would support each other across the course of a week to learn the spellings, teaching each other strategies that work for them and playing games to practice. They would understand that success would be reliant on team success not just that of individuals and they would be encouraging of other pupils.</p>
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Curiosity	
Foundation Stage	<p>In Early Years the more orally confident children show curiosity through the questions that they ask, others show it through exploring and experimenting with objects and activities and some children by the way in which they observe without saying anything or being involved at all.</p> <p>Children are often showing high levels of curiosity when they are completely absorbed in an activity. Children are drawn in to an activity because it looks exciting, unusual, different or interesting and they want to find out more.</p> <p>Practitioners may plan to stimulate children's curiosity through interactive displays, interesting resources and through questions that they ask. 'What will happen if?'</p>
KS1	<p>In KS1 as children begin to read, practitioners may add questions to displays that will spark children's curiosity and interest so that they want to find the answer or find out more.</p> <p>Children could be provided with opportunities and the resources to find the answer to such questions. Eg. 'Which ball is the bounciest?' may be the question and there may be a selection of resources, measuring equipment and recording materials provided for children to explore.</p> <p>Children may also be provided with opportunities to deconstruct objects to see how they fit together or how they work.</p>
LKS2	<p>By KS2, children should be beginning to think about what they want to find out and contribute more regularly to the planning of what they learn.</p> <p>Practitioners can provide lots of opportunity for children to investigate and research things for themselves. Open ended activities and projects give children the scope to delve deep into areas that interest them.</p> <p>Children still need opportunities to use their senses to explore.</p> <p>Children should feel secure enough to take risks, make mistakes and get the wrong answer. Children should understand that this is where the greatest learning takes place.</p>
UKS2	<p>Still asking the right questions. Exploring different points of view. Why do people develop</p>



	<p>attitudes? Different approaches to problem solving techniques. Like to try alternative approaches. Science - what if? How? Why? Want to know what is coming next. What would happen if the earth rotated in the opposite direction?</p> <p>Don't conform. Don't follow the rules.</p>
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	<b>Perseverance</b>
Foundation Stage	<p>In the Early Years, children tend to persevere with skills that they want to develop such as 'ride a bike' or 'jump from one step to another'.</p> <p>Encouraging children to persevere with skills that they are not as interested in is often reliant on good relationships with adults and the desire to please, which later leads to pleasure in their own success and the desire to improve.</p> <p>Skilled differentiation by the practitioner is important.</p> <p>Purposeful learning, where children can see the benefit of perseverance and what the end outcome might be is key.</p>
KS1	<p>Helping children to see the 'bigger picture' gives them a reason to persevere.</p> <p>Use of WAGOLLs (What A Good One Looks Like) on the Working Walls and clearly demonstrating to children methods of practising a skill to improve are important strategies for helping children to understand the importance of perseverance.</p> <p>Begin to encourage children in Maths, to go back and find the right answer for themselves. Congratulate children when they do so successfully.</p> <p>Give children different strategies to learn spellings and encourage them to persevere with learning them, even when it gets tricky.</p> <p>Ensure that more able children are challenged appropriately so that they also need to work hard and persevere in order to be successful. They need to fail in order to develop the same strategies and techniques of perseverance.</p>
LKS2	<p>Children should be developing great pride in their own work.</p> <p>They should want to improve on past pieces and do better.</p> <p>Children should start to reflect back to where they have been successful in their learning and what strategies they have employed. They should use all of the resources around them, particularly Working Walls, which should have a variety of tools, resources and examples for the children to use freely to help them to overcome barriers in their learning.</p> <p>Practitioners understand that 'success breeds success' so they notice, praise, reward and build on each tiny bit of success that a child experiences through perseverance.</p>
UKS2	<p>Children in years 5 and 6 still need to experience difficulties in their learning in order to demonstrate perseverance. Work on specific skills. Variety of strategies. Don't give up, try</p>

	something else. New skills are tricky. Different stages to go through. Handling disappointment in the right way. Examining what you need to learn to move on.
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	<b>Reflective</b>
Foundation Stage	Begin to make links with previous learning. Make evaluations. Eg in DT what worked well, what would you improve if you did it again?
KS1	Science - trial and error. Acting on teachers feedback  WAGOLL as an example of what children are working towards.  Playground incidents - change behaviour so that it doesn't happen again.
LKS2	Through lesson plenaries also using role models and examples of good practise (displays- time team - pen licenses). Class 4 - light bulb moment. Using lolly sticks in plenary. Class 3 - giving opportunities 'please read green marks in books before starting next piece'  DT - topic work and science. Y3 children used idea from previous unit ( photo frames standing up) - didn't work on our 3D model because...
UKS2	Looking back at their work - how can this be improved? How much have I improved since last time?  Reflecting on behaviour. Could there have been an alternative/better solution?

	<b>Resourceful</b>
Foundation Stage	Beginning to use appropriate resources eg. Working walls  Physical and mental resourcefulness. Using initiative to solve own problems eg. Pencil needs sharpening
KS1	Knowing what to do when you are stuck  Practitioners can plan for children to be resourceful by setting up situations where children have to think in a different way eg. Make a model without cellotape.
LKS2	Finding alternatives for problems. Lack of equipment, etc. Maths - applying different strategies. Using initiative. Decision making. Enterprise Skills in topic work. Using Maths resources independently without being told. Partner talk in lessons - talk for learning resources. Making choices about individuals to include in group work.
UKS2	Using the Working Wall. Looking back in workbooks at previous learning if stuck. Alternative ways to solve Mathematical problems. Problem Solving/Solutions/Investigative Tasks. Application of several skills to solve problems. Being independent. Allow children to 'flounder' in order to

	encourage them to use their resourcefulness to overcome difficulties.
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	<b>Respectful</b>
Foundation Stage	<p>Praising good examples - consistency. Discussing examples in stories.</p> <p>Respect - opinions, listen to different ideas, attitudes, cultures, privacy, equipment, an occasion eg. assembly, each other and adults</p>
KS1	Children knowing boundaries and having respect for them
LKS2	<p>Listening and valuing others opinions (showing correct body language for being a listener) talk for learning - knowing when to join in a discussion.</p> <p>Setting expectations for completing work.</p> <p>Class 3 - using Maths Mates to value others ideas and opinions ( mixed ability) for solving problems and calculations.</p> <p>Praising good examples of respect.</p>
UKS2	<p>Listening to others. Links with Talk for Learning'. Showing Pride and respect in the work that they have done. Children respect that adults have set work by completing the work that they have been asked to complete. Working with peers and showing respect. When tidying up, to tidy 'each others mess' and not just their own.</p> <p>Having boundaries helps children to be respectful. Children completing work - not daring to hand second best in. to have self-respect and pride in the work that they do.</p>

# Appendix 4

## Dojo Dollars

1 Dojo Dollar



5 Dojo Dollars



10 Dojo Dollars



20 Dojo Dollars



# Appendix 5

## Letter to Parents

Date: \_\_\_\_\_

Dear Parent/Carer,

Today, your child \_\_\_\_\_, has received 4 warnings in one day because of their behaviour. This means that they have had 4 chances throughout the school day to change their behaviour and follow school rules.

This is very disappointing and the consequence for this is that they receive this letter home. Please would you discuss this with your child, so that they are ready for a fresh start tomorrow.

Should your child's behaviour remain a concern after this, we will contact you to discuss what we might wish to do next.

Should you wish to discuss this with anyone, please would you contact your child's classteacher.

Thank you for supporting us with this matter.

Yours sincerely

Mrs A Grist