



# Positive Behaviour Policy

Amended November 2009

'We want Colney Heath to be a respectful, secure, creative learning community in which every individual has an opportunity to confidently and enthusiastically discover, explore and realise their highest potential.'

Our school community aims:

- "For everyone to reach their full potential"
- "For everyone to be confident in themselves and their environment"
- "To promote creativity and encourage imagination"
- "To provide an atmosphere of understanding and respect"
- "For everyone to be enthused and to value learning as a lifelong skill"

## Blue Sky Rules

**Walk:** Walk quietly around the school.

**Listen:** Listen to teachers and to each other.

**Respect:** Be polite to adults and to each other and respect each others differences.

**Care:** Care for each other, property and the school environment.

**Work:** work together to make a happy school.



## 1. Promoting Good Behaviour

Our emphasis should be on reinforcing the positive to promote good behaviour. It is important to show appreciation of the children who conform to the expected behaviour. The whole school community must promote good behaviour through praise, incentives and rewards.

Each class teacher operates a reward system to reward individuals linked to a whole class reward system that promotes a cooperative team ethos.

### 1.1 Blue Sky:

Each child has a name card which is placed at the 'Blue Sky' Level on a Behaviour Ladder at the start of each day. The blue sky level indicates behaviour we expect at Colney Heath.

### 1.2 Yellow sunshine

To encourage positive behaviour the teacher may move children up the Behaviour Ladder for good behaviour or work. When they move up the Behaviour Ladder to "Yellow Sun" they will receive a marble in the class marble jar. At the teacher's discretion, a sticker may also be awarded for a single act of good behaviour. When the class marble jar is full the class teacher will decide on an appropriate treat for the class.

### 1.3 Golden sunshine

If a child demonstrates exceptional behaviour they will be moved to the Golden sunshine level on the behaviour ladder. When a child reaches Golden sunshine they should be sent to the Head Teacher. During assembly the child will receive a golden sunshine for the achievement display and a certificate. The child's name will be recorded in the golden sunshine book along with their achievement.

## 2. Poor behaviour

### 2.4 Grey Cloud

If a child has shown poor behaviour in school they will be given a warning and their name will be moved down to the grey cloud. The child will be reminded of the expected behaviour at Colney Heath but if their behaviour continues to be poor and are given a further 2 warnings they will be moved down to the storm cloud level. This behaviour may include disruptiveness or upsetting another child. Pupils will be asked to complete Think Sheets during a playtime.

### 2.5 Storm cloud

If a child reaches 'storm cloud' level they will have to complete a 'think sheet'. The 'think sheet' will be completed at a time chosen by the class teacher. The child will be sent to the next age group down for 30 minutes. They will also miss 10 minutes of the next playtime supervised by the teacher. A letter will be sent home to the parents on the same day and will include details of why the child has moved down to 'storm cloud' level. After 3 Storm Cloud letters with the half term the teacher should discuss the situation with a member of the Senior Leadership Team.

### 2.6 Lightning bolt

This is extremely serious. If a child reaches this stage they will immediately be sent to the Head Teacher or Deputy. An incident form will be completed and the child's parents will be called in for a meeting.

Behaviour which will result in a lightning bolt includes:

Dangerous behaviour Persistent Non-Cooperation

Physical abuse

Highly offensive behaviour

Racial abuse

Excessive violence in response to a non-violent incident

Deliberate vandalism

WITHIN HALF A TERM

One Lightning Bolt will result in half day internal exclusion into the nominated class

Two Lightning Bolts will result in one day internal inclusion

Three Lightning Bolts will result in half day seclusion

Four Lightning Bolts will result in a fixed term exclusion.

### **3. Playground Behaviour**

Children are expected to keep the rules at all times. Children who behave well at playtimes will receive praise to celebrate their behaviour. Exceptionally good behaviour will be reported to the class teacher who will then implement the behaviour ladder system.

#### **3. Lunchtime Behaviour**

The behaviour ladder system will be used at lunchtimes by the Midday Supervisors. Children are expected to keep the rules at all times.

A child who has shown exceptional behaviour during lunch time their name will be given to the class teacher.

Children who become involved in over-excited play or unkind behaviour will be asked to spend 5 minutes with the Midday supervisor where they calm down and think about their actions. If poor behaviour continues they will be sent into the Senior Leadership Member on duty, where a 'think sheet' will be filled in. Depending upon the outcome they will miss the remainder of their playtime. The 'think sheet' will be passed to the child's class teacher where it will be filled in the class behaviour file.

When relevant, a storm cloud letter will also be sent home to inform the parents of their child's actions. The member of SLT will supervise the child during the next playtime.

Any child who becomes violent, uses abusive language, becomes highly offensive or is involved in a racial incident will be sent to The Head Teacher or Deputy immediately. They will fill in a think sheet and their parents will be called. (Lightning Bolt)

### **4. Useful Strategies**

#### **4.1 Public praise and private criticism**

For most children, public acknowledgement of good behaviour can be very powerful in a positive way. Criticism should be as private as possible. Lowering a child's self-esteem is likely to increase misbehaviour. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

#### **4.2 Three positives before a negative**

Before criticising a child's behaviour or work, aim to have made three positive contacts with them beforehand. They will then be more receptive to what is said. Within the class, aim to appreciate three children before criticising one. The lesson the children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

#### **4.3 Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help from them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

#### **4.4 Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

#### **4.5 Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.

#### **4.6 Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in adults. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. Ask another adult to step in if you are unable to suppress your own emotions.

#### **4.7 Scan the classroom**

Auditory as well as visual scanning of the classroom is essential. Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see and hear what is going on. Redirect children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

#### **4.8 Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings. "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

#### **4.9 Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

#### **4.10 Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

#### **4.11 Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to disruptive children
- your facial expression
- your tone & volume of voice (If you raise your voice, lower it again quickly – a low quiet voice can carry more authority than a screech)
- your posture
- your choice of words
- the use of eye contact

Do they all communicate your confidence and authority?

Do they tend to reduce the temperature or raise it?

#### 4.12 Catch them being good

This can be hard with some children but it is important. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. This will include:

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy
- Keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and clearing up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Catching up with unfinished work or work missed due to absence
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make a contribution to group discussions
- Asking for help when they need it
- remaining calm in a difficult situation

- Walking quietly around school
- Sharing equipment or activity with a classmate
- Listening well in an assembly
- Taking a lot of care or putting thought into a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early
- Listening to another's point of view
- Speaking well in front of a large group
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting an adult know if someone is bullying another pupil
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Taking a visitor to their destination rather than just directing them
- Offering to help without being asked
- Bringing appropriate books and equipment to the lesson
- Taking turns and waiting for others

#### **4.15 Super Star award**

One child is nominated from each class each week by the children to celebrate behaviours and achievements linked to the SEAL themes.

## 5. Children with Special Educational Needs

We expect all children to follow the Golden Rules. As much as possible, we wish to keep the children with special educational needs within the Code of Conduct. However, this will be more difficult for some children at certain times.

To support children with behaviour difficulties on the SEN Register to meet these expectations, additional measures include:

- regular meetings between teacher and parents/carers.
- home – school contact book (Eg. Good News Book)
- being placed 'on report' by members of the SLT working with that child and class teacher. A mutual decision is made, involving the child, as to when the form is deemed no longer necessary. Parents/carers see the form weekly.
- setting targets for improved behaviour on their IEP.
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion
- meetings with the SENCo to discuss progress.
- See also school Provision Map

Children who have a full Statement of Special Educational Needs may need expectations to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Head Teacher and Governors reserve the right to exclude pupils who put others at risk.

## 6. Expectations

### 6.1 Expectations of Children

- To follow the Golden Rules to the best of their ability.
- To treat adults and other children with respect and politeness.
- To help to make the school a clean and pleasant place to be.
- To do as they are asked by all adults in the school.
- To take increasing responsibility for their own learning and behaviour.

## **6.2 Expectations of Staff**

- To treat all children fairly and respectfully.
- To create a safe and pleasant environment.
- To provide a challenging and interesting curriculum.
- To recognise that each child is an individual.
- To enable each child to do their best.

## **6.3 Expectations of Parents/Carers**

- To ensure children arrive on time for school and ready to work.
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school.
- To encourage respect for other people.
- To help children realise the importance of education and to praise them for their efforts and achievement.
- To encourage children to talk about school and listen to what they have to say each day.