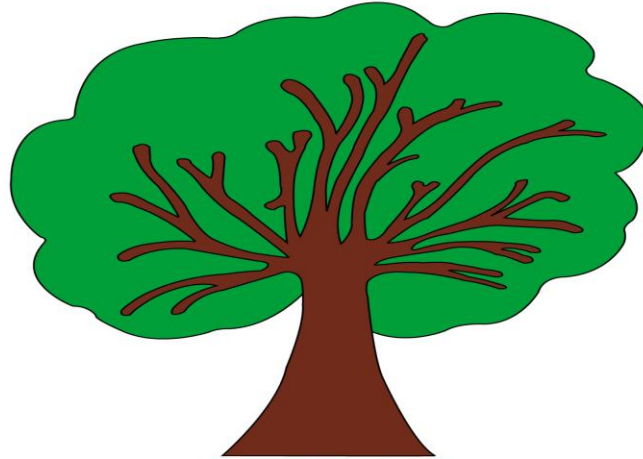


Burstwick Community
Primary School



Branching Out
Into The Community

BEHAVIOUR FOR LEARNING POLICY

At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Believe, Unique, Resilient, Safe, Tolerant, Worthy, Independent, Creative, Kind-hearted

We are **BURSTWICK!**

Introduction

This document is a statement of the aims, principles, strategies and procedures for promoting positive behaviour for learning at Burstwick Community Primary School.

This policy should be read in conjunction with Burstwick Community Primary School's *Anti-Bullying Policy*.

The Department for Education (DfE) issued guidance in July 2022 for all schools to follow:

'Good behaviour in schools is central to a good education, schools need to manage behaviour well so they can provide calm, safe and supportive environment, which children and young people want to attend, and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.'

'Well-managed schools create cultures where pupils and staff flourish in safety and dignity.'

'Staff ... collectively embody the school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.'

'Schools create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified as soon as possible to avoid misbehaviour occurring.'

Core Beliefs and Principles

At Burstwick Community Primary School, we are strongly committed to encouraging good, positive and caring behaviour, and to promoting self-discipline and regard for rules and authority. We believe that a strong home-school partnership works to build positive behaviours in children and to reduce the likelihood of inappropriate behaviours. By working side by side with parents, we believe that our school can create the necessary culture for learning and for all children to achieve their full potential.

This policy supports the school community in aiming to allow everyone to work and learn together in an effective and considerate way. The school expects every member of the community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy and its procedures are designed to promote behaviour for learning and is influenced by Steven Baker and Mick Simpson, co-authors of *'A school without sanctions: A new approach to behaviour management'*. As a school, we sought guidance and support from the Local Authority Behaviour Support Team (BST) with implementation and evidence-based research to support the ethos and direction of the school.

Aims

At Burstwick Community Primary School, we aim to promote positive behaviour for learning at all times and to foster mutual respect between all members of the school community by:

- ✓ implementing systems and procedures that encourage effective behaviour for learning;
- ✓ ensuring a fair and consistent approach to behaviour that is not conducive to learning;
- ✓ providing an atmosphere that encourages positive social behaviour, and
- ✓ demonstrating a commitment to the development of inclusive practices.

We aim to create a learning environment where teachers can teach and children can learn free from behaviours that distract from learning by:

- ✓ establishing clear rules that clearly define acceptable and unacceptable behaviour for learning, and have direct instructions that ensure compliance from all children;
- ✓ encouraging children to consistently follow the rules throughout the school day and school year;
- ✓ establishing a system by which teachers can receive support from parents and senior staff,
- ✓ delivering lessons which are accessible and motivate all children.

At the beginning of each school year, as well as throughout the academic year, the Headteacher and class teachers review and evaluate the expectations of behaviour and work. The school's expectations are on display in all classrooms and referred to all times. The children will develop their standard of behaviour and work taking full responsibility for their actions.

Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE guidance states the following:

'Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.'

'Maintained schools behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online, and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils....'

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

The school has a specific protocol it will follow and this forms part of the Anti-Bullying Policy.

This policy relates to children's behaviour when in school, when supervised by staff outside school e.g. when on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs. However, the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

At Burstwick Community Primary School, the issue of cyber-bullying is explicitly tackled in regularly taught sessions looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff. The school has a designated member of the team with responsibility for 'e-safety'.

Parents are reminded that the use of social media should be restricted for children under the age of 13 as per the guidelines and the use of WhatsApp is restricted for children under the age of 16. If

parents choose to allow their child access to such media, the school reserves the right to not become involved in incidents regarding the use of any and all social media. This is applicable when incidents are continued in school. This is a 'home' issue and should not involve the school.

The DfE outlines the specific statutory power, held by Headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying.

If members of the school community are involved in cyber-bullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone then the Headteacher does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given above or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for Headteachers and schools, and will only be considered where actions are continued or impact directly upon relationships and learning in school. Parents will be advised that any and all issues arising from outside of school must be addressed by the parents involved outside of school.

Roles and Responsibilities

Staff, parents and carers, children and governors must work as a team to enable children to make the best of their abilities, talents and interests. This team must work in ways that are consistent and which will ensure that no child's opportunity is hindered, demonstrating effective educational practice.

All staff use a 'behaviour script', which has been developed from the work of Steven Baker and Mick Simpson. This ensures consistency across all facets of the school and from all staff. Children learn the way that all adults speak with them is the same in all classrooms, at lunchtimes, on the playground etc.

Steven Baker and Mick Simpson advocate non-confrontational behaviour management that creates opportunities for building relationships with children. The following are methods that all staff use when addressing any behaviours in school:

- ✓ *positive direction*
- ✓ *effective and appropriate praise*
- ✓ *expecting compliance*
- ✓ *switching off the spotlight*
- ✓ *offering choices*
- ✓ *swerving confrontation*
- ✓ *showing care and empathy*

Class Teacher and Support Staff

It is the responsibility of the class teacher to ensure that the school expectations are enforced in the classroom, and that the class behaves in a responsible manner during learning times. All staff in the school have high expectations of the children in terms of their behaviour for learning, and they strive

to ensure that all children work to the best of their ability. All staff follow a specific script and this must be followed at all times to maintain consistency and continuity across the school.

The class teacher and support staff treat each child fairly and ensure that the school's expectations of behaviour in its most generic terms are in place and children adhere to them. They treat all children in the school with respect and understanding. All staff reinforce examples of expected behaviour in the same way as the class teacher with the use of verbal praise in and around the school and classroom, alongside the script. All staff will use the procedures fairly and consistently, addressing any behaviours causing concern, and reporting behaviours to the class teacher if they feel this is necessary.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. These agencies may include:

- The Educational Psychology Service
- Social Services
- External Agencies

The class teacher reports to parents/carers about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Emotional Literacy Support Advisor (ELSA) / Mental Health First Aider (MHFA)

The school uses a designated trained member of staff to provide support in a productive and long-term partnership between the Educational Psychology Service and schools. The ELSA and/or MHFA help children recognise, understand and manage emotions to increase success in their learning through either group and/or individual support programmes.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour expectations and policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting all staff in the implementation of the policy. The Headteacher and Governors ensure that the principles outlined through training, are implemented consistently across the school. Where any identified inconsistencies are observed, staff are reminded of the expectations of the school.

Parents

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and school. We explain the school expectations in a copy of the policy, which is available on request, when a child starts at the school, and is also available on the school website.

We expect parents/carers to support their child's learning and behaviour, and to co-operate with the school. We build a supportive dialogue between home and school, and we inform parents/carers immediately if we have any concerns about their welfare or behaviour, and vice versa.

If the school has to use reasonable sanctions to address any behaviours, parents/carers are expected to support the actions of the school. If they have any concerns about the way their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Headteacher, and this will instigate the school complaints policy. If these discussions cannot resolve the issue, the next stage of the complaints policy will be followed. The policy is available on request, as well as on the school website.

Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Governing Bodies must produce a Statement of Behaviour Principles. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Prevention of Exclusion

A variety of methods are tried to prevent exclusion. These are as follows:

- ❖ The use of designated staff to diffuse the situation and to 'calm' the child.
- ❖ Use of 'Time-out' with another adult in another area.
- ❖ Placement with the Headteacher for internal isolation if necessary.
- ❖ Use of an IEP, IBP or PSP along with individual motivational rewards.
- ❖ Discussion and counselling with the child and other parties involved.
- ❖ Use of external agencies
- ❖ Use of the School Behaviour Code.

Fixed-term and permanent exclusions

Only the Headteacher has the authority to exclude a child from school, whether fixed term or permanent. The Headteacher may make the decision to exclude a child when the behaviour has been deemed serious and has been investigated fully with all parties involved. In doing so the school will comply with the DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2023'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

If a child is excluded from school for a given reason, the parent/carer is contacted by two methods – telephone and letter. The Headteacher will immediately contact the home to explain the situation to the parent or carer and instruct them to come to school to collect their child. No child is sent home alone or unsupervised. No child may be excluded until the parent or carer is verbally informed of the decision.

A formal letter is then sent on the same day to the parent or carer explaining the exclusion process, the reasons for exclusion and the process the parent or carer can use to appeal against the decision. Copies of these letters are then sent to all the relevant parties, including the Local Authority, the Chair of Governors, the Class Teacher and others involved in the exclusion.

When a child returns from exclusion, the parent or carer and the child are requested, and expected to come and meet with the Headteacher before re-introducing the child back in to class.

Individual Behaviour Plans (IBP)/Pastoral Support Plans (PSP)

Some children experience very real challenges in terms of regulating their emotional responses and behaviours. When children experience severe difficulty in conforming to the current school behaviour code, support is sought from the Behaviour Support Team (BST) and consideration is taken to first place the child on an Individual Behaviour plan (IBP) as a proactive measure. If the behaviour

continues to deteriorate then the child is placed on a Pastoral Support Plan (PSP). The Headteacher, Class Teacher, the child's parents, any outside agencies and the child draft these. IBP/PSPs run for approximately 12/16 weeks and have SMART (Small, Measurable, Achievable, and Realistic Targets) targets for the child to work towards. It must be emphasised that only children who are at risk of permanent exclusion are placed on a PSP. The IBP/PSP is reviewed regularly over the 12/16 weeks.

Special Educational Needs & Disabilities (SEND)

There are some children for whom this policy will require adaptation. These children may be recorded on the school's Special Educational Needs & Disabilities Register as having Emotional and Behavioural Difficulties (EBD).

We acknowledge that there will be occasions when vulnerable children will require 'cool-off' and as such all staff will offer this opportunity. We will endeavour to work as closely as possible with the parents or carers of these children.

Early Identification and Intervention

We will attempt at the earliest opportunity to identify children who display emotional and behavioural difficulties or developmental delay.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's Behaviour for Learning Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at least once every two years through discussion with all staff and Governors.

Headteacher: ***Ian Cutts***

Chair of Governors: ***Andy Johnson***

Signed:

Signed:

Date:

Date:

The following pages contain guidance notes for all members of the school, including children, staff and appropriate adults.

Restorative Discussions

Following any kind of disagreement or breach of school rules all parties take part in a restorative style discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Children can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident that supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator are part of the restorative discussion and the following questions are asked:

1. *What happened?*
2. *Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.*
3. *Who did this affect? Staff, pupils and others. Include others who witnessed the incident.*
4. *How did it make you feel? How did it make them feel? How has the victim been affected by what you did?*
5. *What each person was thinking and feeling at the time, before and since.*
6. *What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.*
7. *How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? Does the child need a reminder eg social story, visual/written plan of action etc?*

Managing Behaviour over time:

The Headteacher monitors patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the Headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements. This is usually completed and referenced to CPOMS, the school's preferred method of recording any/all incidents.

Generally, the class teacher retains responsibility for managing behaviour of children in the class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding DOJO points in recognition of compliance with school expectations, such as following instructions, keeping hands, feet, mouth and objects to themselves, etc.
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The Headteacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- A possible referral to the Emotional Literacy Support Assistant (ELSA) and/or Mental Health First Aider for the school, to identify possible strategies
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCo, Rosie Hill, to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed their say, while others listen with no interruptions. Each child has a turn to say:

1. what the other(s) has/have done to upset them
2. how they feel about it
3. how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. The adult makes sure that:

- turns are taken,
- children adhere to the three steps
- listen to each other takes place, and eye contact is maintained.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

REWARDS

The school rewards behaviour and learning, as we believe that this will develop a culture for learning to take place. This policy is designed to promote positive behaviour for learning rather than just deter anti-social behaviour.

We lay particular emphasis on the positive approach and recognise that children should be treated fairly and consistently. It is important that sanctions do not damage long-term relationships and pupils' self-esteem. We endeavour to use private rather than public reprimands. Relationships are

vital to effective learning (Maslow, Bolton 1986). Without effective relationships and communication, learning and attainment can be hindered.

We will ensure that we draw attention for positive behaviour for learning as well as 'disappointing/unacceptable' to parents' attention, (news should not always be bad) and we will give recognition to achievements made out of school also to further emphasise home and school working together.

We realise that the vast majority of our children display the correct and appropriate behaviours for learning, and should be praised and encouraged to continue in this way. It will always be our policy to identify and address behaviours with individuals, except in exceptional circumstances, rather than punish the whole class/group.

Rewards

We will always try to acknowledge good behaviour, manners and work, by rewarding these with;

- ✓ Smiles and gestures
- ✓ Positive remarks
- ✓ Consistent praise for good behaviour
- ✓ DOJO System
- ✓ Stickers
- ✓ Responsibilities
- ✓ Communication to appropriate adults from all members of staff.
- ✓ Learner of the Week award
- ✓ Core Value & Celebration Assemblies

DOJO System for Learning and Behaviour

- Children are awarded DOJOs for a variety of reasons. DOJOs should be given for children that exhibit behaviour and work that is above and beyond the expected level. It is essential that adults focus on above the expected level. This creates high expectations and an understanding of 'outstanding'.
- Staff award a DOJO for learning and good behaviour, explaining the reason why it has been given. DOJOs are agreed as a school and contain non-negotiable opportunities for positive behaviour for learning.
- DOJOs are collected and children accumulate them individually.
- Children receiving a certificate in the Core Values Assembly, will also receive a Headteacher sticker from the person taking the assembly. This can be transferred for a DOJO on the return to class.
- This system is based on accumulation and once earned they cannot be removed. Every child should be encouraged to save their DOJOs and aim as high as possible.
- DOJO points can be spent termly or 'banked' for a specific reward if a child wishes. This decision is theirs to make.

SANCTIONS

While we use sanctions to acknowledge and register 'disappointing/unacceptable' behaviour, we aim to make it clear to the children that it is the behaviour and not the person that is disappointing/unacceptable.

When dealing with incidents of 'disappointing/unacceptable' behaviour we shall refer to the following rule;

Sanctions are fair and consistent!

- ✓ The sanction system will be based on a 'Traffic Light System'.
- ✓ Each day, every child (and their name card) will start in the 'Acceptable/Green' section of the system.
- ✓ If a child receives a reminder about their behaviour, they will move from 'Acceptable/Green' to outside the 'Acceptable/Green' section. Their name card will be moved to the relevant section by the child or adult.
- ✓ If the behaviour is repeated and/or continues, they will move to 'Disappointing/Yellow'. Their name card will be moved to the relevant section by the child or adult.
The class teacher will record the incident on CPOMS, the school's preferred method of recording all incidents. Contact will be made via several options: face-to-face, DOJO, phone call by the adult.
- ✓ If the behaviour persists, their name will be moved to the next section, which is 'Unacceptable/Red'. Staff will use their knowledge of that child to ensure the correct procedure is followed. Their name card will be moved to the relevant section by the child or adult.
The class teacher will record the incident on CPOMS, the school's preferred method of recording all incidents.
- ✓ When a child has moved in to the 'Unacceptable/Red' section, they will be seen by the Headteacher. This sanction will always incur a loss of time and may involve a phone call home to parents made by the child. This is done with support from an adult. If a phone call is not made, a conversation with the parent will take place. This will be done either face-to-face or via the adult speaking with the parent via phone.
- ✓ In the event of seriously disruptive behaviour, the child will be sent immediately to the Headteacher and parents will be called. At this point, an internal isolation or a fixed term exclusion may be considered. The Headteacher only makes this decision based on evidence and in consultation with officers from the Local Authority.

Behaviour at Lunchtime

During the lunch break, children are under the care and supervision of a team of trained lunchtime supervisors, including a senior lunchtime supervisor.

Behaviour at lunchtime is expected to be as good as at any other time of the school day. The school rules remain the same and rewards and sanctions follow the same pattern as for the rest of the day. During the lunchtime period, efforts will be made to engage the children in positive play activities to avoid inappropriate behaviour.

Good behaviour at lunchtime is rewarded with:

- ✓ Smiles and gestures
- ✓ Positive remarks
- ✓ Consistent praise for good behaviour
- ✓ Stickers
- ✓ Responsibilities

Behaviour at lunchtime is dealt with by:

- ✓ The sanction system will be based on a 'Traffic Light System'.
- ✓ Each day, every child (and their name card) will start in the 'Acceptable/Green' section of the system.
- ✓ If a child receives a reminder about their behaviour, they will move from 'Acceptable/Green' to 'Disappointing/Yellow'. The child will move their name card to the relevant section. The class teacher will record the incident on CPOMS, the school's preferred method of recording all incidents.
- ✓ If the child receives a further warning, they move their name card to the next section. This is repeated until the child is placed in 'Unacceptable/Red'. The class teacher will record the incident on CPOMS, the school's preferred method of recording all incidents.
- ✓ When a child has moved in to the 'Unacceptable/Red' section, they will be seen by the Headteacher. This sanction will incur a loss of time and a phone call home to parents made by the child. This is done with support from an adult.
- ✓ In the event of seriously disruptive behaviour, the child will be sent immediately to the Headteacher and parents will be called. At this point, a fixed term exclusion may be considered. The Headteacher only makes this decision based on evidence and in consultation with officers from the Local Authority.

There may be occasions when the behaviour at lunchtime is felt to be so unacceptable that immediate lunchtime exclusion will be given.

Reference Material

Baker, S & Simpson, M (2020) 'A school without sanctions: A new approach to behaviour management'. Bloomsbury Education



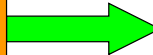
Our Behaviour Expectations



WOW!!

I have made an adult in school proud of me for doing something extra special.

I have represented the school in a positive way.



I will be a positive role model

I will receive 5 DOJOS

I will receive a GOLD sticker

I will make adults, family, friends, the team and myself very proud.

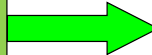


ACCEPTABLE BEHAVIOUR

I follow the school rules.

I try my best in all I do.

I am a polite and positive member of the school.



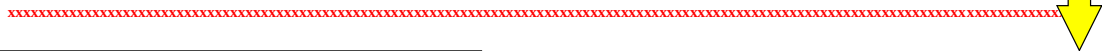
I will make the children and adults in school happy.

I will be a successful learner.

I will earn DOJOS!

My team will be proud, and so will !!!

REMINDER REMINDER REMINDER



DISAPPOINTING BEHAVIOUR

I am not following school rules.

I am not thinking about how my actions are affecting other people.

I am not showing respect.



I will lose my own time (5 minutes).

I will think about how to improve my behaviour to get back onto Green.

I may feel disappointed with myself.



UNACCEPTABLE BEHAVIOUR

Behaviour that is disrupting my learning and that of others in my school.

Any kind of aggressive behaviour or language.

Continued disrespectful behaviour.

Making continued wrong choices.



I will have time out to think about my actions.

I will lose my own time (10+ mins).

I will be seen by the Head Teacher.

I could be excluded!

My behaviour will be explained to my appropriate adult by me.

Our School Rules

I follow all instructions.

I use positive language.

I keep control of my hands, feet, mouth and objects.

I always try my best in everything I do.