

School of Knowledge

Positive Discipline and Behaviour Management Policy

Policy Statement

At School of Knowledge, we aim to promote good behaviour throughout the school. We are committed to maintaining an atmosphere and environment where students feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect.

We believe that encouragement and praise are vital in helping students to develop a positive self image. Appropriate behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem.

Policy Objectives

- To reward and praise children for their positive behaviour.
- To offer the children a challenging curriculum, and stimulating environment and an orderly routine.
- To have high expectations of the students so that they give their best, value themselves and what they do.
- To promote consideration and respect for others.
- To ensure the emotional and physical safety of everyone in the school.
- To promote pride in the school environment.
- To promote positive behaviour and to deal with unacceptable behaviour immediately.
- To recognise and act upon any incidences of bullying immediately.
- To be consistent and fair and to give the students positive recognition and reinforcement whenever possible.
- To value the diversity of our school community and to meet the needs of our students.
- To promote home School Partnership through circulars, notes in the School Diary and through phone calls

What is Positive Behaviour?

Positive Behaviour is demonstrated by pupils when:

- They spontaneously follow rules and routines and match realistic teacher expectations
- They are motivated to learn and take a full part in school life
- They value their strengths and attempt to build on them
- They identify areas for development and work on them with perseverance
- They exercise autonomy in their behaviour and learning, and are able to stop and think before acting
- They relate positively to others
- They can express and deal with their feelings appropriately
- They can talk about their thoughts, feelings and behaviour

School Golden Rules

We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework. We have established through consultation, a code of conduct, which will be displayed throughout the school, in the form of **The School Golden Rules**.

Our **Golden Rules** are in effect at all times and should be followed by everyone in the school community. All members of staff have a responsibility to ensure that the students follow the school **Golden Rules** at all times.

Classroom rules

These are in line with the **School Golden Rules**. They will be written in positive language and displayed within each class.

Specific Playground Rules

While the School Golden Rules will apply at all times there will also be additional guidelines for playtimes which will be displayed.

- Play safely
- Keep your hands and feet to yourself.
- Follow the directions of the duty person. Talking back, rudeness and a disrespectful tone of voice will not be tolerated.
- Play only in designated areas.
- Play games that are not dangerous. Refrain from chasing, pulling and tugging at clothing.
- Use playground equipment in a safe manner:
- When the bell rings, stop play immediately and follow all instructions.
- Do not bring personal items from home unless requested by the teacher.
- Keep the playground clean and tidy at all times.

Routines

Routines are essential to allow the smooth running of the school and to provide feelings of security to pupils.

Routines will be discussed regularly in each class and there will be a display in every classroom to reinforce the main routines for effective classroom management.

The routines will be age-specific but will often refer to the following situations:

- The beginning of the day
- The end of the day
- Playtime
- Changing for PE

- Calling a class to order
- Requesting permission to leave the class

BEHAVIOUR MANAGEMENT: STEPS AND SANCTIONS

Firstly Positive Behaviour is reinforced at every opportunity by:

- Verbal praise
- Approving nod, look, smile
- Private praise
- Public praise
- Stickers, stamps in books, comments on work
- Special chair
- Letters, comments sent home in the diary
- Individual Certificates, perhaps given at a special assembly
- Group certificates
- Team points/house points
- Special responsibilities either in class or around the school
- Showing work to the Principal or a member of the Senior Team

To ensure a consistent approach to inappropriate behaviour all teachers use:

THE TRAFFIC LIGHTS BEHAVIOUR MANAGEMENT SYSTEM

This is a whole school approach to general classroom behaviour management.

STEP ONE-GENTLE REMINDER

Children start each day with their name on the Green light. If a child is engaged in low level disruption for example:

Interrupting teacher and others ; attention seeking; being silly; spoiling others' games; avoiding work; wasting time; eating in class; being noisy

The teacher will respond in a low key, minimal way for example by:

- Praising other children'
- Using eye contact-a stern stare
- Use the child's name and then pausing
- Being close and whispering a gentle reminder
- A gentle touch on the shoulder or pat on the back
- Reminder of the Golden Rules
- A quiet word
- Directing to their seat

- Quietly saying, "What should you be doing?" or "Are you O.K? Is there a problem?"
- Not allowing to sit with a friend

STEP TWO-WARNING WITH A CHOICE

If the child does not respond to the adult's first actions for example:

Continued low level disruption; not completing a reasonable amount of work in a set time due to behaviour; deliberate disruption for example by trying to distract other children from their work; kicking a child under the table; lying.....

A warning with a choice will be given. The adult gives the child the opportunity of choosing to behave appropriately or accept the **CONSEQUENCE** of having their name moved on the Traffic Light Chart to the Yellow light should they continue to misbehave.

The aim is NOT to move a child too quickly to the **YELLOW** light. Try and "Catch the child being good" so that praise can be given.

STEP THREE- THE YELLOW LIGHT

If the child does not respond to the adult's GENTLE REMINDER AND WARNING WITH A CHOICE and persists with the kind of behaviour indicated above their name will be moved to the Yellow light and there is a CONSEQUENCE:

An appropriate action will be carried out by the teacher. For example:

- Moving the child's seat in the class
- A time limit is set for their behaviour to improve
- A strong reminder of the expected behaviour as stated in the Class or Golden Rules
- The child is encouraged to return to GREEN by the end of the lesson
- If in assembly or in the hall, the child is moved to the end of a row
- Time spent in class at playtime to repay the behaviour-example-practising sitting still; competing work
- Sit in the "Time-out" chair if the class has one
- Send to another class for 10 minutes, upon previous agreement with the other class teacher to complete work
- Record the child's name and any relevant details in the child's diary (A gentle request to the parents to speak to their child about their behaviour)
- Child made to apologise
- An informal conversation takes place with the parent

The intention is to make the child realise the effect of their behaviour and subsequently modify it by the end of the lesson so that the teacher can praise them and move them back to **GREEN**. If this does not happen the next teacher, or in the next lesson the intention remains to ensure they move back to **GREEN**.

EVERY SANCTION IS BACKED UP AT ALL TIMES BY A CLEAR AND CONCISE EXPLANATION OF WHY CERTAIN BEHAVIOUR IS INAPPROPRIATE

STEP FOUR-SERIOUS INAPPROPRIATE BEHAVIOUR

Certain types of behaviour mean that a child will be moved to the **RED** light. For example:

Violence; Damage to property; Refusal; Defiance; Persistent rudeness; Bullying

ACTION/CONSEQUENCE: This is usually managed by a member of the Senior Leadership Team who must be informed.

- Miss playtime
- Formal letter home (using the agreed template)
- Possible playtime and lunchtime exclusion
- Possible involvement of the School Counsellor
- Letter of apology
- Meeting with parents

Any child who is on **RED** can only move back to **YELLOW** as a result of consistently good behaviour.

Any child who is on **RED** will have their name recorded and their behaviour will be monitored by a Senior Leader who may decide to refer the child to the School Counsellor for further support to be investigated.

ALL CHILDREN START EACH DAY ON GREEN.

STEP FIVE-VERY SERIOUS BEHAVIOUR (Beyond the Traffic Lights)

Repeatedly leaving class without permission; Behaviour is creating a health and safety risk; Fighting and intentional physical harm to another child; Verbal abuse to any staff; Theft; Persistent bullying

ACTION/CONSEQUENCE-Taken to the Principal or their deputy immediately

- Meeting with parents
- Internal and/or Lunch/Playtime exclusion
- Fixed Term exclusion in line with Ministry of Education Guidelines

The Responsibilities of the School Community

All members of staff should:

- Display good behaviour and positive work ethic
- Actively promote and celebrate positive behaviour at all times
- Take an interest in the welfare of the students
- Provide work and routines within the school which will enable the students to be successful
- Be consistent and fair
- Model the expectations of the policy
- Support colleagues across the school in the management of behaviour
- Actively deal with behavioural issues whenever and wherever they occur
- Involve and communicate with parents/carers
- Be careful not to label students through their behaviour
- Provide opportunities for students to take on leadership responsibilities.

Students should

- Actively follow and promote positive behaviour at all times
- Treat all members of the school community with courtesy and respect
- Take responsibility for their own behaviour and an active role in resolving issues
- Tell adults if they (or others) are upset or have a problem
- Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- Treat living things with care
- Try their best
- Take responsibility for personal possessions
- Treat everyone in the School community with kindness
- Provide a good role model for younger students.

Parents should

- Support the School's Positive Behaviour policy
- Ensure their child's regular attendance and punctuality
- Work together with the school regarding discipline and management of behaviour
- Communicate to the school anything which may affect their child's behaviour/health.
- Show courtesy and respect to all members of the school community
- Respect the limitations of staff time
- Provide a good role model
- Praise good behaviour and work
- Support their children with their homework.

Rewards and Positive Strategies

We encourage positive behaviour and discourage inappropriate behaviour through the consistent application of the Traffic Lights framework. It is intended that the system will

enable students to take greater responsibility for their own behaviour and support others to behave appropriately. All members of staff should praise students and give them encouragement when possible

When giving rewards to children we need be very clear and explicit as to why we are rewarding a particular behaviour. We must always be aware of the messages being sent to other children. Effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on appropriate behaviour and fosters intrinsic motivation.

Some children may not respond to teacher's verbal praise. They may find public praise embarrassing. We aim to catch children displaying appropriate behaviour and make a professional decision about the appropriate reward.

We must ensure we are consistent when rewarding behaviour and avoid giving mixed or confused messages to the children.

Although these strategies work well with the majority of students, there will be students who find it difficult to behave within the boundaries. When this occurs, we carry out sanctions appropriate to the type of unacceptable behaviour and the needs of the individual student.

Special Educational Needs -the involvement of the School Counsellor.

In certain cases a student may present challenging behaviour. For a variety of reasons they may find it difficult to follow our school code of conduct. In these cases, the student may have an Individual Education Plan (IEP) with specific behaviour targets and strategies. There will be clear and appropriate rewards and sanctions. These will have been agreed with the Class teacher, Grade leader, Parent and Counsellor

Criteria for evaluating the success of the policy

Through monitoring and evaluation procedures and review of the School Improvement Plan the school will discuss the policy annually and make any necessary changes to ensure all children take responsibility for their behaviour and their learning.

Date: 1-9-2016

Date of review: 30-6-2017