



Positive Behaviour Policy

“We want Camp to be a place where we actively celebrate diversity and show respect for each other and the wider world.”

Last reviewed – March 2013

Approved - September 2016

Golden Rules

Do be kind and helpful – Don't hurt people's feelings.

Do be gentle – Don't hurt anyone.

Do listen – Don't interrupt.

Do work hard – Don't waste your time or other people's.

Do be honest – Don't cover up the truth.

Do look after property – Don't waste or damage things.

OUR STATEMENT OF RIGHTS & RESPONSIBILITIES

Teachers have the right to teach and children have a right to learn.



OUR RIGHTS

To be respected and appreciated

To be listened to and talked to politely

To express our opinions and feelings without upsetting others

To be supported and looked after

To learn and enjoy learning

OUR RESPONSIBILITIES

To show respect for others and ourselves

To listen to others and respond politely

To make everyone feel welcome and accepted

To work well and do your best

To help solve problems

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 as well as encouraging and teaching children to take responsibility for their own behaviour.

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 Individual Reward System:

Each child has a name card which is placed at the 'Blue Sky' Level on a Behaviour Ladder each day. To encourage positive behaviour the teacher may move children up the Behaviour Ladder for exceptional effort in their behaviour or in their work. When a child reaches Golden Sunshine Level they should be sent to The Head Teacher and a 'Golden Sunshine' sticker and certificate will be awarded to celebrate this achievement. At the end of each half term all children who have reached 'Golden Sunshine' during that half term are invited to the 'Golden Sunshine tea party'. All children who have remained at 'Blue Sky' or above on the behaviour ladder (i.e. not moved down the ladder) for a whole half term can take part in a special 'Blue Sky Playtime', also held at the end of each half term.

1.2 Whole Class Reward System:

Every class has a "Pasta Jar" used to reward and encourage collective achievement through cooperation and individual effort. When the class has filled their pasta jar they can choose a class reward such as an extra session of golden time or a class picnic.

1.3 Golden Time

In KS1 and 2 each child from is awarded 30 minutes 'Golden Time' at the start of each week. If a child moves down the Behaviour Ladder through "Grey Cloud" and "Storm Cloud" levels they will lose 5 minute intervals of their Golden Time. (KS1 classes may choose to have a short daily 'Golden time' /reward time, rather than 30 minutes once per week).

These systems may need to be modified for individuals based on their age, understanding and needs. At the EYFS these systems are simplified and introduced gradually. For children with additional needs see section 4.

2. 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. For exceptional behaviour stickers will be awarded and the good news communicated to Class Teachers. MSAs must hand the classes back over to the class teachers at the end of lunchtime giving feedback about behaviour and/or concerns.

Children who become involved in over-excited play or unkind behaviour will be asked to sit in the "Cool Off Zone" for 5 minutes. If poor behaviour continues they will be sent to their Class Teacher. The Class Teacher will decide whether to inform a member of the SLT. The SLT must be informed of bullying, racist or violent behaviour. A member of the SLT will record the incident in the class & central Behaviour Log and a Stage 3 or Stage 4 letter will be sent home.

Year 5 and 6 peer mediators and MSAs will use conflict resolution techniques on the playground to support children to solve their own minor disputes.

3. Useful Strategies

3.1 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.

3.2 Three positives before a negative

Before criticising a child's behaviour or work, aim to have made three positive contacts with them beforehand (e.g. registration time should be used as a positive welcome and start to the school day with an opportunity to greet each individual). 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.

3.3 Acknowledging feelings

Children often misbehave because they feel upset or frightened (e.g. of failing). 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. Explicit teaching in classes of Protective Behaviours can support children's understanding of feelings thus allowing them to express themselves confidently and manage their feelings, thoughts and, therefore, behaviour.

3.4 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.

3.5 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.

3.6 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.

3.7 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.

3.8 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'. A message or worry book between pupils and Teacher can be a good way for older children to communicate their anxieties immediately.

3.9 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.

3.10 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.

3.11 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?

3.12 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

3.13 Circle Time

Each class has a 'Circle Time' meeting once a week. The purpose of these meetings is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities, each child has the chance to contribute and should feel listened to.

3.14 Golden Time

This is a time of special choice that takes place once a week and lasts for 30 minutes. In Year 1 and 2 this may be organised as a shorter more frequent reward. A set of activities are kept solely for use during this time and children are allowed to choose activities and games for the duration of their Golden Time.

Children begin the week with 30 minutes of Golden Time. The timing element is crucial if it is to work as an incentive for good behaviour. They may lose up to 25 minutes of 'Golden Time' during the week if they move down the Behaviour Ladder. If a child loses 5 minutes during the week, they will sit and watch the timer for 5 minutes and have Golden Time for the remaining 25 minutes. Every child has a safeguarded 5 minutes in order that they get a taste of how special 'Golden Time' can be. 'Golden Time' lost cannot be earned back.

3.15 Golden Book assembly

Two children are nominated from each class each week to celebrate behaviours and achievements linked to the SEAL themes or key school values.

4. 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 (E.g. 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 Statement of Special Educational Needs or are developmentally delayed may need expectations to be modified to manage their behaviour or understand the rules. Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases individual adaptations may be made in consultation with the child, the class teacher, SENCO and parents/carers. 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.

Attachment and Trauma

There is a lot of research to suggest that pupils who have experienced severe trauma or have attachment issues from birth or early childhood may also have difficulty in complying with all the rules and structures of the behaviour system. In these circumstances individualised adaptations may be made at the discretion of the class teacher and in consultation with the child, SLT and parents/carers.

5. Expectations

5.1 Expectations of Children

- To follow the Golden Rules to the best of their ability.
- To adhere to the Statement of Rights and Responsibilities
- To treat all adults and other children with respect and politeness.
- To help to make the school a clean and pleasant place to be.
- To take increasing responsibility for their own learning and behaviour.

5.2 Expectations of Staff

- To treat all children fairly and respectfully.
- To adhere to the Statement of Rights and Responsibilities
- 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.
- To help children to understand and manage their feelings, thoughts and behaviours

5.3 Expectations of Parents/Carers

- To ensure children arrive on time for school and ready to work.
- To adhere to the Statement of Rights and Responsibilities
- 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.

6. Procedure to follow if rules are broken

Teachers have the right to teach and children have the right to learn. Children who break the Golden Rules stop teachers from teaching and stop themselves and others from learning.

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so. A record is kept by Class Teachers of the level at which the child takes control of their own behaviour, so that over time, improvements can be seen. Appendix 1 outlines the Sanctions hierarchy.

BULLYING, RACISM and HOMOPHOBIA will not be tolerated and will be taken very seriously. These behaviours are dealt with at stage 4 by the Head teacher or Deputy Head teacher (see Anti-bullying policy).

Appendices

Appendix 1	Sanction Hierarchy
Appendix 2	Classroom Summary of rewards and sanctions
Appendix 3	Information Summary for Parents
Appendix 4	"Think Sheet"
Appendix 5	Stage 3 letter to parents
Appendix 6	Stage 4 letter to parents
Appendix 7	Golden Rules
Appendix 8	Behaviour Ladder
Appendix 9	Celebration letter home
Appendix 10	"Oh Dear" Card

Appendix 1 – Sanction Hierarchy

Reminder & Warning

As soon as the child stops the teacher from teaching and other children from learning they are given a **reminder** to correct their behaviour. This is followed by a **warning** if the actions continue.



Stage 1 – Grey Cloud

Examples of things to say or do include:

Telling the child quietly/politely that the procedure has begun and 5 minutes of Golden Time has been lost.

Child's name moved down the Behaviour Ladder. 5 minutes GT lost recorded on whiteboard. (Name marked on class list in front of Class Incident file the first time a child moves to 'Grey Cloud' in a ½ term – this means the child cannot attend 'Blue Sky Playtime' that ½ term)



Stage 2 – Storm Cloud

The child is moved to the "Foster" class for "Time Out" and told "*This **behaviour** is unacceptable.*"

The child is given a 'Think Sheet' to complete. Where possible a timer should be used. This helps the child to understand there will be an end point to the sanction.

Time Out should only be 10-20 minutes at KS2 & 5-10 minutes maximum at KS1.

This will be recorded in the Class Incident File.



Stage 3

The child is sent back to their "Foster" class and told "*this **behaviour** is unacceptable. Your parents will be told at the end of the day. Here is the work I expect to be done.*" The child will be sent with a message to the receiving teacher and if necessary, accompanied by another child or an adult. The child remains out of class for the rest of the session. If the work is not completed the teacher collects the child and ensures that the work is done at break-time. The class teacher sends the child home with a Stage 3 letter and if possible speaks to the parent in person or on the phone.

This will be recorded in the Class Incident File.



Stage 4

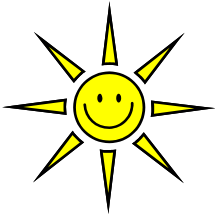
Violent, bullying or racist behaviour is totally unacceptable and comes in at Stage 4

Children who get to Stage 4 because of an isolated serious incident, or because they have not responded at Stage 3, are choosing not to try and manage their own behaviour. They will be sent to the member of the SLT on call that day. They will stay with the Senior Manager for the session and will miss their lunchtime. The child's name is written in the HT's Behaviour Log and the parent will be told what has happened by telephone and in writing. **This will be recorded in the Class Incident File.**

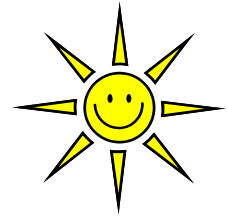
If three Stage 4 letters are written in one half term the child will be put on report.

If four letters are written in one half term, this will normally result in a fixed-term exclusion. This does not affect the Head Teacher's right to take immediate action in the case of any serious incident.

GOOD BEHAVIOUR



Children who behave well will:



- Receive PRAISE in the classroom
- Be sent to their FOSTER CLASS or to other adults for praise
- Move up the Behaviour Ladder
- Be asked to put pasta in the Pasta Jar
- Get a sticker
- Be nominated in the Golden Book
- Be able to attend 'Blue Sky Playtime'

In special circumstances:

- Receive a special sticker and a celebration certificate or letter to take home to share the good news
- Attend the 'Golden Sunshine Tea Party'

POOR BEHAVIOUR

You will get a REMINDER to make the right choice. Then you will be given a WARNING about your behaviour.



Stage 1 – Grey Cloud

If you do not make the right choice after a reminder and warning from an adult you will lose 5 minutes Golden Time. This also means you will not be able to attend the next 'Blue Sky Playtime'.



Stage 2 – Storm Cloud

When you stop teachers from teaching or children from learning you will have TIME OUT in a foster class. You will have to complete a THINK SHEET. Your behaviour will be recorded in the CLASS INCIDENT FILE.



Stage 3

This is serious. You will go to your FOSTER CLASS for the rest of the lesson with work to do. A letter will go home to your parents. Your behaviour will be recorded in the CLASS INCIDENT FILE.



Stage 4

This is extremely serious. You will be sent to the HT or SLT member on duty. You will stay with them for your lunchtime. Your behaviour will be recorded in the CLASS INCIDENT FILE.

A Stage 4 letter will go home. If three Stage 4 letters are written in one half term you will be put "On Report".

If four Stage 4 letters are written in one half term, this will normally result in an EXCLUSION.

PLAYTIMES

Children who become involved in inappropriate play will be asked to sit in the Cool Off zone for 5 minutes. If poor behaviour continues you will be sent in to your Class Teacher. Your class teacher will decide if you need to speak to a Senior Teacher. If so, the incident will be recorded in the class INCIDENT BOOK and a stage 3 or 4 letter will be sent home.

Appendix 5 "Think Sheet"

Name:

Date:



Thinking about my behaviour

Draw a picture or write about what happened

What happened?

How do you feel now?

How can you fix things?



Bringing learning to life



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STAGE 3 BEHAVIOUR LETTER

DATE:

No. of Stage 3 warnings this half term:

Dear

I am sorry to have to inform you that today your child was given a Stage 3 behaviour warning.

What happened:

As a result your child was sent to another classroom to give them a chance to think about their behaviour and what they could do to improve the situation.

If you would like to discuss this further we will be happy to discuss this in person or over the phone.

Sharon Barton (Head Teacher)



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STAGE 4 BEHAVIOUR LETTER

DATE:

No. of Stage 4 warnings this half term:

Please remember that three Stage 4 warnings will result in your child being put on report. A fourth Stage 4 letter is likely to result in a fixed term exclusion.

Dear

I am sorry to have to inform you that today your child was given a Stage 4 behaviour warning.

What happened:

As a result your child was sent to my office to provide an opportunity to discuss their behaviour and what could be done to improve the situation. As a punishment they missed/will miss their lunchtime play.

I would be grateful if you would come to see the Class Teacher and me as soon as possible.

Sharon Barton (Head Teacher)

Golden Rules

Do be kind and helpful

- Don't hurt people's feelings.

Do be gentle

- Don't hurt anyone.

Do listen

- Don't interrupt.

Do work hard

- Don't waste your time or other people's.

Do be honest

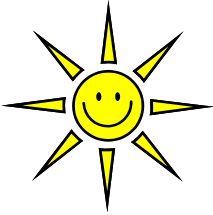
- Don't cover up the truth.

Do look after property

- Don't waste or damage things.



GOLDEN SUNSHINE



YELLOW SUN



BLUE SKY



GREY CLOUD



STORM CLOUD



DATE:

Celebration Letter

Dear

I am delighted to inform you that _____ was sent to see me today to celebrate reaching the top of the class Behaviour Ladder.

This is a wonderful achievement!

Well Done

Sharon Barton (Head Teacher)

Stage 3 Time Out Card

Oh dear,.....

I've been sent out of the room for the rest of the session.

I need to:

1. Complete the work I have been given.
2. Sit quietly and think about what I need to remember when I return to class.

Oh dear

