

BRITISH SCHOOL of VILA REAL

Primary School – Positive Behaviour Management Policy

Introduction

At The British School of Vila real we aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour.

We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high quality learning environment ensures that incidences of poor conduct are minimised.

This policy clearly outlines how The British School of Vila Real creates a learning environment conducive to good behaviour and how our school rewards, celebrates and teaches positive behaviour. The policy also outlines the processes, rules and sanctions we use to deal with poor conduct.

Creating a Positive Learning Environment

The physical environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- school/classrooms being kept tidy and free from clutter
- exemplar work from around the school in central corridors
- resources being labelled and organised in a way that is practical and accessible
- discussing our 5 Golden Rules during the first week of the academic year and displaying them throughout the year in the classroom

- ensuring good quality displays of pupils work across all ability ranges and resources that reflect the varied ethnicities across the school and act as a support for learning
- pupil groupings for activities being displayed in the classroom and careful consideration is given to where individuals sit and who they sit next to
- furniture being arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably and access resources
- teaching resources of good quality, adequate in quantity, visually stimulating and text is large enough for pupils to read from a distance
- adults role-modelling good organisation e.g. resource management, how exercise books are given out to avoid disruption etc

Atmosphere/ethos

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. Therefore we strive to ensure that:

- all staff have high expectations of pupil behaviour and pupils' ability to make progress
- teachers deliver lessons in a confident, enthusiastic and fun way
- teachers constantly and consistently praise the whole class and each pupil in the class
- teachers and other adults use positive language when talking about pupils learning and behaviour, both in front of and away from pupils
- all adults act as good role models for pupils including the way that they speak, dress, behave, etc.
- any negative comments only refer to the behaviour that the pupil has displayed and not about the pupil personally
- pupils are constantly informed about how successfully they are achieving the learning intention within lessons and given support and guidance where appropriate
- teachers do not use particular subjects or activities as a sanction, as this undervalues that subject/activity
- all pupils leave the class at the end of the day feeling good about what has been achieved, and secure about their place in the class
- adults never use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- adults avoid shouting, except in extreme situations, (remembering the less we shout the more effective it is if we have to)
- in every possible situation, e.g. class, playground, assembly hall, ALL adults model the behaviour they expect from our pupils
- In every possible situation, e.g. class, playground, assembly hall, ALL adults praise pupils displaying the good behaviour expected at this school
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Rewarding and celebrating good behaviour

The school praises pupils for good learning and good behaviour at every opportunity. We also reward pupils with stickers, certificates and cups etc. These are the **only** materialistic rewards that we give. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others. At the same time, staff strive ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils)

Rewards include:

- verbal praise/congratulations, explaining why they are being praised,
- House points (see below)
- rewarding pupils such as 'Star of the Day' / 'Star of the Week'
- sending pupils with good work to other classes and subject leaders,
- the Headteacher and Deputies award special stickers to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- house Point and Stars certificates
- displaying best work around the school
- providing pupils with the opportunity to share their best work with the school as part of sharing assemblies, where parents are also invited.
- informally speaking to parents at the end of the day to praise their child (or through a telephone call or letter)
- **Invitation to HT Tea party**
- being chosen as a monitor/helper

House Points System:

The house point system is the main reward system across the school and encourages pupils to both work as a team, as well as working towards their own personal goals. All pupils are allocated a house when they join the school and remain in that house until they leave. The four houses are as follows:

Aqua (Blue) Terra (Green) Atmos (Red) Solar (Yellow)

House Captains are allocated for each house from Year 6, through a democratic voting system. Pupils can be awarded house points from any member of staff for their good behaviour, effort, achievements, etc. House point totals are collected at the end of every Wednesday and read out in assembly each Thursday. A prize is awarded to the winning house at the end of each term.

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour.

Pupils learn about good behaviour through teaching and applying the **Golden Rules**:

For Key Stage One

1. Looking
2. Listening
3. Sitting still
4. Thinking
5. Being quiet

For Key Stage Two

1. We Keep our hands, feet and unkind words to ourselves
2. We always try our best
3. We respect people and property
4. We listen to each other without interrupting
5. We always tell the truth

During PSHE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

We use the IPC Personal Goals as the basis for our PSHE programmes which underpin those individual qualities and learning dispositions we believe children will find essential in the 21st century. To make them even more relevant to the children we have linked each goal to a character in the film "finding Nemo" and use an image of a submarine to encourage the children to jump on board and do the right thing. The goals help to develop those qualities that will enable children to be at ease with the continually changing context of their lives. Opportunities to experience and practice these are built into the learning tasks within each unit of work, and referenced at the end of every task to signpost opportunities for teachers to further develop them.

They are as follows:

IPC GOALS

CREATIVITY *CORAL*

I can imagine new things.

ADAPTABILITY *BRUCE*

I can change and try new things.

MORALITY *PEACH* (starfish)

I can do the right thing

THOUGHTFULNESS *PEARL* (octopus)

I can reflect on what I have learned and what I would like to learn.

INTERNATIONAL *TURTLE*

We share one world.

RESILIENCE *DORY*

I never stop trying.

ENQUIRY *NEMO*

We ask questions to find out more.

CO-OPERATION *JAQUES* (shrimp)

We learn together.

COMMUNICATION *GIL* (angel fish)

I can talk and I can listen.

RESPECT *WHALE*

I am polite and kind to everyone.

Behaviour Management Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a traffic light system to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management. Children start each day on green. After a reminder prompt and perhaps other low key responses from the classteacher, should the unwanted behaviour be repeated, the child's name moves up the traffic light, which gives a clear visual consequence. There are agreed whole school sanctions (see below) for when a child moves up the traffic light system (and beyond). Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Certain harmful or abusive behaviour goes immediately beyond red and is dealt with by DHT or HT immediately. If a child reaches red, they can only move down to amber as a result of consistently good behaviour. To support staff in setting the

appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behavior

Low level disruption (GREEN)

e.g. Talking / out of seat/ noises / pushing etc

ACTION: Minimal low key response managed by the Classteacher:

- praise of other children
- eye contact (stern stare, raised eye brow)
- assertive body language (crossed arms, frowns etc)
- name/pause technique
- being close and whispering a firm reminder
- gentle touch on shoulder/pat on back
- reminder of Golden Rules
- a quiet word
- direct to seat
- quiet unobtrusive 'What should you be doing?' or 'Are you okay?'
- not allowing them to sit with friends
- have a lining up order for assemblies/playtimes



Beginning to challenge (AMBER)

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour/ deliberate disruption e.g. Trying to distract other pupils from their work, kicking a pupil under the table, etc. / lying etc.



ACTION: Response managed by classteacher:

- seat somewhere separate from class group
- set a time limit for improved behaviour
- reminder of expected behaviour
- encourage a return to green
- move to end of row if in assembly, large class group
- up to 10 mins additional time in class at playtime to repay behaviour, practising sitting still, completing work, etc.
- sit in 'Time out' chair in the classroom until they are ready to join back in
- take/send or get a sensible child to take to another class 10 mins 'Time out' with their work (if already timed out in class)
 - record in behaviour book
- child to apologise
- informal conversation with parent/carer

Serious (RED)

e.g.violence / damage to property / refusal / persistent rudeness / bullying etc



ACTION: Response usually managed by Senior Manager

- miss playtime
- escorted to DHT
- escorted to HT
- possible internal exclusion (to be decided by HT)
- possible playtime/lunchtime exclusion letter from HT
- record in Incidents book
- letter of apology
- meeting with parents, HT AND Class teacher

Serious actions More serious incidents are dealt with directly by the Headteacher and after an investigation a meeting takes place to clarify the incident and explain consequences.

Sexual behaviour Sometimes it is difficult to be sure what action to take regarding sexual behaviour and use of explicit language. If in doubt please seek advice from a senior manager.

Lunchtimes The same steps are followed for incidents at lunchtimes. If a child reaches RED, the classteacher and a senior manager must be informed

Internal Exclusions – For more serious incidents, which will be dealt with by the KS Coordinator or Head of Primary, students can be excluded internally. Students will be removed from lessons and will be isolated from his or her peers during lessons and free time. If a student is internally isolated they will still need to do the work that the rest of the class is covering and staff will be asked to provide work on that day for the students. Parents will be informed of what has happened and will be invited into school for a tutorial.

External Exclusions – For very serious incidents, which will be dealt with by the Head of Primary, the Deputy Director and the Director, students can be excluded externally. Students will have to stay at home for a set number of days but they will still need to be provided with the work that they have missed. Staff will be asked to provide work for these students whilst they are absent. The Director will inform the parents what has happened and invite them into school for a tutorial. The school reserves the right to permanently exclude students following more serious or continuously unresolved behaviours.

Walking Classes/groups of children around the school and on trips

All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be loud and consistent

When groups of pupils do not travel quietly and praise does not work, pupils must be made to line up again if necessary.

Adults should avoid 'chatting' with pupils if pupils are walking quietly into assembly or the classroom and endeavour to role model the behaviour expected of pupils

Pupils' behaviour around the school is as important as in class and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc). Picking up on the 'little' things such as walking around the school helps pupils to understand that high standards are the norm at this school. At the same time it is important that adults regularly explain to pupils why we expect them to walk in quietly.

Pupils with Special Education Needs

We understand that the majority of pupils with special educational needs require the same proactive behaviour management as all other pupils, and that many pupils such as those with ADHD and ASD thrive on having clear and precise boundaries.

Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this IEP they may also have their own individual reward and sanction system which has been determined by the class teacher and psychologist with the involvement of the pupil and parents. They may also be allocated a Learning Support Assistant for a certain percentage of the week.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She will report on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Date October 18th 2016

Review Date: