



Behaviour Policy

Policy Dated: October 2011
Review Date: October 2013

This policy should be read in conjunction with aims of the school and the home school agreement.

The behaviour policy of Brügggen School has been written and agreed by common agreement of teaching and non-teaching staff. All staff at the school have the responsibility of maintaining good behaviour and of encouraging children to understand what constitutes good behaviour and in learning to play a responsible role both within school and in the wider world.

Brügggen School recognises the achievements of children, has an easily understood set of rules, draws attention to unacceptable behaviour and teaches fairness and understanding. The role of parents is recognised for its importance and they are encouraged to become involved in the school wherever possible. Children are also involved in the construction of a set of rules for the classroom and are taught the school's '*golden rules*' each year. Both the '*golden rules*' and the classroom rules are displayed in the classrooms. The rules are kept short, simplistic and realistic. Children are reminded frequently about the rules and why they were made. Class rules vary from class to class. It is, however, essential that they contain a method for expressing the basic expectations of positive behaviour in the classroom. Examples are;

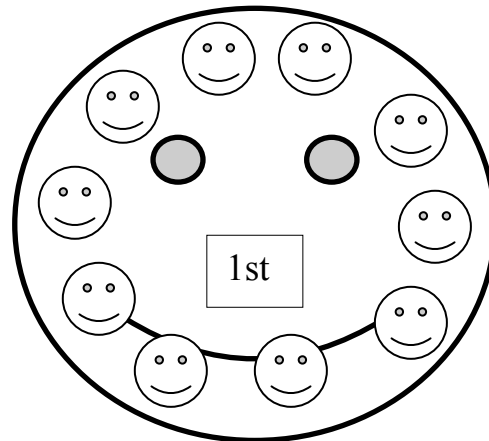
- Do things that help others to learn
- Show respect for others
- Help people feel wanted in school
- Do what the teacher asks
- Be kind and sensitive in the way you speak to others
- Work quietly and do not distract others
- Wait your turn and do not interrupt others
- Use equipment properly

Supportive Rewards and Feedback

Supportive feedback is the way a teacher provides a quick and positive message to the children that they are behaving well and to motivate them to do it again. It can be a quiet word or it can be more pronounced and significant, depending on the motivation of the learner. With children who have low levels of self esteem and confidence the level of incentive may have to be raised giving more supportive feedback and more tangible rewards, although the overuse of, such things as stickers should be avoided.

The following is used as the system of rewarding good behaviour;

In **key stage one** the rewards are given in the form of smileys stamped on a smiley card:



A brief description should be written over the face describing the reason for the reward e.g. good reading, being polite, trying hard...

When 10 smileys have been completed the card is given to the KS co-coordinator and the pupil is awarded a badge plus the smiley card. There are 10 smiley badge awards:

- 1st – lime
- 2nd – orange
- 3rd – pale blue
- 4th – pink
- 5th – red plus certificate
- 6th – blue
- 7th – yellow
- 8th – green
- 9th – silver
- 10th – gold plus certificate

The gold and red award is accompanied by a certificate that will be awarded by the headteacher.

In **key stage two** house points are given. Collectively, they go towards points for the house. Individually, the children earn certificates for every 10 house points they receive.

Each pupil will have a house point card divided into 10 parts. When house points are awarded the pupil writes on the card what the award was for and the teacher signs and dates it.

When the card has 10 completed house points the pupil receives a certificate and cuts up the 10 parts and places them in their house point station.

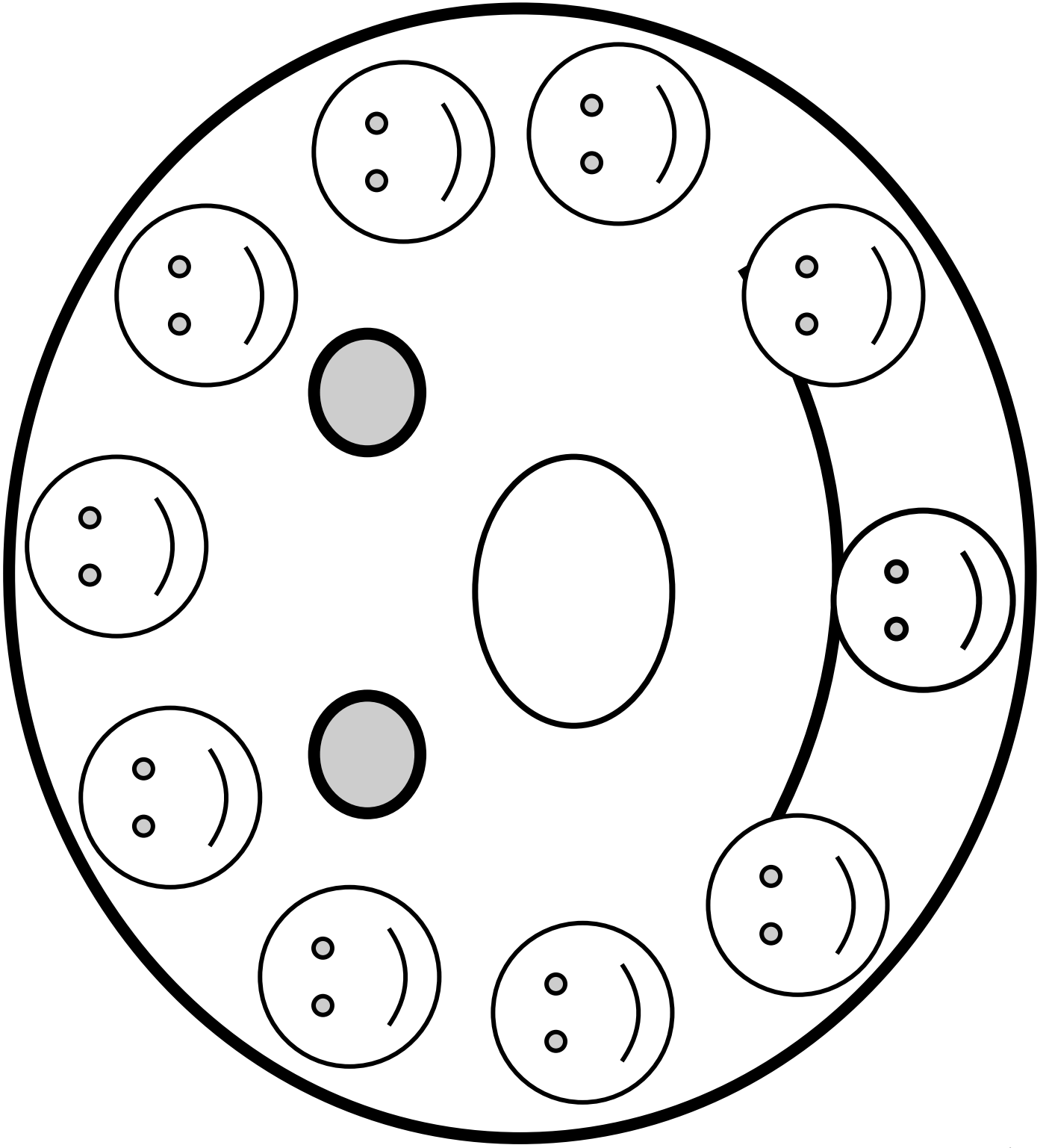
The key stage co-coordinator collates the points regularly and updates the house point board that keeps all the children informed about how their house is doing.

1		2		3		4		5	
6		7		8		9		10	

5
Name:
Date:
Award for:
Signature:

Golden Book

Each fortnight teachers can nominate a child for the golden book. The names of these pupils will be read out during whole school assembly. This is a very special reward.



House Point Card

1 Name: Date: Award for: Signature:	2 Name: Date: Award for: Signature:	3 Name: Date: Award for: Signature:	4 Name: Date: Award for: Signature:	5 Name: Date: Award for: Signature:
6 Name: Date: Award for: Signature:	7 Name: Date: Award for: Signature:	8 Name: Date: Award for: Signature:	9 Name: Date: Award for: Signature:	10 Name: Date: Award for: Signature:

When a child's behaviour prevents teaching and others from learning, or threatens the safety of others and themselves, then effective action must be taken. No matter how well the class rules are set up there will be occasions when a child oversteps the boundaries or deliberately tests out the rules. Misbehaviour must not be left to continue until it cannot be ignored any longer, and then to use a heavy sanction. Corrective feedback will be the first stage of changing behaviour.

- ◆ Stop the misbehaviour
- ◆ Redirect the child to the correct behaviour
- ◆ Provide supportive feedback as soon as the child is behaving well

The following is the agreed system of sanctions;

1. A clear statement of how the behaviour breaches a class or golden rule
2. A clear verbal warning of the consequences for continuing
3. Repetition of task, if not done satisfactorily
4. Loss of privilege
5. Consequence (moving place, sit apart from others for a specified time)
6. Stay behind after the lesson for a specified number of minutes (supervised)
7. Sent to KS coordinator at a convenient time so that lessons are not disturbed
8. Sent out of the room to the headteacher (may need to be accompanied by an adult depending on the situation)
9. Inform and ask to meet the parents

Unacceptable Behaviour

Certain types of behaviour will come under the heading unacceptable. This includes, violence, theft, bullying, harassment, vandalism, rudeness to adults or bad language. All occurrences of this type of behaviour will be noted in the incident book which is kept in the office. The entry should be made as soon as possible after the event and signed by the child to show that they are aware of its contents. An accident book is also kept in which details of any incident involving physical injury to a child is noted. This is kept above the First aid cupboard.

When a pupil misbehaves, it is important that s/he understands why the behaviour is unacceptable and encouraged to believe that there are alternative ways of thinking and acting which are less likely to get them into trouble.

When managing behaviour:

1. Always make sure that your requirements are absolutely clear
2. Remember to look for the behaviour you want rather than the behaviour you don't want
3. Frequently acknowledge pupils when they are doing what is required
4. Change the frequency of feedback to suit each situation

Circle Time

Circle Time meetings are held regularly and are timetabled. The object of circle time is to give all children a forum to discuss their anxieties and concerns and to collectively devise alternative ways forward. Through circle time it is hoped that children will;

- Enhance their self esteem by knowing that they are able to make a difference and voice their concerns
- Be assertive and stand up for themselves
- Express their feelings
- Support their peers verbally and emotionally
- Resolve conflicts or disputes
- Problem solve, resolve issues fairly without escalation
- Learn to apologise and to understand that their behaviour can affect others
- Learn positive behaviour.

The Golden Rules

Do be gentle

Do not hurt anyone

Do be kind and helpful

Do not hurt anyone's feelings

Do work hard

Do not waste your or other people's time

Do look after property

Do not waste or damage things

Do listen to people

Do not interrupt

Do be honest

Do not cover up the truth