



Behaviour Strategy

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

Contents

1. Expectations and shared responsibility.....
2. Strategies for promoting positive behaviour.....
3. The use of positive rewards.....
4. Class Dojos.....
5. Positivity and securing consistency.....
6. The progression of consequences.....
7. Useful scripted comments.....
8. An overview of behavioural consequences.....

Be Ready
Be Respectful
Be Safe

1. Expectations and shared responsibility

At Nansen Primary School we operate a positive behaviour strategy. We work hard to ensure that children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children and where children adopt certain standards of behaviour. We promote opportunities for children to develop into well behaved, considerate, polite and self-disciplined individuals.

We believe that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Nansen Primary School and feel that it is a place where they are safe to learn without disruption.

We also believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit, or visiting places with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Nansen Primary School have a responsibility for behaviour. They need, wherever possible, to support our "no shouting and no intimidation" culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

If any member of staff comes across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this strategy, and refer the matter to the child's class teacher. All supply teachers are expected to fully adhere to the guidance in the strategy.

Children are more likely to behave well in school when they know their parents/carers are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

2. Strategies for promoting positive behaviour

Meeting and greeting

At the start of the day, stand at the door and shake hands with the children, smile and maybe offer a generous word.

Public praise and private criticism

Public acknowledgement of good behaviour is very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. 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, so praise should be as descriptive as possible, and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be nonverbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three or more positives before a negative

This applies to individuals and classes. Before making a suggestion about a child's work or behaviour, aim to have made at least three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate other children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

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.

Be consistent

Children have a need for the world to be as reliable as possible. When staff are reliable and consistent they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

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. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct 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.

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.'

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately 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.

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words and the use of eye contact

Catch them being good

Take regular opportunities to catch children being good, reward them with Dojo points and follow up with messages to parents and to other members of staff when appropriate. Recognising positive behaviour persuades others to pursue similar positives. This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement. The "Catch them being good" notice board is then updated by the Pastoral Manager, sharing examples of positive behaviour. Teacher and children ambassadors will be notified, and children caught being good will be presented with certificates during a Monday assembly.

New day – new start

It is important that every day is a new day, a new chance to do well. All the children need to understand that they have a fresh new opportunity to do well and make good choices.

3. The use of positive rewards

At Nansen Primary School our emphasis is on positive behaviour. We praise and reward positive behaviour by:

Praise – verbal, written, sticker, friendly word or gesture, referral to another adult

Special responsibility, privilege or trust – work with/sit with a friend of their own choice, work in an area away from direct supervision by teacher, a special job (eg Class Monitor) or another responsibility within or outside of the class

Class Dojo – awarding a green Dojo in recognition for positive behaviour and communicating these behaviours to parents via Dojo messaging

Informing Parents – communicating good news whenever possible, sending home messages, text or phone call

Weekly Behaviour & Achievement Assemblies – celebrated in the end of week assembly in each Key Stage through awarding certificates which are then taken home and shared with parents

Letter from the Head Teacher – The Head Teacher writes home to pupils from EYFS, KS1 and KS2 who have particularly caught the eye for good positive behaviours during the term

Class Rewards & Trips – Together children are rewarded through an event of their choice for demonstrating good positive behaviour over the course of a half or full term

House points – rewarding individuals with tokens for their House.

4. Class Dojos

When giving Dojos, ensure that the behaviour you choose raises the expectation for the children and is not simply something they can already do well. Green Class Dojos will never be removed. Once they have been given a Dojo then for good conduct it cannot be removed for poor conduct. A different response should be given.

Nominating others – Children can nominate others to receive a Class Dojo. Teachers/TA should occasionally stop the lesson and ask them to write down four names of other children who have been consistently demonstrating the desired behaviour.

Effort - Children should be recognised for effort and for achievement.

Collective 'whoop' – When everyone has received a green Class Dojo a collective 'whoop' is appropriate. To keep the atmosphere positively supportive the mini celebration at the end of the lesson is enough.

Use Class Dojos to persistently and relentlessly catch learners demonstrating the right behaviours. If minimum standards are constantly rewarded, then children will strive for minimum standards. If children are rewarded for going over and above, then there is no limit to their excellent behaviour. In your classroom the over and above mantra should be repeated often. Mark it with the children: 'What Razwan just did by collecting in all of the brushes by himself has saved me a lot of time and effort. That is over and above, Razwan. Thank you, that is fantastic!'

Hot chocolate Friday

Hot chocolate Friday will be every week with those children who have gone over and above. They will be invited to share a Hot Chocolate with the Head Teacher for 15 minutes.

5. Positivity and securing consistency

Positive notes from visitors

When visitors sign in they will be given two 'positive notes' and asked to watch out for children whose behaviour is over and above. At the end of their visit they should hand in the completed notes to the office who can then report back to the Pastoral Manager/Deputy Head Teacher.

Securing Consistency

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child

- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- involving parents where it is deemed appropriate

6. The progression of consequences

1. Look (facial expression)
2. Proximity (stand next to the child)
3. Quiet word
4. Verbal warning in private
5. Red Dojo
6. Reflection with teacher at playtime/lunchtime. At this stage the child's behaviour MUST be recorded on CPOMS by the class teacher
7. Time out in another class – 10 mins. A 'new start' must be encouraged when the child returns. This stage MUST be updated on CPOMS by the class teacher
8. Report Card. This must be recorded on CPOMS by Pastoral Manager, Deputy Head/Head Teacher
9. Internal exclusion. This must be recorded on CPOMS by Pastoral Manager, Deputy Head/Head Teacher
10. External exclusion. This must be recorded on CPOMS by Pastoral Manager, Attendance Officer, Deputy Head or Head Teacher

Report Cards

These will only be issued by either the Deputy Head or Head Teacher after a meeting with the Pastoral Manager.

Stage 1: Yellow report card – Low level behaviour disruptions.

Stage 2: Orange report card – Continuous disruptions/not allowed to attend breakfast club/afterschool clubs.

Stage 3: Pink report card – High level behaviour disruptions/not allowed breakfast club/afterschool clubs and must go home for lunchtime.

Scores will be out of 4. 1 being outstanding behaviour. If children are scoring 3 or 4 they will progress to the next level/coloured report card.

Duration/scenario

A child on a yellow card must complete one week on report. This will involve completing their:

- 5-day yellow report card

A child on an orange card must complete a two-week behaviour cycle. This will involve completing their:

- 5-day orange report card.
- Followed by their 5-day yellow report card

A child on a pink card must complete a three-week behaviour cycle. This will involve completing their:

- 5-day pink report card
- Followed by their 5-day orange report card
- Followed by their 5-day yellow report card

Exclusion

The school reserves the right to use external exclusion for serious breaches of the behaviour policy.

7. Useful scripted comments

I have noticed that you are... (having trouble getting started/wandering around the classroom).

It was the rule about... (Be Respectful) that you broke.

You have chosen to... (move to the back/catch up with your work at lunchtime).

Do you remember last week when you... (arrived on time every day/achieved that positive note?) That is who I need to see today...

Thank you for listening. (Then give the child some 'take up' time).

You need to ... (speak to me at the side of the room).

I need to see you ... (following the agreed routine).

I expect ... (to see your table immaculately tidy in the next two minutes).

I know you will ... (help Sara to clean the pen off her face).

Thank you for ... (letting go of her hair, let's walk and talk).

I have heard what you said, now you must ...

We will ... (have a better day tomorrow)!

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen... I'll leave you to make the decision.

I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success.

I am not leaving; I care about what happens. You are going to be brilliant.

What do you think the poor choices were that caught my attention?

What do you think you could do to avoid this happening in the next lesson?

It's not like you to ... (kick doors/shout out).

8. An overview of behavioural consequences

We promote the fact that every new day is a new start. We also believe that teachers have a right to teach and children have a right to learn.

School procedure begins with a child being given chances to correct their behaviour through the progression of consequences.

- Look
- Facial expression
- Proximity
- Stand next to the child and continue with teaching
- Quiet word
- Give a verbal warning in private
- Red Dojo
- If a child continues not to respond to the warnings, then Red Dojos must be issued

Reflection time and time out

Persistent poor behaviour then results in a reflection session with the teacher at the next available playtime. (If a teacher is on duty at playtime this reflection takes place for period of lunchtime)

Time out in another class – 10 minutes

Continued poor behaviour will result in a time out in another class. This removes the child from a classroom setting, for a temporary period due to inappropriate behaviour. There is an expectation that when the child returns to their own class setting they are starting the rest of the session a fresh again.

Report Card

Should more negative behaviour be displayed by the pupils, red dojos can again be given. If poor behaviour still persists then the Pastoral Manager is called and a meeting is held with the Deputy Head Teacher or Head Teacher. Once evidenced has been provided then the child is placed onto a Stage 1 Report Card (Yellow report card).

A continuation of the poor behaviour or an escalation will lead to the child be moved onto Stage 2 Report Card, (orange report card) with the relevant conditions being followed and monitored by the Pastoral Manager, Deputy Head Teacher or Head Teacher.

Should the poor/negative behaviour continue or escalate further then the child is moved onto Stage 3 Report Card, (pink report card) with the relevant conditions being followed and monitored by either the Pastoral Manager, Deputy Head Teacher or the Head Teacher. It is important to remind staff that when the next day begins, it is a completely fresh start and the cycle begins again. However, the conditions for Stage 1 are also to be followed and monitored by the class teacher.

Internal Exclusion

This procedure takes place when a child is removed from a classroom setting, but not the school site, for a temporary period due to inappropriate behaviour that breaks school rules; this can be due to a first time occurrence of an escalation.

There may be also times when a child has deliberately chosen to make undesirable choices and displays a high level of inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Head Teacher or Deputy Head Teacher can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Head Teacher or Deputy Head Teacher.

Finally, and as a last resort, the Head Teacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with Birmingham Council guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with an exclusion.

Behaviour support plans

We expect all children to abide by the Nansen Primary School Rules. As much as possible we want to keep children with special educational needs within the whole school behaviour management systems; however, this may be more difficult for some children at certain times.

Children with behaviour difficulties may require differentiated support and where this is the case they should be provided with an Individual Behaviour Plan. This provides a summary of concerns, needs and outlines recommended strategies for the individual pupil.

Children who have an EHC Plan may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

Copies of these plans should be found in the Inclusion Folder in each class, as well as in the Staffroom, Head Teachers office, Assistant Head Teachers office, Learning Mentor base and school kitchen. It is very important that needs and strategies are shared with any adult who is likely to come into contact with these individual pupils.

Behaviour Strategy			
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