



BEHAVIOUR POLICY

One of the aims for Our Centre is:

To produce young adults:

“To be upstanding members of society who enrich life for themselves and others.”

At Our Centre we believe that every child has a right to have their educational and spiritual needs developed to their full potential in a warm, safe, caring, and stimulating environment.

Underpinning all our work is the ethos which runs through the entire school. We endeavour to develop moral, and social values and integrate a solid criterion to promote discipline, behaviour, excellent personal manners and mutual respect for all.

This is reflected by the cultivation of respect for all and by a substantial programme of investment in pastoral pupil care whereby we have a behavioural system that is based on the values of justice, forgiveness and responsibility, and which encourages ethical and emotional growth, and development in children, staff and parents / carers.

We take seriously inappropriate behaviour by any child towards other children, members of staff and the setting. Children need to learn to consider the views and feelings, needs and rights of others and the impact that behaviour has on those around them.

Parents are expected to take responsibility for their children’s behaviour and we encourage two-way communications with parents so that together we encourage and nurture children.

This policy reflects the values of our centre. It sets out the principles, routines and procedures, and is a working document where our practice is constantly developing and will be updated at regular intervals to reflect these developments.

To achieve our aims a clear agreed behaviour management policy must be implemented fairly and consistently by all members of staff and volunteers.

All adults in the Centre must:

- Take active responsibility for children’s behaviour around the centre, in the classroom and playground.
- Ensure pupils have full access to the curriculum and all aspects of the centre
- Ensure pupils are free to learn without disruption, are safe from threat and harm in the classroom and in the playground.
- Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and expecting respect.

To achieve this, children must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Underlying Principles for Managing Behaviour at our Centre

We believe:

- The enhancement of self-esteem and the development of self discipline.
- Positive relationships are crucial to behaviour management.
- We should manage children positively whenever possible.
- We should have high expectations of our children's behaviour.
- We should teach and model "good" behaviour.
- We should reward good behaviour and sanction poor behaviour.
- We should be consistent and fair.
- We should balance the needs of most children who can manage their behaviour positively and the needs of those children who find it more difficult to do so.
- We are most effective when there is a close professional relationship between staff, children and parents.

Managing Behaviour in the Classroom

Essential to good classroom management is the quality of relationship between the class tutor, and the children in the class.

A positive classroom

- Always use positive statements - **Give Plenty of PRAISE!**
- Use their names.
- Have a seating plan – and keep changing till it works!
- Criticise the behaviour not the child.
- Try and model the behaviour you would like to see in children.
- Be consistent in what you say – **If you say you are going to do something – DO IT!**
- Negotiate classroom rules and display them clearly where everyone can see them.
- Talk quietly whenever possible to establish an atmosphere of calm.
- Be assertive without raising your voice – **DON'T SHOUT!**
- Have clear routines that you have explained to the children.
- Teach routines for certain activities .
- Use stories as a strategy for encouraging/supporting positive behaviour.
- Be clear about jobs and responsibilities – display them if possible.
- Try to stay calm and positive and fair.
- Encourage children to listen to others and to take turns in speaking.
- Encourage children to learn to share and take turns in all activities.
- Encourage children always to be considerate towards other children.
- Everyone is of equal importance and all should be encouraged to take a pride in their work.

These should be routinely revisited and reinforced.

Rewards and sanctions should also be explained and displayed, as children will need reminding throughout the year. "Good" behaviour has a lot to do with children's motivation to learn.

Classroom code of conduct

- Enter the classroom with the greeting.
- Not come late to lesson.
- Knock on the door and wait for a response.
- Enter the classroom sensibly and quietly.
- Prepare books and equipment and follow instructions to start the lesson promptly.
- Always work to the best of ability without disturbing others.
- Show good manners and listen carefully when the teacher or another person is talking.
- Follow instructions immediately without comment or argument – first time, every time.
- Put hand up and wait for permission to speak.
- Treat the Centre environment and others in the classroom with respect.
- Seek the teacher's permission before leaving the classroom.
- Do not chew or eat anything in lesson.
- Ensure that the classroom is left tidy.
- I WILL LEARN TO LISTEN AND LISTEN TO LEARN.

Managing Behaviour around the Centre

After each session and at home time, all the classes must be accompanied by the class tutor to leave the building.

When moving around the centre, the class tutor is responsible for ensuring appropriate behaviour is maintained, however, **all staff are responsible for supporting this and addressing unacceptable behaviour**. Often, speaking directly to the individual or group will correct the behaviour but if it does not, the class tutor should be informed so that appropriate sanctions may be applied.

Around Centre rules

- Be polite and show respect for other people.
- Wear correct uniform always.
- Look after property and put litter in bins.
- Eat and drink in the right place at the designated time.
- Walk around the Centre sensibly and quietly.

Managing Behaviour in the Playground

When on duty in the playground the following points will help maintain positive behaviour

- Be outside before the children.
- Be consistent and enforce playground rules always.
- Be vigilant and intervene early if a situation looks tense.
- Move around the playground.
- Encourage the use of co-operative, non-equipment games and playground friends.

- Apart from balls don't allow children to throw other items unless a member of staff has given permission.
- Don't allow children to carry out play fighting.

Serious Incidents

“One – off” serious incidents will be dealt with on an individual basis but should always involve SMT. Parents will usually be informed and asked for a response dependent on the incident. Any incidents of serious aggression, bullying or racism must be reported to the SMT straight away.

Challenging Children

Most children can manage their behaviour positively with only slight intervention, responding well to positive management. A small number of children, however, have significant difficulties in managing their behaviour and need a more individualised approach. In these cases, class teachers, SMT and parents will work closely together on how to support the child and outside agencies will be involved when appropriate.

Rewards and Sanctions

Children must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Rewarding good work and positive behaviour

The Centre acknowledges that pupils work better when their good work and good behaviour is recognised. Tutors will praise pupils on their good behaviour, enthusiasm and hard work verbally or, by writing positive comments in their books.

Work of a very high academic quality and positive behaviour will be rewarded. Stars/Stamps will be collected in their books. Pupils will try to collect as many stars/stamps to gain certificates as recognition of their academic efforts and good behaviour.

We aim to promote high standards of behaviour, self-discipline and learning through positive encouragement. Those who behave consistently well will be rewarded. Those who misbehave will face the consequences of their actions. These are:

Phase 1 Verbal warning x 1.

Phase 2 Negative comments on dojo.

Phase 3 Further comments on dojo.

Verbal warnings and written comments will be given for the following:

- Shouting in and outside the classroom.
- Disturbing others.
- Talking whilst tutor or others are talking to the class.
- Running in classroom and corridors.
- Litter not put in bins.
- Eating and drinking outside break times.
- Eating and drinking outside designated areas.
- Not paying attention in class when teaching takes place.
- Taking longer than necessary in the toilet.

Cases of extreme misbehaviour may need to be brought directly to the attention of the Centre Head. The parent/carer, will be requested to come into the Centre.

We believe that a successful partnership between parents and the Centre can bring out the best in children. The student work book is an effective medium to keep parents informed of their child's good behaviour/progress and can immediately be made aware of any patterns of poor behaviour/concerns, whereby parents can work with Centre to improve behaviour.

Staff should be approachable and accessible, prepared to listen to pupils and parents and ensure that pupils and parents feel their concerns have been heard.