

BEHAVIOUR POLICY



Aim

Pupils at King Arthur British School are able to manage their own behaviour in an appropriate manner and understand that their own actions have consequences. Pupils develop a sense of respect, appreciation and understanding of others regardless of gender, ethnicity, religion, disability or level of attainment.

Through our behaviour policy we aim to:

- Create and maintain an atmosphere where pupils feel they are well-known, safe, valued, respected and happy
- Promote the ethos of the school
- Provide a code of practice for behaviour management to be used throughout the school
- Maintain the highest standards of teaching and learning
- Respond in a sympathetic way to the concerns, fears and worries of our pupils
- Build an atmosphere of trust
- Help children to become good citizens
- Promote self-esteem and encourage children to develop and value a respect for themselves
- Encourage pupils to be assertive and to resist negative peer pressure
- Encourage children to celebrate success
- Help pupils to recognise the difference between right and wrong
- Make children aware of potential dangers through the teaching of health education e.g. road, water and sun safety (See Health and Safety policy)

Rationale

This policy is provided to ensure a consistency in expectations and actions amongst all staff working in school.

Operations

The Head Teacher and management team will have overall responsibility for pastoral care and will ensure that it is given a high profile in the school. Each member of staff will work to implement this policy.

The following procedures are in place in the school to support pastoral care:

Home/School links policy

Our pastoral care begins with seeing the child as part of a family unit and offering the close links and communication necessary to ensure the child feels the school forms part of that extended family. Parents are

encouraged to communicate regularly through click-edu. Parents are encouraged to come and see the teachers about their child whenever they feel necessary. The school holds a yearly open evening where the aims and objectives for the academic year are explained to parents and afterwards parents and teachers socialise together. Individual parent/teacher conferences are arranged twice a year and parents receive reports on their children twice a year.

House System

The House System forms an important part of the school's pastoral care. All students belong to houses and this offers children a chance to form relationships with children from other classes. Students are involved in voting for their house captains. Regular house meetings allow pupils to have a say in the running of the school. Each house also has a day when they eat together and arrange a show for the rest of the school.

Reward Systems

The school recognises that in order to achieve its aims for pastoral care there needs to be a well-structured system of rewarding children and supporting their personal and social as well as academic development. Teachers are required to use positive reinforcement at all times.

The following forms of rewarding pupils exist in the school:

- **House Points** These are awarded throughout the day to praise good behaviour choices, work effort and achievement. Each class has their own system for collecting house points. Points are collated at the end of the week and winners announced in Friday assembly. A termly prize is awarded to the overall winners.
- **EYFS** Stickers may also be used to reward individuals and groups in younger year groups.
- Pupils can be sent to show their work to other class teachers or assistants as a reward for good work. Excellent work can also be shown to the EYFS Co-ordinator or the Deputy Head or Principal
- **Certificates** - Teachers choose one pupil to receive a certificate in Assembly each week. The certificate can be awarded for good work or behaviour. Teachers are careful to reward each child at least once during the year.
- **Sun and Cloud**. - A sun and a cloud (or similar) are put on the classroom wall. If a child does something that needs to be praised, their name goes on the sun. If they do not follow expectations, their name goes on the cloud. The names on the cloud should be moved off as soon as the child concerned does anything at all worthy of praise and that no name should be on the cloud for more than a morning or afternoon session.
- **Golden Time** - Each class has half an hour session of golden time per week on a Friday. Children will lose time if they are not showing the correct behaviour. Children may earn back time for good behaviour.
- **Dojo points** - Teachers may use the Dojo points system as a reward scheme for their class
- **Other schemes** - Teachers may choose to adopt a personalised behaviour system for their class.

ROLES AND RESPONSIBILITIES

- **Pupils**
Pupils are expected to treat each other and adults with respect, consideration, honesty, fairness and politeness.
- **Parents, carers and guardians**
Parents and guardians of pupils are expected to work with the school to promote good behaviour.
- **School staff**
School staff ensure pupils are aware of what behaviour is expected from them in every situation by careful explanation and by example.
- **Responsibilities:**
All adults working in school are responsible for pupils' behaviour. This is not restricted to the class or

Key Stage worked in as we have a collective responsibility to encourage correct behaviour.

Where poor behaviour is seen, we have a collective responsibility to question why that behaviour is taking place including reflecting on how we as adults are intervening in managing behaviours.

Disciplining Pupils

There are times when unacceptable behaviour needs to be dealt with and the following methods are used in these situations: -

EYFS and KS1

1. Warning

Children are given a warning about their behaviour.

2. Name on the Cloud

The child's name is put on the 'cloud' (see explanation above.) This acts as a written warning.

3. Time Out (in class EYFS)

A 'time out' space is used in the classroom where a child can safely calm down for a short period of time. After this time the teacher talks to the child about the behaviour and explains why it is unacceptable and that it should not be repeated.

4. Time Out (out of class)

Other teachers/classrooms are also used as a time out space if necessary. If it is necessary to take a pupil out of a situation whilst in the playground, or on their way to the playground, the pupil is asked to sit out for 5 to 10 minutes, depending on age.

5. Key Stage Co-ordinator

In the case of further inappropriate behaviour, the child is sent to the Key Stage Co-ordinator and a note will be sent home via click-edu.

6. Head Teacher

The Key Stage Co-ordinator may choose to refer the child to the Head who may decide upon further sanctions. For example, a letter or phone call home, moving to another class for a prolonged period (e.g. a whole afternoon), etc.

KS2

1. Warning

Children are given a verbal warning about their behaviour. A written warning may also be given.

2. Missing Break

The child may be asked to miss 5 minutes of their morning break or up to 10 minutes of their lunch time break.

3. Time Out (in class)

A 'time out' space is used in the classroom where a child can safely calm down for a short period of time.

4. Key Stage Co-ordinator

In the case of further inappropriate behaviour, the child is sent to the Key Stage Co-ordinator and a note will be sent home.

5. Head Teacher

The Key Stage Co-ordinator may choose to refer the child to the Head who may decide upon further sanctions. For example, a letter or phone call home, moving to another class for a prolonged period (e.g. a whole afternoon), being put 'on report', etc.

Teachers are asked **NOT** to:

- Send children out of the class to stand in the corridor or off the playground to stand in the entrance hall.
- Keep children in for more than 10 minutes of play – they need to let off steam.

- Keep children back from P.E or Music, unless by prior arrangement and for a specific reason.
- Give lines.

Guidance for managing behaviour

- **Atmosphere:** Create a positive atmosphere in your classroom and try to keep interactions friendly and accepting, remembering to smile often. Tone: Use a 'storytelling' tone to hold children's attention, rather than a lecturing tone. Children pay less attention to lectures; they may comply verbally, but there is less true engagement, meaning that lectures have little influence on behaviour. Try to avoid shouting or repeating yourself again and again.
- **Sarcasm:** Sarcasm elicits greater shame within a child than a direct expression of brief anger. This is because the child becomes confused as to how genuine his/her teacher's thoughts and feelings are and therefore feels less inclined to trust them.
- **Success:** Provide opportunities for success for all pupils. These must be related to the child's developmental level, rather than chronological age. Be specific when praising children and describe what they have done that pleases you (rather than simply saying 'brilliant' or 'fantastic', etc.)
- **Listening:** When a child is upset their emotional brain has taken over – if we try to respond with logic and reason we are unlikely to diffuse the situation. Therefore, it is best to respond in an emotional way and use empathic listening.
- **Stay calm:** When very difficult behaviour is happening, stay calm, use descriptive praise or gentle suggestions, where appropriate. Allow the child to calm down before then responding. Once a line has been drawn under the incident, show the child that you have forgiven them and are ready to move on.
- **Bullying:** As stated previously, it is our intention to create within our school a family atmosphere where children feel safe and secure. Therefore, we will aim to take all steps necessary to prevent bullying. By common definition, bullying is "Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally". In other words, 'lots of times, on purpose'.

Bullying can include: name calling, taunting, mocking, making offensive comments, deliberate physical mistreatment, deliberate damaging of property, excluding people from groups and spreading hurtful and untruthful rumours.

To prevent bullying we will:

- Actively provide opportunities to develop pupils' social and emotional skills, including their emotional resilience and literacy;
- Consider all opportunities for addressing bullying including through the curriculum, through peer support and through the house system
- Be vigilant around the school, including in the playground, and report any behaviour that arouses concern;
- Ensure pupils know how to express worries and anxieties about bullying;
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- Offer support to pupils who have been bullied;
- Work with pupils who have been bullying in order to address the problems they have.
- Ensure that parents know whom to contact if they are worried about bullying.

Class behaviour

- Pupils walk into class from the school buses or cars quietly.
- English is the only language spoken in the school building. (Teachers in Pre-Nursery and Nursery may still use the home language of pupils to ensure clarity or to solve problems. However, the predominant language in these classes is still English.)
- Teachers are in their classroom by 8.30am with learning activities ready for children.

- Pupils must place their bags and coats on the pegs provided and remove from their bags any items they will need during the day.
- Pupils should be silent whilst the register is taken and answer the teacher using correct English.
- At the end of a lesson children should take responsibility for putting items away correctly and making sure nothing is left on the floor.
- Pupils lining up for playtime or lunch do so in silence. If children speak they return to their classroom and begin the process again.
- Pupils move around school in quiet lines. This is a consistent expectation throughout primary years.
- Pupils using the stairs walk on the right-hand side.

Assembly behaviour

- Pupils line up quietly before entering the hall.
- Pupils walk into assembly silently in their class lines.
- Pupils sit on the floor facing the front quietly.
- Pupils leave the assembly in silent class lines.

Playground behaviour

- Duty teachers encourage co-operative play, identifying any pupil that is without a play partner.
- Duty teachers identify the reason behind any poor behaviour, giving pupils opportunities to explain.
- Duty teachers raise voices only when necessary.
- Duty teachers inform the class teachers of any relevant issues. Clickedu app can be used to communicate with parents if necessary.
- Pupils behave respectfully towards the playground environment and equipment.
- All rubbish should be placed into the bins provided.

Wet playtime behaviour

- Duty teachers ensure that pupils have made a quiet activity choice and are engaged in a sensible way in class.
- During lunchtime data projectors are used to make one room a quiet area with a film.
- Pupils should sit to eat their snacks and should place all rubbish in the class bins.
- Before leaving, the classroom should be tidy.

Behaviour around school

- Pupils walk around school quietly and move along the left-hand side of corridors and stairs.
- Pupils moving with their class do so silently and in line.
- Teachers explain that the reason we are quiet is because other classes are working.
- Pupils only speak in English in school, this includes on the stairs and in the corridors.
- Pupils are not permitted to use the lift without being accompanied by an adult.

Dining room

- Pupils enter the room quietly.
- An appointed teacher is responsible for identifying pupils with dietary requirements and ensuring they receive the correct meals.
- Pupils sit correctly on the chairs.
- Pupils use the cutlery provided to eat their meals.
- Pupils are expected to eat all the food provided.
- Duty teachers expect high standards of manners and behaviour and encourage quiet conversation, stopping pupils if the noise level is too high. Duty teachers in the dining hall encourage polite table manners.

NOTE: Pupils are allowed to speak in Spanish or other home languages in the dining hall, however, all conversations with English teaching staff or assistants remain in English.

In dealing with poor behaviour **we do:**

- **Label the behaviour and not the child. EG. "That was an unkind way to behave."Not "What an unkind little boy you are."**
- **Explain clearly and in simple vocabulary why the behaviour is unacceptable.**
- **Describe clearly the behaviour we expect to see.**
- **Describe clearly the consequence of the behaviour.**
- **Provide an appropriate and reasonable timeframe for correcting the behaviour.**

In dealing with poor behaviour **we do not:**

- **Label pupils.**
- **Identify a pattern by bringing up past behaviours. "Every time..."**
- **Make threats of consequences outside of our behaviour policy.**
- **Raise voices unnecessarily.**
- **Make any physical contact.**

The high standards of behaviour we enjoy in our school are achieved by all staff working together. This is especially true of behaviour in corridors, dining room and playgrounds. All adults working in school have the authority to discipline pupils from any class or key stage and we are all proactive in expecting the highest standards of behaviour around school.