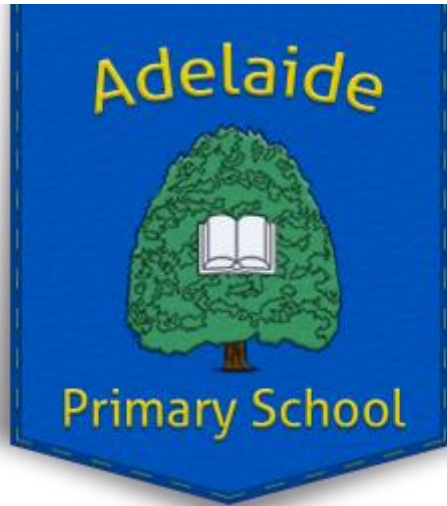


Adelaide Primary School



Behaviour Guiding Principles

September 2022

Respect – Equality – Effort

“Our vision is to provide all of our children with a body of knowledge, skills and vocabulary alongside the development of an exceptional character so that they thrive and succeed in all that they do!”

Our children experience an inspirational learning journey that develops a genuine thirst for knowledge and curiosity of the possibilities that sit within the wider world around them.

Our children deserve the very best and the [Adelaide Curriculum Experience](#) gives them the opportunities, knowledge, skills and vocabulary alongside the personal attributes and attitudes to inspire them to be the best that they can be.

To be updated: Summer 2023

This document has been developed to support staff in their knowledge and understanding of behaviour management techniques chosen by the school, and should be read in conjunction with the HET Behaviour Policy.

STATEMENT OF COMMON PRINCIPLES

At Adelaide Primary School, we believe that all pupils have the right to be educated in a safe and orderly environment. Good order and discipline are essential to the provision of high standards of education. We believe that building genuinely effective and positive relationships with children and families is essential to achieve excellent whole school behaviour. Strong and effective management, working in partnership with teachers, is also essential to the establishment and maintenance of acceptable standards of behaviour.

All children and members of staff are entitled to work in an environment free from violence and disruption. Violent and aggressive behaviour, swearing, sexist and racist attitudes and remarks, and all forms of harassment, including bullying, are unacceptable. Such behaviours are not tolerated. Early identification of pupils requiring support and the interventions needed are essential factors in successful behaviour management.

- All children and staff are entitled to and will work in a safe, calm and supportive environment
- All staff will celebrate good behaviour throughout the day
- All staff will actively encourage orderly, calm movement around the school
- All staff will monitor and review the systematic procedures for dealing with disruptive pupils
- We will ensure early intervention where there are behaviour concerns, so it is clear that these will not be tolerated
- We will monitor and evaluate all behaviour and anti-bullying procedures on a regular basis

We believe that the use of positive reinforcement strategies encourages children to choose appropriate behaviours. Staff praise children who are showing the correct behaviours, which encourages other children to adopt these behaviours. We follow the guidance that children should be **Praised in Public** (PIP) and **Reprimanded in Private** (RIP).

SCHOOL RULES

We believe that rules allow children to feel safe. Clear boundaries help children learn what is expected of them. We keep rules simple and to a minimum, and emphasise positive language. The main school rule being:

'It is my responsibility to be in the right place, at the right time, doing the right thing.'

To give children further guidance, we use these simple classroom rules across the school:



The three key words that underpin the ethos of the school are **RESPECT, EQUALITY and EFFORT.**

RESPONSIBILITIES

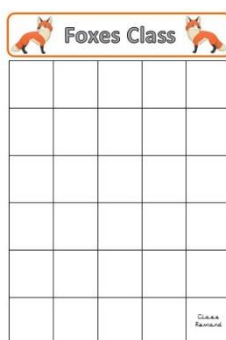
- The Leadership team will support and advise staff and ensure that the school's Behaviour Principles are reviewed regularly.
- All staff will deal with behaviour in a calm and restorative manner. All staff will follow the school's Behaviour Principles and reinforce the school rules whenever necessary.
- Parents and carers have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child. We foster consistency between school and parental expectations of behaviour.
- Governors have a responsibility to support the school in maintaining high standards of discipline.
- All classrooms will have the class rules clearly displayed, as well as the Golden Board, which teachers will refer to when dealing with behavioural concerns.
- Children will be expected to take responsibility for the care of their classroom and staff should allocate duties accordingly.

BUILDING POSITIVE AND EFFECTIVE RELATIONSHIPS

Getting to know the pupils is one of the most effective ways in acquiring their co-operation and gaining their respect. Gaining an insight into their interests and aspirations both in terms of their education and lives outside of school, demonstrates to children that you are interested in them and truly care. This will help to build strong bonds, trust and respect. At Adelaide Primary School, we take time and effort to develop effective relationships, through positive conversations with children in corridors, during extra-curricular activities, at lunch, at breakfast club and in the playground etc.

REWARDS

Good behaviour will be praised and brought to other children's attention regularly in the classroom, around the school and in assemblies. Individual rewards, team rewards and whole class rewards are used. All classes will use a whole class reward chart:



Positive rewards involve the use of a wide range of verbal rewards, stamps, stickers, certificates and phone calls home. Parents should be informed when their child has behaved particularly well.

There is also a whole school 'Adelaide Stars' reward system in which classes collect golden stars awarded by staff members and the local community. The class with the most stars at the end of each term is rewarded with an additional local school trip.

Food (in particular unhealthy foods / sweets) is not given as a reward. It must be ensured that all children have fair access to rewards.

CONSEQUENCES

Consequences are applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and within the context of positive reinforcement of good behaviour. The

main consequence used at Adelaide Primary School is the 'Golden Board' system. The board comprises of different coloured sections which children's names may move between – see below.



Each session (morning, afternoon) signals a new start and a chance to improve. Therefore, children will start each session (morning/afternoon) in the 'golden area' of the Golden Board.

Verbal warning – the child's name is moved on the Golden Board. The child is told explicitly why their name has been moved and how they can improve.

Time out in the classroom – If a child continues to choose to do the wrong thing, their name will be moved again. They will have time out in the classroom, in a quiet place away from other children. The time spent in timeout is usually around a minute per their age in years. The child is told explicitly why their name has been moved and how they can improve.

Time-out in partner classroom, which may be the Phase Leader or year group partner teacher – If a child continues to choose to do the wrong thing, their name will be moved again and they will be asked to leave the classroom for timeout. The child may need to be escorted by the teacher or a teaching assistant. If the teacher is on their own and the child needs to be escorted, the teacher must send for help from another classroom (this will ensure the safety of all children). The child is

told explicitly why their name has been moved and how they can improve. Usually a restorative circle and apology will take place to restore relationships and to reintegrate the child back into the classroom. This may take place after the lesson. Time out should not be longer than 10 mins, as children should not miss extended periods of teaching time.

Time out with Headteacher / senior leader – If a child continues to choose to do the wrong thing, their name will be moved again and they will be taken to the Headteacher or a senior member of staff. The child should be escorted by the teacher or a teaching assistant. If the teacher is on their own and the child needs to be escorted, the teacher must send for help from another classroom (this will ensure the safety of all children). The child is told explicitly why their name has been moved and how they can improve. Usually a restorative circle and apology will take place to restore relationships and to reintegrate the child back into the classroom. This may take place after the lesson.

Missed playtimes / lunch playtimes – it may be appropriate for a child to miss part or all of a playtime or series of playtimes. This consequence may have been agreed by the child in a restorative circle. It is the class teacher's responsibility to arrange appropriate supervision during missed playtimes. Children may not be left sitting outside the Headteacher's office without the Headteacher being aware of why they are there.

Children will NOT miss playtimes for not reading at home. For those children who do not read at home regularly, a system of support for reading at school will be put into place.

Internal / External Exclusion – There are times when, despite every effort made by the school, it is necessary to implement the exclusion procedure. Please see the exclusion policy for further information.

- In cases where children are displaying inappropriate behaviour on a regular basis, further steps, consequences, renewed contracts and support will be offered. This may include a Restorative Circle meeting with pupil and parents, and possible support from external agencies if appropriate.
- Punishments that are humiliating or degrading will not be tolerated. The use of sarcasm will not be tolerated.

- Children may not be excluded from school trips/experiences due to poor behaviour if these trips/experiences are part of the curriculum. However, if the child's behaviour means that they themselves or others will be put at risk during a trip/experience, then a risk assessment will be completed to decide if they are able to attend or not. All risk assessments, and subsequent decisions made, would be completed by the class teacher working alongside senior leaders.

RECORDING AND REPORTING

An incident of significant inappropriate behaviour may be recorded by class teachers and, if appropriate, shared with parents. All behaviour incidents are to be recorded on CPOMS. The frequency and types of behaviour incidents recorded will be monitored and reported to the governing body.

Persistent poor behaviour will be targeted, and outcomes recorded in behaviour books or on IEPs.

A CULTURE OF HIGH EXPECTATIONS

All children are expected to conduct themselves at the highest possible standards they are able to, taking account of all circumstances including their age, ability and their level of understanding. For example, all children will put their pencil down when a teacher is speaking, all children will open a door for others, all children will say 'please' and 'thank you' always and without exception.

All adults model the highest possible standards of behaviour, including being polite, consistently saying please and thank you, holding doors open for others and helping others.

Children are consistently and extensively praised by all adults in the school for behaving well, being polite and helping others. There is a consistent culture of high expectations for all.

RESTORATIVE PRACTICES

Restorative practice techniques are used to complement our whole school ethos. Solution focused, restorative circles are regularly used to restore relationships and heal any harm which may have been caused. Staff are trained on the use of Restorative practices techniques. See appendix A for restorative resources.

BEHAVIOUR BEYOND THE CLASSROOM

- Staff on duty at playtimes will follow up on any behaviour problems. These should be passed on to the class teacher at the end of playtime and appropriate action taken to resolve the situation.
- Lunchtime supervisors will use incident sheets and report to Miss Bates, senior supervisor, at the end of each lunchtime session. Severe problems will be reported to and managed by a senior leader.
- Play fighting of any kind is strictly prohibited. Children are not allowed to overtly touch each other during play or dominate each other during play. All staff must remain vigilant to this and promoting more appropriate games. All children will be educated about appropriate play.
- Children must walk around the school corridors at all times. All members of staff are responsible for ensuring that all children walk safely around the school. Large groups of children must be monitored in the corridors at all times.
- Children are not permitted into teacher's storage cupboards or the other storage cupboards around the school (including the PE cupboard).
- Children are not permitted into classrooms unless an adult is present.

Whole School Consistent Classroom Management Techniques

At Adelaide Primary School, all staff make use of a set of consistent classroom management techniques. All staff will also have their own additional individual classroom management techniques.

- **Ready sign** (thumb up at chest) – children show the ready sign to signal that they are ready to listen and learn.
- **'Active listening'** – is the term used to describe how children listen carefully and are fully engaged in their learning. To 'active listen', children must sit still, look with their eyes and listen with their ears and minds.
- **1-2-3** (to manage transitions) – is used to move a group of children around the classroom from chairs, to carpet, to lining up etc. 1 – ready, 2 – stand up, 3 – move.
- **Partner talk** – is used for almost all questions asked to the class. This gives each child the opportunity to answer all questions and children the support of their partner.
- **Team work & team points** – are used in all lessons to support children in their learning.

- **Zero noise sign** (one arm straight up in the air) – a teacher will signal for ‘zero noise’ and all children and other adults will then put their arm up. When your arm is up, whether you are an adult or a child, you are not able to talk.

EXTREME / CHALLENGING CASES

In any cases in which children display extreme/challenging behaviour, a whole school team approach will be utilised. No single class teacher should deal with extreme behaviour issues in isolation. Year group partner teachers, phase leaders, the pastoral/child protection team, the SENCO, teaching assistants and all senior leaders, along with parents, will all work together with these cases.

A bespoke plan will be put into place to help the child succeed in school. This may include individual targets shared with the children, visual aids, reward charts (designed around the child’s interests) and social stories.

The class teacher and SENCO may provide an IBP (individual behaviour plan) and parent support will be requested. Outside agency support may be sought, if appropriate, including PRU and outreach services.

In cases in which the child is putting themselves or others at risk (including staff and other children), it may be necessary for a risk assessment to be in place. At every stage of support a child’s behaviour, the school will work closely with parents and carers.

MOVING AND HANDLING

Children should only be moved if they are at risk to themselves or to others. Children are not to be routinely moved for compliance. If it is possible to, when moving a child, staff must call upon the support of a Team Teach trained colleague who is trained in positive handling techniques. At least one member of staff trained in Team Teacher techniques will work in each main phase across the school, with all senior leaders also trained. Any member of staff may move a child using reasonable and careful force if the child is in immediate risk of harm.

OTHER RELEVANT POLICIES

- HET behaviour policy
- Exclusion policy

- Safeguarding policy
- Staff code of conduct
- Safer working practices guidance
- Positive moving and handling policy

Written by: Suzanne Adkinson, Deputy Headteacher & Catherine Whitelam, Assistant Headteacher and SENDCO, September 2022

Appendix A – Restorative practices resources

Restorative Circle

Always encourage children to have a **voice**. Give them the time they need to **feel better**. Children may need time to cool off or prepare before a circle can take place. All conversations must be genuine and be based on real feeling.

I feel sad when you _____.

I'm sorry.

Please do not do it again.

I won't do it again.

Children then **genuinely shake hands**.

Both children must have a fair voice, a fair **chance to speak**.

Both children must mean their **apologies**. Then move forward. Plan a new game to play.

To be successful, the children must both feel that the issue is resolved at the end of the discussion.

Restorative Questions I

www.iirp.org

When things go wrong...

- » **What happened?**
- » **What were you thinking of at the time?**
- » **What have you thought about since?**
- » **Who has been affected by what you have done? In what way?**
- » **What do you think you need to do to make things right?**

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Restorative Questions II

www.iirp.org

When someone has been harmed...

- » **What did you think when you realised what had happened?**
- » **What impact has this incident had on you and others?**
- » **What has been the hardest thing for you?**
- » **What do you think needs to happen to make things right?**

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<http://www.restorativethinking.co.uk/schools/prisons-and-probation-trusts/>