

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL  
CRAYFORD**

**POLICY FOR  
SCHOOL BEHAVIOUR/  
DISCIPLINE/ANTI BULLYING**

**Autumn 2016**

To be reviewed: Autumn 2017  
Teaching and Learning – Mrs Schmidt

## **Mission Statement**

The teachers and governors of St. Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

### **THE AIMS OF ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:**

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils
- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

# **POLICY FOR SCHOOL BEHAVIOUR, DISCIPLINE & ANTI BULLYING**

## **Policy Statement**

The discipline policy, based on Christian values, encourages and expects high standards of behaviour and discipline and teaches children to develop respect for themselves and others. Our aim is to create a Christian community based on lived Gospel values.

*Love, Learn, Live*

## **Aims & Objectives**

- To have a whole school behaviour policy supported and followed by the whole school community, parents, teachers, teaching assistants, midday supervisors, children and governors, based on a sense of community and shared values.
- To create a caring atmosphere by applying positive policies in which teaching and learning can take place in a safe and happy environment.
- To teach values and attitudes as well as knowledge and skills promoting responsible behaviour, self-discipline, a respect for themselves and others and for property.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To enable children to distinguish between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems as they occur in a caring and sympathetic manner in order to achieve an improvement in behaviour.

## **Code of Conduct**

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- Children are asked to be well-behaved, well-mannered, self-disciplined and attentive.
- Children are expected to complete their school work to the best of their ability.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children should walk (not run) when moving around school.

- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring to school sharp or dangerous instruments, or any item that might cause a problem.
- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and preferably in school colours, and hair should not obstruct the child's vision.
- Racist remarks are unacceptable at St Joseph's.

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Home/School Agreement**

The standard of behaviour expected from all pupils is included in the Home/School Agreement. Parents are asked to sign the Home/School Agreement on their child's admission to school.

### ***THE PARENTS***

#### **I/We shall try to:**

- Support the religious ethos of the school;
- See that my child attends school regularly, arrives on time, wears the correct uniform and is properly equipped;
- Let the school know any concerns or problems that might affect my child's work or behaviour;
- Support the school's policies and guidelines on pupil behaviour;
- Support my child in homework and other opportunities for home learning;
- Read regularly with my child and keep teachers informed through the home/school reading record;
- Attend Parents' Evenings and discussions about my child's progress;
- Take an interest in my child's life at school.
- By ensuring that parental discipline is appropriate and within the law and as a parent/guardian I understand that I am responsible for disciplining my children or those under my care when they are not in school. I fully understand and am aware that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement has been used or where the use of that force has resulted in injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time). I understand in these

circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

- I agree that any photographs, video recording taken at school events will be for personal use only and will not be uploaded onto any Social Media site.
- I agree not to damage the reputation of St Joseph's Catholic Primary School by making inappropriate comments on Social Networking sites.
- I agree that my child will not bring into school mobile phones without the permission of the school (Year 6 pupils only) and that such mobile devices will be kept secure in the school office.
- I agree to monitor the use of my child's internet, social media networking sites, ensuring that inappropriate messages are not sent or received.

## ***THE SCHOOL***

### **St Joseph's will:**

- Involve parents in liturgical and religious events;
- Contact parents if there is a problem with attendance, punctuality, uniform or equipment.
- Keep parents informed of their child's progress, including a written annual report;
- Set, mark, monitor homework;
- Arrange Parent's Evenings during which progress will be assessed;
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.

## **Roles and Responsibilities**

### **All adult workers in the school**

All adults are expected to:

- model positive behaviour at all times
- provide opportunities for students to learn to the best of their ability by setting suitable learning challenges
- provide an environment in which students can learn
- reinforce, encourage and reward positive behaviour
- plan and prepare stimulating lessons
- teach respect by treating students with fairness and consistency
- teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- support the school's Behaviour and Discipline Policy
- support the Safeguarding and Child Protection Policy

### **Senior Leadership Team/Head Teacher**

Members of the Senior Leadership Team are expected to:

- model positive behaviour at all times
- provide clear leadership and support for the school's Behaviour and Discipline Policy
- provide a visible presence and dependable support to staff throughout the day

- support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management
- ensure that professional development opportunities are provided for staff that develops the individual and supports school priorities
- ensure that the school regularly communicates with parents, carers and governors
- provide effective support for teachers presented with extremely challenging and uncooperative student behaviour
- ensure a curriculum is in place which is appropriate for all learners
- oversee and implement exclusion procedures in line with local authority and national guidelines

### **Governors**

The Governors are expected to:

- model positive behaviour at all times
- monitor the effectiveness of the school's Behaviour and Discipline Policy
- support the Headteacher and the Senior Leadership Team in the monitoring of attendance and exclusions of different groups of students
- form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required

## **Implementation Strategy**

### **Reward Scheme**

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward, supported by consistent and well-understood routines.

The St Joseph's scheme is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

### **Classroom Management**

At the beginning of each academic year class rules are discussed. Clear routines are established for the beginning and end of day, lining up and walking down corridors.

Each class teacher gives verbal or written praise as often as it is earned – we celebrate success. Parents are kept informed of good behaviour and attitude through the 'Contact Book' and at open evenings. Individual classes and teachers may develop class-based strategies that further enhance the objectives of this policy.

### **Good to be Green**

Keep on the Green behaviour management system is used in Years R, 1, 2, 3 and 4. The visual colour card system rewards good behaviour with stickers and stamps and offers clear visual prompts to children if their behaviour is not up to the expected standard. The Contact Books are stamped weekly with green frogs, in Year R and 1, for children who remain on the green all week to acknowledge this good behaviour

and to offer feedback to parents. If a red card is issued parents are informed through the Contact Book.

### **Operation of the House Point System**

The children have been divided up into four houses, red panthers, blue sharks, green dragons and yellow lions. Children are awarded merits for thoughtfulness, being helpful and good work. Each team's merits are counted up at the end of the week, and the winning house announced in Praise Assembly. We hope that children will encourage members of their house to try their best in every aspect of school life. At the end of each term a house point treat is timetabled for the winning team.

### **Praise Assembly (lead by year 6)**

- **House Points**  
These are announced for each class and the winning house of the week
- **Teacher Award**  
The teachers select 2-3 children for a special award once a week. The 'Teacher Awards' maybe for outstanding work, effort, attitude or kind words. A certificate and sticker are awarded.
- **Writer of the Week Award**  
One child is rewarded for a special achievement, progress or effort. A certificate and sticker are awarded.
- **Outside School Achievement**  
Children are encouraged to share their achievements out of school at the Praise Assembly.
- **Sporting Achievement**  
These are acknowledged at Praise Assembly with children presenting an account of the match or competition.
- **Midday Supervisor Award**  
The Midday Supervisors award 'Top of the Line' and 'Shining Star' certificates for positive behaviour on the playground. Stickers are also rewarded in the dining hall for healthy eating and eating well. Lenny and Libby bears are awarded for the best class lining up.
- **Attendance and Punctuality Awards**  
Reward good attendance and punctuality through class competitions. Teddy Always Here, Denzil Don't be Late (Juniors) and Lola's Never Late (Infants) are presented to the classes with the least lates/absences. 100% certificates are awarded termly and badges are awarded to children with 100% attendance for the whole year.

Photographs are posted on the House Point board and school website.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **Care and Control of Children - Sanctions**

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Each case of poor behaviour treated individually and will be investigated in an open a fair manner. Children are made aware that they are responsible for their own actions

and that breaking rules will lead to discipline. Children are led to an understanding that actions have consequences.

If there is a need for sanctions then the following may be used, depending on each child's needs and the seriousness of the poor behaviour:

- Redirect to another activity
- Verbal reprimand
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Letters of apology
- Miss playtime (but must be supervised)
- Miss lunchtime (Not on the Playground – NoP)
- Individual Behaviour Plan
- Behaviour Report Card (Appendix 1)
- Remove child from the class – place with Deputy Head or in another class
- Parental involvement
- Loss of responsibility
- No child will be suspended from school trips, sports team events without permission of Head Teacher
- Serious incidents are recorded in the Head Teacher's Discipline Book
- Racist incidents are recorded in the Racist Incident Book and reported termly to Governors

Staff who fail to follow the tone and/or direction of this policy will be spoken to by the Head Teacher.

### **Major Breaches of Discipline**

Major breaches of discipline include:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse
- refusal to work and disruptive behaviour in class

This type of behaviour is generally rare and it is the responsibility of the Head Teacher who will deal with it on a case-by-case basis.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

### **Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Head Teacher or Deputy Head Teacher as to future conduct
- Withdrawal from the classroom for a period of time
- A letter to parents informing them of the problem

- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being suspended and a child being taken home straight away.

### **Behaviour Monitoring**

This is used to record:

- Any serious incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents and absconding)

Exclusions must always be recorded. This book is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

### **Physical Restraint – see separate policy for details**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to the Head Teacher who will take immediate action to involve parents.

The Head Teacher or Deputy Head Teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies for example social care, educational psychology service.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by a team of Midday Supervisors.

The Supervisors must be treated with the respect expected by all adults at St Joseph's.

The Supervisors can refer to the Senior Midday Supervisor if problems occur. The Supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Any child who is physically aggressive or uses rude language is automatically removed from the playground to the NoP (Not on the Playground) club. Children who are sent to the NoP Club will be asked to reflect on their behaviour and complete a Behaviour Think Sheet (Appendix 2, KS1 and Appendix 3, KS2). The supervisors keep a note of children who misbehave. This information is transferred on the Behaviour Monitoring System which is monitored by the Head Teacher.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head Teacher straight away; this may result in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime. This will be followed, if necessary, by permanent exclusion.

### **Pupil Support System for Pupils who Display Continuous Disruptive Behaviour**

Children who are identified as requiring additional support in order to achieve good behaviour will be offered Social Skills intervention and an invitation to Lunchtime Chill Out Club. Children requiring more support will be put on an Individual Behaviour Plan (IBP) see Appendix 4. If despite the School's best efforts poor behaviour continues pupils, with parent's permission may be referred to external professional support. Support can include social/emotional skills counselling, Draw and Talk, work with the Educational Psychologist, referral to CAMHs, community paediatrician. Whilst St Joseph's recognises individual needs we still maintain the highest expectations of all our pupils.

### **Playground Book**

This book is for recording behaviour listed in the front of the book. The playground supervisor deals with all incidents, and records actions taken in the playground book. If a child's name is in the book three times the sanction is to withdraw the playground privilege for one lunchtime supervised by a member of the Midday Supervision Team.

### **School Clubs**

Children are informed, prior to starting any club, of the discipline rules in operation for the duration of the club.

Depending on the nature of the club the discipline rules may vary e.g. working in silence or quietly may not be appropriate for a maths investigation club where discussion is necessary.

The adult in charge of the club informs the group of their expectation of behaviour. Expectations should follow the School Code of Conduct.

If a child breaks the rules on more than one occasion the adult can withdraw the privilege of attending the club either permanently or for a period of time. Parents will be informed. All incidents, including behaviour incidents are recorded on the Club Incidents sheet located in the Club Folder outside the school office.

Only after re-negotiation with the child will the child be allowed to attend the school club.

At all times the Head Teacher can impose any such action if she considers it appropriate for the smooth running of the club.

### **Parents Responsibilities**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement

- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By ensuring that parental discipline is appropriate and within the law

### **A teacher may discipline a pupil for:**

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school. This includes incidents on social media and cyber-bullying

### **Staff Development and Support**

Staff will be given the opportunity to develop behaviour management skills. Continued Professional Development will include:

- Feedback and action points from lesson observation and learning walks
- Opportunities to observe a teacher with good behaviour management in their class or in the teacher's class
- A programme of individual support/intervention drawn up based on individual needs and supported by the SLT
- External courses
- See Behaviour Checklist for Teacher (Appendix 5)

### **Managing Pupil Transition**

Records of pupils who join St Joseph's will be read by the Head Teacher and class teacher before being filed. Parents of children entering Reception class will be invited to an individual transition meeting where any behaviour concerns can be raised. Children leaving Year 6, teachers and receiving school teachers will meet to discuss the individual needs of the children.

### **Organisation and Facilities**

The school will at all times strive to maintain a clean, ordered, well-resourced and welcoming environment.

### **Detention (outside school hours)**

Children will not be detained after school

### **Monitoring**

The Good to be Green card system is monitored by the PSHE Co-ordinator. Children who remain green all term have their names recorded on the scrolls of honour – displayed in the corridor. Playtime and lunchtime behaviour is monitored by the Head Teacher.

### **Support for Individual Pupils (SEND)**

If a child is identified as having special or additional needs, extra support will be provided during the school day, including lunchtimes and playtimes. Personalised timetables may be put in place and planning will cover what actions are to be taken when a child misbehaves. It is likely that outside agencies will be brought in to help support the child and staff.

### **Screening and Searching of Pupils**

#### **Confiscation of inappropriate items**

The **general power to discipline** enables a member of staff to confiscate a pupil's property as a form of discipline where the pupil's property is contributing to poor behaviour. The pupil's property will be returned to the pupil or their parents at the end of the day.

**Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

## **ANTI BULLYING POLICY**

### **Definition**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

At St Joseph's staff, parents and children work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

### **Bullying – including Cyber Bullying**

Under the Children Act 1989 a bullying incident could be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, the school may draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. If school staff feel that an offence may have been committed we will seek assistance from the police.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head Teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator at the local authority of the action taken against a pupil.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

The school will take part in raising awareness of bullying every year during Anti-Bullying Week. Work will be undertaken in classes and bullying will be the theme of assemblies that week.

Every two years a guest theatre company or speaker will be invited to ensure our anti bullying message maintains its high profile.

### **Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that may be why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act.
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Head Teacher.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at St Joseph's.
- If they own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Arrange a meeting between the bully and the victim.
- Separate discussions with parents of bully and victim.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s).
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition.
- As behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying. In order to identify incidents of bullying and the identities of bullies:
  - All staff watch for early signs of distress in pupils.
  - All staff listen, believe, act.
  - Posters in school advertising these measures and dissuading children from bullying.
  - The Childline telephone number to be displayed clearly in school.
  - The Head Teacher keeps a written record of bullying incidents.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

**Evaluation and Review Date**

The policy will be reviewed on a yearly cycle.

**Signed:** ..... **Date:** .....  
*Chair of Governors*

## Child's Name - Behaviour Report Card

### Morning Before School

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

### Class - am

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

### Morning Break

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

### Lunchtime - Dining Hall

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

### Lunchtime - Play

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

### Class - pm

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					



**St Joseph's Catholic Primary School  
Not on the Playground  
Behaviour Think Sheet - Key Stage 1**

Your Name: \_\_\_\_\_

Date: \_\_\_\_\_

Classroom

Playground

Other

What happened?

How do you feel?	How do you think others feel?
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How can you make it better?

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Head Teacher



**St Joseph's Catholic Primary School  
Not on the Playground  
Behaviour Think Sheet - Key Stage 2**

Your Name: \_\_\_\_\_

Date: \_\_\_\_\_

Classroom

Playground

Other

What happened?

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What choices did you make?

I chose to \_\_\_\_\_

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How were other children affected? \_\_\_\_\_

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What could you have done better to prevent your poor behaviour?

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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Head Teacher



## St Joseph's Catholic Primary School Individual Behaviour Plan

Child's Name: .....	Teacher: .....
Year Group: .....	SENCo: .....
SEND Stage: .....	Teaching Assistant: .....
	Date of Plan: .....
	Date of Review: .....

**Behaviour Targets:**

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- 
- 

**Methods and resources to meet targets:**

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- 
- 
- 

**Criteria for Success:**

- 
- 
- 
- 

<b>Positive Consequences:</b>	<b>Negative Consequences:</b>
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

# Behaviour Checklist for Teachers

## Classroom

- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display rules in the class – and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards in class
- Have a system in place to follow with all rewards
- Have a visual timetable on the wall
- Follow the school behaviour policy

## Pupils

- Know the names of the children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs

## Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines

## Parents

- Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones.