



Colyton Primary School

Behaviour Management

At Colyton Primary, we manage behaviour consistently, fairly and positively to help shape really good conditions for learning and minimise negative behaviours which can have such a wide-reaching impact on the child themselves, and on others around them.

We have three simple school **principles** and these are displayed in each class and in communal areas using communication in print so that they are accessible to all;

- We are caring and kind

- We are safe

- We try

To achieve this, the following systems are used (staff will use this guide in conjunction with the school Relational Policy and Practice Guide)

- Individual reward and consequence system

In each classroom, there is a visible display at the front of the classroom which acts as a visual reminder of the extent to which they, and their efforts, are valued. All children will start the day on 'Ready to Learn' and their names will be movable (e.g. on pegs). The wording of this scale is consistent in KS1 and KS2 as below:

<i>Amazing - go and see a Senior Leader</i>	<i>This would be HoS or DHoS in first place, or other senior teacher if not possible</i>
<i>Thursday Shout Out</i>	<i>Share this achievement in our Friday morning assembly</i>
<i>Wow - take a praise note home</i>	<i>A praise postcard should be given the same day earned</i>
<i>Great job - Team Points (5)</i>	<i>Children receive team points. When the team achieve 1000 team points they have a non-uniform day as a reward</i>
<i>Well done - have a sticker</i>	<i>Children receive a sticker as they have shown some good work</i>
<i>Ready to learn</i>	

This system is used in conjunction with the school and class rules, to minimise behaviour such as calling out, distracting others, rudeness to others and encourage behaviour such as settling quickly to tasks, presenting work beautifully, good manners.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption.

Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom provides a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation

with others. Praise is widely used to encourage good behaviour as well as good learning. Criticism should be a private matter between teacher and child.

Children will sometimes progress through stages sequentially but may also proceed straight to the top of the ladder if their behaviour merits it.

- Class-based reward system

In addition, each class has a system to reward the whole class for achievements they have made collectively, e.g. praise from a visiting sports coach, everyone remembering to bring in homework, good behaviour on a school trip. This will be a structure, e.g. marbles in a jar, where the class are working together to reach a collectively-designed 'treat'. These treats should be the equivalent of a maximum of one afternoon 'off-timetable', e.g. to have a class cinema with DVD and popcorn, a teddy bear's picnic.

- School-wide Team System

All children in school will be placed in one of five team groups. If children are awarded a team points, they should be given a ticket which can be added to the tub/chart and counted in class. These are collated by Team Captains/ Vice Captains each Friday to share the successes in school assembly. When a house group reaches 1000 points, they win a reward, e.g. non uniform day. They then re-start their collection while the other houses continue to work towards the line.

So that the house system has a very specific focus (separate to the other systems above), it is linked exclusively to Behaviour for Learning.

- Colyton Habits of Mind

Two children from each class will be chosen each week for their achievement the week before. This can be in any area, e.g. school work, homework, attitude, improvement. These are shared on a Friday in our Celebration Assembly. The certificates are linked to the skills of our Colyton Habits of Mind; Collaboration, Commitment, Creativity, Craftsmanship, Communication, Confidence, Curiosity.

- Pride of Colyton

During Friday's celebration assembly, one or more members of the school community will be awarded a Pride of Colyton Certificate and badge. This will be linked explicitly to one or more of the school values which this child has exemplified either in a one-off act or consistently or for standing out for exceptional acts of kindness, bravery or behaviour. Nominations for the award can be given by any member of staff (MTAs, office staff etc), parents or students.

- Recognition Boards

In each class you will find a Recognition Board. Here class teachers choose an area that a class need to develop. E.g. to put hands up rather than call out, to use kind words. The class share what it means to do this and then when children are recognised for this their name is added to the board. Names can be added more than once and the aim is for all of the children in the class to work collaboratively

to achieve the task. These are changed each half term or when everyone has been recognised for the action.

- Break and Lunchtimes

At break and lunchtimes children are supervised by teachers, TAs and MTAs. They follow the same rules as in class. At lunchtime students also follow the same Reward and Consequence System as in class. Children who demonstrate good or outstanding playground behaviour will be recognised for this in assembly with Lunchtime Behaviour Awards.

<i>Amazing - go and see a Senior Leader</i>	<i>This would be HoS or DHoS in first place, or other senior teacher if not possible</i>
<i>Wow - Lunchtime Praise Note</i>	<i>A praise postcard should be given the same day earned</i>
<i>Great job - Team Points (5)</i>	<i>Children receive team points. When the team achieve 1000 team points they have a non-uniform day as a reward</i>
<i>Well done - have a sticker</i>	<i>Children receive a sticker as they have shown some good work</i>

We recognise at lunchtimes games can quickly not go to plan and children may need to take some time away from the playground. When this is the case we follow the procedure below.

<i>Ready to play</i>	
<i>Check in</i>	<i>Is behaviour ok? Does the child need some adult intervention or help? Support</i>
<i>Take some time out</i>	<i>During a break 'time out' children will either spend time with a class teacher in class, spend time at the bottom of the steps of the staff room or some time in the library. During this time they can take some calming breaths or activities that would re-regulate and have the chance to re-set.</i>
<i>Speak with the class teacher</i> <i>Phone Call Home</i>	<i>When behaviour escalates or a child needs some additional support from a class teacher the teacher will help the child to re-set and set clear expectations of how to behave at break times. If this behaviour persists then a joint plan with parents will help the child to understand the best way to behave.</i>

