

Managing behaviour at Harpfield Primary

This should be read in conjunction with the CET Behaviour for Learning Policy and Anti-bullying Policy.

There are some key features that underpin our work in this area:

- ✓ The UN Convention on the Rights of the Child is at the heart of our ethos and culture. We uphold the principles of equality, dignity, respect, non-discrimination and participation.
- ✓ A positive approach to behaviour management where all who work in the school contribute effectively will result in higher levels of attainment and better progress for all pupils and provide a safe, supportive and purposeful learning environment for all. This will be best achieved in the framework of a structured, positive system based on praise for making the “right” choices about behaviour. A positive approach will encourage good attitudes, rewards and praise, set good examples and have consistently high expectations of all who work here. Success will be celebrated.
- ✓ Teachers have the right to teach and children have the right to learn. When children’s behaviours prevent one of these two from happening it is the adult’s responsibility to deal with the issue.
- ✓ Our behaviour management system follows the principles of a behaviourist approach to modifying behaviour. We reinforce the positive and deal clearly and promptly with the negative.
- ✓ All children at Harpfield have the ability and the maturity to make informed choices about their behaviours. Should they choose to make the wrong decision then they choose the consequence.
- ✓ Informing our work are:
 - High expectations
 - Specific praise
 - A manner which deals calmly with all situations
 - Assertiveness and not aggression
 - Conflict resolution
 - Outstanding models of behaviour from all adults
- ✓ How it works:
 - We keep rewards separate from consequences. We never take away a reward a child has earned.
 - When a child deserves a reward we are specific and immediate.
 - We give lots of praise – it does improve a child’s chances of choosing the correct behaviour.
 - We congratulate them!
 - We have 4 clear rules
 - Follow instructions given by an adult
 - Keep hands, feet and objects to yourself
 - Keep safe
 - Show respect to our school environment

CLASS DOJO – REWARDS

A 'Dojo' can be given to children by any member of staff including office staff, kitchen staff to reward good behaviour/acts. It is important to reward the ordinary. i.e. good work, good answers, good manners, walking sensibly, listening skills etc.

- After **50 Dojos**, the child receives their first **bronze sticker**. Once they have received a **further 50 Dojos (100 Dojos altogether)** they are given a **bronze certificate and badge** in assembly. The same process is repeated for silver and gold:
- Silver: After a further **50 Dojos (150 altogether)**, the child receives their **silver sticker**. Once they have received a further **50 Dojos (200 altogether)** they are given a **silver certificate and badge** in assembly.
- Gold: After a further **50 Dojos (250 altogether)**, the child receives their **gold sticker**. Once they have received a further **50 Dojos (300 altogether)** they are given a **gold certificate and badge** in assembly.

When all the children in a class receive:

- A bronze /silver /gold certificate, the class are awarded with an activity of their choice for one hour.

(This does not apply to new arrivals, a class will not need to wait until a new child has their Dojos to receive their class award).

Rewards are given regularly but that **only one** Dojo is given at a time unless given by the head teacher.

SANCTIONS

- If a child is not following instructions then they will be reminded of expectations.
- If a child persists then they have chosen a warning. The language is clear here: it is the child's choice not yours. We remind the child of our expectations and the rule they have broken. E.g. "I asked you to sit up, look this way and stop talking. You haven't followed my instructions and have therefore chosen a warning." We mark the "Consequence" sheet with the appropriate code (N – not following instructions or H – hands/feet/object).
- We have a clear system that is known to all the children.
 - The first warning is given and marked on the sheet.
 - The second warning means the child works on their own within the class (find a seat away from others).
 - After the third warning the child takes their work to another room and the red book which records the warnings given (N/R, Y1/Y4, Y2/Y5, Y3/Y6) for a short period. When the child returns to the class they should be settled down and told to get on with their work/activity. We remind them of the consequence of a fourth warning.
 - For the fourth warning the child is sent to the headteacher with the red book (the record of 4th warnings issued kept by the class teacher). If the headteacher is not available then the deputy headteacher substitutes. The child will be spoken to and explained that one more warning will result in their parent being contacted by the headteacher with immediate effect.
 - Fifth warning – sent to the headteacher and parents informed via telephone conversation, letter or face to face meeting.