



POSITIVE BEHAVIOUR POLICY

Alderman Cogan's is a Voluntary Aided, Church of England Primary School offering a comprehensive Christian primary education to families in East Hull.

The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically.

This is the context in which this policy is written.

This policy was written in the Spring Term 2011 and reviewed in 2013 and 2015. It will be reviewed again in the Summer Term 2017.

ALDERMAN COGAN'S CE PRIMARY SCHOOL

Positive Behaviour Policy

" A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes."

("Discipline in schools" - Lord Elton)

The central purpose of this policy is to encourage good behaviour rather than simply punish bad behaviour. Much of the research and guidance on which this policy is based can be found in Appendix 1.

Aims and Principles

- To develop high standards of work and behaviour which can be constantly and consistently praised and rewarded.
- To help pupils develop attitudes towards people and situations which are unselfish, outgoing and caring and enable them to live congenially within the community.
- To encourage everyone to listen with respect to one another and endeavour never to damage another's' self-esteem.
- To encourage pupils to take pride and responsibility in caring for their environment.
- To develop an understanding of what is right and wrong and what is fair and unfair.
- To keep parents and those with parental responsibility fully and clearly informed of their child's progress and behaviour, be it acceptable or unacceptable.

Therefore our School Behaviour Code is as follows:

AT ALL TIMES

- We will follow instructions
- We will act with care and consideration to all people
- We will care for and take pride in our school.
- We will act honestly.

Unacceptable Behaviour

At Alderman Cogan's CE Primary School, there is no place for violence, bullying, harassment, (racial, sexual or other), vandalism, rudeness, or bad language within our school community. This will always be discouraged.

Classroom Rules and Routines

At the beginning of the school year teachers will establish their expectations for classroom behaviour clearly. Any rules will be simple and, where the maturity of pupils allows it, arrived at with their help. A few simple and positive rules will be displayed on the classroom wall; eg we follow instructions, we take turns, we work quietly etc.

Well organised classrooms / materials and clearly structured lessons are fundamental to achieving good order. Teachers will consider classroom groupings and layout carefully. They will avoid situations which may cause problems, eg sitting two children with known behavioural problems close together, asking children to sit on the carpet for too long, asking children to work in cramped conditions etc.

Teachers will establish clear classroom routines. For example, they will let children know if they should raise their hands for someone to come and help them. Teachers will make clear how they will indicate that they want everybody's attention in each lesson; eg standing in a certain position in class, raising an arm, blowing a whistle in PE etc. Pupils will be told which items of equipment they can get independently and where they are kept. They will also be told which items they must ask permission to find and use.

Teachers will use a visible method to show good behaviour, either with the use of stamps, stickers or house points and / or a behaviour chart.

Wherever possible, the class teacher will deal with any behaviour difficulties themselves - (referring them upwards for petty misbehaviour can undermine the teacher's authority and escalate issues unnecessarily).

Teachers will discuss behaviours with the pupil and the effect it has on themselves and others. With older pupils, positive group discussion of behaviour problems may be used as peer pressure is often more effective than adult censure. These discussions will be used to encourage maturity and responsibility, not as a punishment.

General Guidance

All members of staff will give a lead in dealing with children and reinforcing good behaviour, achieving consistency by following the various behaviour codes, (see Appendix 2).

All staff and other adults will treat all children with equal respect, being polite and calm, raising their voice rarely.

Good behaviour will be praised; unacceptable behaviour will be dealt with quietly and calmly.

The names of children behaving well should be said frequently. The names of children displaying poor behaviour should be said as little as possible.

It is important to:

- Avoid confrontation
- Avoid physical contact with a pupil, (see below for circumstances where controlled restraint may be used as a last resort).
- Criticise the behaviour not the child
- Allow the child to save face by giving them the option to change to more appropriate behaviour.

Responsibilities:

The Leadership Team

The *Governors and Senior Leadership Team* will work towards the aims of this policy by:

- taking a lead in fostering an appropriate ethos
- monitoring, reviewing and reporting on behaviour throughout the school, (see Appendix 3)

Staff

Staff work towards the school aims by:

- providing a challenging and stimulating curriculum to enable each child to achieve high standards
- being aware of the needs of the individual child
- enabling children to take responsibility for their behaviour
- being positive role models
- providing opportunities for children to discuss behaviour
- working as a team with shared philosophy.

Pupils

Pupils will work towards the school aims by:

- contributing to the development of the schools policy of behaviour by following the Codes of Conduct and School Rules
- attending school regularly
- being punctual
- being organised
- taking responsibility for their own behaviour.

Parents

Parents can work towards the school aims by:

- signing the Home School Agreement, which specifies the commitment of both parents and staff towards furthering the aims of this policy
- ensuring children attend regularly and punctually
- providing prompt notes to explain all absences
- providing support for the discipline within the school
- being realistic about their children's abilities and offering encouragement and praise
- taking part in discussions concerning their child.
- taking appropriate active interest in children's learning by supporting where appropriate, for example: hearing reading, helping with spellings and learning times tables
- allowing children to take increasing personal and social responsibility as they progress through the school
- accepting a shared responsibility with the school for the conduct of their children.

Learning Logs

Parents will be kept regularly informed of their child's progress and attitude towards school through weekly comments in the pupil's learning log.

The school is keen for this to be a two way communication process and encourages parents not only to sign their child's log but to add comments if they wish.

Reward Systems

House points: Each member of the school community will be assigned to one of four houses. Teachers will award house points for good work, trying hard and a having a positive or improved attitude towards their learning.

When 50 house points are achieved then a house badge will be awarded. Subsequent house points can be 'spent' on small prizes for a set number of points or saved towards a more substantial prize.

As a guide, teachers will be encouraged not to award more than ten points per pupil per week.

In addition, the house points will go to the total for the house and rewards given to the winning house at the end of each term.

Good Work Certificates: During Praise assembly on a Friday pupils will be chosen to show good work, etc., and be rewarded with good work certificates.

Learner of the Week Medals: There will be a weekly 'Learner of the Week' award for each class which will recognise behaviour which has enhanced a child's ability to learn. Each Learner of the Week will be given a medal to wear for the week.

Sanctions

The following procedures will be used to combat unacceptable behaviour in the school:

Classroom Sanctions Structure

1. Initially the teacher will use verbal and non-verbal warnings and reprimands for minor misbehaviour.
2. If these warnings and reprimands go unheeded then the child will be given a formal warning.
3. If the misbehaviour continues then the teacher will issue a sanction
4. If a child receives a sanction in the classroom then it is recorded by the teacher and dated.
5. If a child receives three sanctions in close succession then the Phase Leader will be informed.
6. The Phase Leader will have an initial discussion with the child and advise them on strategies to improve their behaviour, consequences for compliance and non-compliance and arrangements for checking their future behaviour.

7. If the child receives another sanction then the Phase Leader will be informed and they will contact the parent to arrange a meeting to discuss the problem.
8. The child, parent, class teacher and Phase Leader will meet and hopefully agree a way forward with consequences for compliance / non-compliance. Where an agreement cannot be reached the head or deputy head will be involved.
9. If there is still no improvement in behaviour following this meeting then the child will be referred to the deputy head and after discussion with all people involved, a report system will be put in place. This report system will be for the deputy head and parent to monitor. It will be reviewed regularly by the deputy head and parent. Where appropriate, outside agencies will be involved.
10. If there is still no improvement in behaviour the child will be referred to the head. The head will involve outside agencies as appropriate.
11. The head's ultimate sanction will be Exclusion, either fixed-term or permanent. The school will work hard with parents and other agencies to avoid this outcome and will hold a PSP meeting if necessary, (see Appendix 4 for more detail).

More serious misbehaviour

Some misbehaviour will result in immediate involvement of the head or deputy.

Examples of this more serious behaviour are as follows:

- a) Violent behaviour
- b) Use of abusive, threatening or foul language
- c) Deliberate damage to equipment
- d) Theft
- e) Recurring disputes which take a long time to resolve

Sanction Serving

1. Sanctions are issued at the discretion of the class teacher and will be different for different children, depending on individual circumstances and agreed phase arrangements.
2. If the teacher decides to make use of the removal of playtime for a child they should be escorted to the agreed 'Playtime Sanction Room' at the appropriate playtime.
3. The 'Playtime Sanction Room' will be manned by members of staff on a rota basis.
4. Each child will be seated in silence on the floor, facing the member of staff. They will be expected to sit with arms folded and legs crossed, (unless they have a recognised physical condition which prevents this, eg broken leg). When in the 'Playtime Sanction Room' each child is expected to sit in the expected manner otherwise there is further loss of playtime for one day.

5. The member of staff who issues the sanction will determine the length of time the child has to remain in the room.
6. At the end of playtime the children serving the sanctions will be escorted to their class lines, ready for the next session by the member of staff on duty in the sanction room.

Lunchtime Guidance, Rewards and Sanctions

Guidance for lunchtime behaviour

Lunchtime leaders will be given opportunity to come into school and be seen to be valued and respected by staff. This is in an effort to promote the children's respect for them as people and for their role in the school.

Children who are staying for lunch in the nursery are served their meals at 11.30am in the nursery itself.

Children in Foundation Stage 2 will go to the toilet, wash their hands and be brought to lunch at 11:50 each morning by classroom staff. They will be met by lunchtime leaders who are specific to them.

- Children will be seated if they are eating packed lunch.
- Children who are having a school meal will be helped to make their choices and take their meal to the table.
- They will stay at their table until the lunchtime leader or a lunchtime buddy is able to escort them back to their area.

Year One children will go to the toilet, clean their teeth, wash their hands and be escorted to the dining hall by a member of the classroom staff for 12:00.

Year 2 children will go to the toilet and wash their hands at 12:00. They will be collected and escorted to the dining hall by a lunchtime leader.

Children from Years 3 to 6 will go to the toilet, wash their hands, clean their teeth and go out onto the playground at 12:05. They will be collected from the playground on a rota basis by a lunchtime leader and escorted into the dining hall.

Children from the upstairs corridor will bring their packed lunch boxes downstairs at the beginning of lunchtime and take it back upstairs as they begin afternoon school. There should be no child upstairs over the lunchtime period unless supervised by a member of staff.

With the exception of children in the Foundation Stage, children will finish their meal, tidy up after themselves and then go out onto the playground until 1pm.

Playground rules will be applied.

Lunchtime Rewards

Stickers and Dinner Merits: Rewards will be given for good behaviour throughout the week, including stickers and dinner merits.

Milkshake Tokens: During the week lunchtime leaders will choose two children each day to have a milkshake treat on a Friday. They will be given a 'Milkshake Token' with their name on it which can be stored in their classroom. Children will be chosen on the basis of showing good table manners and for following the lunchtime rules.

On a Friday, those children chosen to have the milkshake treat will bring their token to the dining hall and will be given a milk shake to have with their dinner.

Lunchtime Sanctions

- If a child breaks a rule he/she is given a verbal warning.
- If there is a repeat offence they are asked to stand against the wall for two minutes in order to calm down.
- If the behaviour continues to cause concern the child will be reported to the Senior Lunchtime Leader
- All lunchtime leaders will report persistent misbehaviour to the Senior Lunchtime Leader who will keep a written record.
- At the discretion of the Senior Lunchtime Leader, where the misbehaviour warrants it, the child will be brought to the head and deputy who may issue a 'Playtime Sanction'
- If a child's misbehaviour continues to cause concern then the head or deputy will contact their parent(s). They could be warned that on the next incident their child will not be allowed to stay at school for lunchtime for a period of one week. Parents will be given the opportunity to make alternative arrangements.

Wet Lunchtime Procedure

After lunch all children go to their own classrooms and are supervised by the Lunchtime Leaders

Playtime Guidance, Rewards and Sanctions

Playtime Rewards: All staff will be involved in awarding pupils house points to any pupil for showing politeness and consideration for others at playtimes.

Playtime Sanctions:

- If a child breaks a rule he/she is given a verbal warning.
- If there is a repeat offence they are asked to stand against the wall for two minutes in order to calm down.
- If unacceptable behaviour persists the child is escorted in to sit in the 'Playtime Sanction Room'
- When in the 'Playtime Sanction Room' each child is expected to sit in the expected manner otherwise there is further loss of playtimes for one day.
- Where a child is unable to comply with the expectations despite the above interventions the head or deputy will be informed and they will take any necessary action.

Wet Playtimes Procedure

The teacher on duty makes the decision regarding indoor playtime and informs the rest of the staff.

All pupils remain in their own classrooms seated with a wet playtime activity. Staff should help each other to get a short break by sharing responsibility for supervision between themselves.

Use of Physical Restraint

The school has trained some staff in Team Teach Positive Handling and has discussed the essence of this training with other staff. Any Physical Intervention used by staff must be in accord with the idea of 'reasonable force' and used only **as a last resort** once all other strategies have been exhausted.

Where physical restraint is used, a calm, considered approach to the situation is needed. When circumstances justify, *teaching and other authorised* staff can:

- Physically interpose between pupils.
- Use Holding, Pushing, Pulling.
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- (In extreme circumstances) use more restrictive holds.
- Use any necessary action consistent with the concept of 'reasonable force'.

Types of incident where the use of 'reasonable force' may be necessary fall into three broad categories:

1. Action due to imminent risk of injury

2. Action due to developing risk of injury or significant damage to property
3. Action where a pupil is behaving in a way that is compromising good order and discipline.

Physical interventions can be placed in two broad categories:

- **Emergency Interventions**

Emergency interventions will involve staff employing, where necessary, one or a combination of intervention strategies in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running onto a road).

- **Planned interventions**

Planned interventions involve staff employing, where necessary, one or a combination of intervention strategies as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan and will be reviewed half-termly. Permission of parents / guardians will be sought before initiating this as an accepted response.

Reporting and Monitoring of incidents is of paramount importance for the protection of staff and pupils and will be completed within 24 of physical restraint being used.

J. Sutherland

Headteacher _____

Date Summer Term 2015

ALDERMAN COGAN'S CE PRIMARY SCHOOL

Positive Behaviour Policy

Name of Child:

Class:

Signature of Parent/Guardian:

Please sign to confirm that you have read this policy and return the slip to your child's class teacher.

SECTION 1

A, B, C = Antecedents, Behaviour, & Consequences

Antecedents cause behavior, and behaviour has consequences. Antecedents are actions or environmental conditions that cause a child to behave in a particular way. For example, when one child physically invades another child's private space, this is the antecedent for the other child's behaviour, which may be a forceful verbal or physical reaction against the unwelcome intruder. The behaviour then results in the consequence of the intruder's own protests, the teacher's intervention, or both.

Teachers can avoid situations like this by the way they arrange a classroom. Strategic chair arrangements and adequate working space allow the children to have greater physical movement and reduce the likelihood of children approaching each other too closely, or in an uninvited or unwelcome manner.

In addition to a well-designed environment, children need rules. Rules establish a unified standard of behaviour, by which all must live and learn.

If teachers can anticipate and control the antecedents through establishing an appropriate environment and rules, they can help to manage children's behaviour.

SECTION 2

Government Guidance

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The school behaviour policy should therefore not only specify what sanctions are available to staff, but also how positive behaviour will be reinforced through praise and rewards.

The Elton Report noted that a rewards/sanctions ratio of at least 5:1 is an indication of a school with an effective rewards and sanctions system.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of credits, merits and prizes can also be used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour.

Praise and rewards may be for an individual pupil, whole class or year group. It is advisable to pay attention to those who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. As noted in the *Learning Behaviour* report,

this can help improve relations with parents who have become tired of receiving letters and phone calls when things go wrong. Staff should also monitor any emerging patterns – revealed through, for example, an annual behaviour audit or a routine recording system – in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias.

Praise and rewards can also be used to help reinforce a school's efforts to tackle one particular aspect of behaviour. For example, if a school has particular concerns over prejudice-driven bullying, it might actively seek to praise and reward pupils who, rather than acting as passive bystanders, act positively in standing up against such behaviour. Or, if there are concerns about misbehaviour on journeys to and from school, on work placements or at external sports events, praise and rewards might be targeted, particularly on pupils who make efforts to act as positive ambassadors for the school. Celebrating good pupil behaviour outside school may also help in ensuring that some pupils who do not usually receive praise in school are singled out for recognition.

The *Learning Behaviour* report highlighted several key aspects of good practice in the use of both rewards and sanctions. As indicated in the report, schools should have an appropriately wide range of sanctions. It will help if there is also a scale of disciplinary sanctions allowing responses which are reasonable and proportionate. The school-behaviour policy should explain the reasons why these disciplinary sanctions are used.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

One way of developing an appropriate scale of sanctions is to use a whole-school staff-training session or formal discussion on the different forms of misbehaviour. This can help build agreement about what are low-level misbehaviours (for example, only requiring a quiet reprimand), and what are serious misbehaviours (requiring referral to senior staff and a range of intervention strategies). The training objective is to ensure shared understanding of proportionate and differentiated sanctions, and the thresholds for their use.

Staff need to apply sanctions consistently and fairly. Schools should monitor the overall impact of their sanctions by age, ethnicity, gender, special educational needs and disability (which would not mean monitoring every individual sanction, however small, but rather taking reasonable steps to get a picture of whether overall any particular groups of pupils are disproportionately affected). Such information is, for example, required as part of a school's disability-equality, race-equality and gender-equality schemes. Schools should be aware that failure to monitor the use of sanctions in this way might leave them open to legal challenge. Any patterns revealed which raise concerns about the application of the policy against the principles can then drive amendments to practice.

Sanctions are more likely to promote positive behaviour if pupils see them as fair. The guidelines to staff for implementing the school's behaviour policy should therefore advise them to:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour (i.e. a learning outcome)
- when appropriate, use sanctions to put right harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour

SECTION 3

Highlands Education – Points Arising from Research

Factors contributing to good behaviour in schools include:

- a whole-school approach
- high expectations
- warm teacher-pupil relationships
- a high-profile head-teacher
- class teachers taking key responsibility
- good communication with the local community
- positive behaviour which is coached

Learning and teaching for good behaviour:

- Teaching should be interesting and varied and offer pupils a degree of choice
- Account should be taken of pupils' preferred learning styles
- Pupils should feel involved in the learning and teaching process
- Expectations should be regularly reinforced and should be realistic but challenging
- When pupils feel that they are succeeding they are less likely to be disaffected
- Celebration of success of all kinds should be a part of classroom and school life
- Lack of challenge can lead to boredom, which can contribute to poor behaviour

- Effective use of ICT can contribute towards good behaviour

Positive Teacher behaviour:

- The teacher's every word and action should be based on the assumption that all pupils can achieve whatever is to be learned
- Teachers should be alert and show that they know what is going on in the classroom
- Work should be organised in a smooth but brisk way with clear appropriate deadlines
- Inattentive pupils can be questioned to bring them back on track
- Physical proximity to unsettled pupils can help
- Involving pupils in aspects of classroom management can help
- Using humour has been shown to have a beneficial effect on pupil attitudes
- Praise and reinforcement of effort/strategies/success are important, but should be dependent on performance and used with discrimination, so that pupils value them
- Teachers should model good behaviour patterns
- When pupils arrive in the classroom, initial contacts should be positive
- An instruction forbidding something should be phrased positively and constructively
- Certain behaviours might be ignored if they will not damage the work of the class
- The certainty of consequences is more important than their severity

SECTION 4

Assertive discipline

Assertive discipline is a structured, systematic approach designed to assist teachers in running an organized, teacher-in-charge classroom environment. Based on research and the foundations of assertiveness training and applied behaviour analysis, Lee and Marie Cantor developed a common sense, easy-to-learn approach to help teachers become the captains of their classrooms and positively influence their students' behaviour.

The Cantors believe that you, as the teacher, have the right to determine what is best for your students, and to expect compliance. No pupil should prevent you from teaching, or keep another student from learning. Student compliance is imperative in creating and maintaining an effective and efficient learning environment. To accomplish this goal, teachers must react assertively, as opposed to aggressively or non assertively.

Assertive teachers react confidently and quickly in situations that require behaviour management. They have a few clearly stated classroom rules and give firm, clear, concise directions to students who are in need of outside control. Students who comply are reinforced, whereas those who disobey rules and directions receive negative consequences. Assertive teachers do not see students as adversaries, nor do they use an abrasive, sarcastic, hostile style. Neither do they react in a passive, inconsistent, timid, non directive manner.

Assertive teachers believe that a firm, teacher-in-charge classroom is in the best interests of students. They believe that the students wish to have their behaviour directed by the teacher. The Cantor's state that society demands appropriate behaviour if one is to be accepted and successful. Therefore, no one benefits when a

student is allowed to misbehave. Teachers show their concern for today's youth when they demand and promote appropriate classroom behaviour. Additionally, teachers have the right to request and expect assistance from parents and administrators in their efforts.

More than being a director, assertive teachers build positive, trusting relationships with their students and teach appropriate classroom behaviour (via direct instruction...describing, modeling, practicing, reviewing, encouraging and rewarding) to those who don't show it at present. They are demanding, yet warm in interaction, supportive of the youngsters, and respectful when addressing misbehaviour. Assertive teachers listen carefully to what their students have to say, speak respectfully to them, and treat everyone fairly (not necessarily equally).

How to Use Assertive Discipline

1. Dismiss the thought that there is any acceptable reason for misbehavior (Biologically based misbehavior may be an exception).
2. Decide which rules you wish to implement in your classroom. Devise four or five rules that are specific and easily understood by your students.
3. Determine negative consequences for noncompliance (You will be providing a consequence EVERY TIME a student misbehaves). Choose three to six negative consequences (a "discipline hierarchy"), each of which is more punitive or restrictive than the previous one. These will be administered if the student continues to misbehave. The Canters recommend that you NOT continue punishing if talking with the youngster will help to defuse the situation.
4. Determine positive consequences for appropriate behavior. For example, along with verbal praise, you might also include raffle tickets that are given to students for proper behavior. Students write their names on the cut up pieces of paper and drop them into a container for a daily prize drawing. Even if a student is having a bad day, there is a reason to improve...s/he might get a ticket and have a chance at winning the raffle prize. Others might receive notes of praise to be shown to their parents.
Group rewards are also used. A marble might be dropped into a jar for each predetermined interval that the class as a whole has been attentive and respectful. When the jar is full, a special event is held. Some assertive teachers also write a letter of the alphabet on the board for each period of good group behavior. When the letters spell "Popcorn Party" (or some other activity), that event is held.
5. Conduct a meeting to inform the students of the program. Explain why rules are needed. List the rules on the board along with the positive and negative consequences. Check for understanding. Review periodically.
6. Have the students write the rules and take them home to be signed by the parents and returned (optional depending on age, language of parents, chances of forms being returned, etc.). Attach a message explaining the program and requesting their help.
7. Implement the program immediately.
8. Become skilled in the use of other assertive discipline techniques:
 - a. Communicate your displeasure with a student's misbehaviour, but then be sure to tell the student what to do. For example: "Bill, stop writing and pass your paper forward."

Notice that the teacher told the student what not to do, but also told the student what to do. Many students continue to display inappropriate behaviour when they have been told to discontinue because they do not know what they should be doing. Now that you have given a direction, you can reinforce the student for compliance or punish him or her for noncompliance. Be sure to add emphasis to your directions by using eye contact, hand gestures, and the student's name.

b. Recognize and quickly respond to appropriate behaviour. This quick action will encourage the students to display the desired behaviour more often. Be aware that some students may need to be reinforced quietly or non-verbally to prevent embarrassment in front of peers.

c. Learn to use the "broken record" technique. Continue to repeat your command (a maximum of three times) until the student follows your directions. Do not be sidetracked by the student's excuses. If the command is not followed, you might issue a choice to the student. This can be done after the first, second, or third request. Give the student a choice between following the command or facing a consequence for disobedience. For example: "Vince, you have a choice. You can sit down now or you'll sit with me after school (or during break)." If you find it necessary to implement the consequence, make it clear to the student that he or she made the decision as to which option will occur. The consequence should be administered quickly and in a calm, matter-of-fact manner. In the above situation, you would move through your list of negative consequences until the student complies.

d. Learn to use the "positive repetitions" technique. This is a disguised way of repeating your rules so that all students know what to do. Repeat the directions as positive statements to students who are complying with your commands (e.g. "Jason raised his hand to be recognized. So did Harold and Cynthia.").

e. Use "proximity praise". Instead of just focusing on the misbehaving students, praise youngsters near them who are doing the correct thing. It is hoped that the misbehaving students will then model that appropriate behaviour. The comments can be specific and obvious for younger students. More subtle recognition is required for adolescents.

f. Use proximity control...moving toward misbehaving students (younger kids). Invite adolescents into the hallway to talk to avoid embarrassment in front of peers (and the negative behaviour that will result if you engage in public chastisement).

g. If kids don't presently possess a desired classroom behaviour, teach it to them. This involves more than giving commands. Teach and role-play to promote responsible behaviour.

SECTION 5

Praise Be - research on effective praise

1. Background research on praise

Previous research has shown that praise influences the way in which pupils view their intelligence, how they approach tasks and how they react to failure. Studies have shown that teachers play an important role in praising pupils and that levels of pupil on-task behaviour increase as teachers increase rates of praise. The findings from this study suggest that *specific praise* can make a significant difference to pupils' learning.

Specific praise is effective because it provides informative feedback about what the pupils are doing and how they are doing it. This allows pupils to reflect on their learning and use it to guide future actions.

2. What are positive praise, specific praise, and on-task behaviour?

- **Positive praise** is an expression of approval or positive reinforcement about behaviour. It involves affirming a correct answer or positive feedback e.g. "well done", "nice job", "clever girl".
- **Specific praise** is an expression of approval which also contextualises behaviour by relating the praise to the actions taken by the pupil. It involves precisely stating or describing the praised behaviour e.g. "it is clear that your essay was thoroughly researched and provides quality evidence to support your conclusions".
- **On-task behaviour** means that pupils are getting on with work set by the teacher and following instructions.

3. Praise is an under exploited resource by teachers

The authors explain that praise is an under-utilised resource. In the classroom praise tends to be procedural and reactive to pupil's behaviour. **Research shows that the rates of praise in the average classroom are insufficient to affect pupil behaviour.**

4. What is the impact of praise on pupils?

This study found that both positive and specific praise had impacts on pupils, and conclude that **specific praise is the most effective form of praise.** The authors suggest that teacher praise can convey powerful messages to pupils and it is important that teachers have an understanding of the benefits their students can gain from using it correctly. According to their research, praise is effective when it is personal, genuine, relevant, descriptive and makes the link between behaviour and praise more explicit.

4a. Positive praise

The authors reported the following impacts:

- increase in pupils on-task behaviour; and
- pupils seemed happier.

4b. Specific praise

The authors reported the following impacts:

- significant increase in pupil on-task behaviour;
- teachers praise increased for both academic and social behaviour;
- teachers found that pupils were more settled in group work, willing to attempt difficult tasks and open to challenge;
- pupils' academic self-concepts increased;
- pupils were more aware of what made them successful at tasks; and
- pupils were more capable of dealing positively with failure when they received explanations about successful academic performance.

The researchers found that praise that was delivered in an artificial manner, unrelated to task and not providing specific information was least effective.

5. What impact did the use of praise have on teachers?

It wasn't only the pupils who benefited from the increased use of specific praise. All of the teachers involved in the study also reported changes in their behaviour. They:

- became more aware of the praise they gave, paying more attention to 'who' and 'what' they were praising;

- used both positive and specific praise reported more positive classroom atmospheres;
- found it easier to praise groups than individuals; and
- disapproval rates declined for teachers using specific praise.

6. What are the implications for teachers and leaders?

- It is worth thinking about the amount and quality of praise you give to your students. In what way could you adapt your use of praise to give students more specific information about both their academic and social behaviour?
- The findings from the study show that both specific and positive praise benefit pupil behaviour and can create a more positive classroom atmosphere. Could you introduce these findings to colleagues and encourage them to experiment with specific praise in their teaching - perhaps through peer coaching?

SECTION 6

An Effective Classroom Management Context

(these four things are fundamental)

1. Know what you want and what you don't want.
2. Show and tell your students what you want.
3. When you get what you want, acknowledge it.
4. When you get something else, act quickly and appropriately.

ROOM ARRANGEMENT

While good room arrangement is not a guarantee of good behaviour, poor planning in this area can create conditions that lead to problems.

The teacher must be able to observe all students at all times and to monitor work and behaviour.

Frequently used areas of the room and traffic lanes should be unobstructed and easily accessible.

Students should be able to see the teacher and board without undue turning or movement.

Commonly used classroom materials, e.g., books, stationery and student reference materials should be readily available.

SETTING EXPECTATIONS FOR BEHAVIOUR

Teachers should identify expectations for student behaviour and communicate those expectations to students periodically.

Rules and procedures are the most common explicit expectations. A small number of general rules that emphasize appropriate behaviour may be helpful. Rules should be posted in the classroom. Compliance with the rules should be monitored constantly.

Do not develop classroom rules you are unwilling to enforce.

School-Wide Regulations...particularly safety procedures...should be explained carefully.

Because desirable student behaviour may vary depending on the activity, explicit expectations for specific procedures are helpful in creating a smoothly functioning classroom:

Remember, good discipline is much more likely to occur if the classroom setting and activities are structured or arranged to enhance cooperative behaviour.

MANAGING STUDENT ACADEMIC WORK

- * Students must be held accountable for their work.
- * The focus is on academic tasks and learning as the central purpose of student effort, rather than on good behaviour for its own sake.

MANAGING INAPPROPRIATE BEHAVIOUR

- * Address instruction and assignments to challenge academic achievement while continuing to assure individual student success.
- * Most inappropriate behaviour in classrooms that is not seriously disruptive and can be managed by relatively simple procedures that prevent escalation.
- * Effective classroom managers practice skills that minimize misbehaviour.
- * Monitor students carefully and frequently so that misbehaviour is detected early before it involves many students or becomes a serious disruption.
- * Act to stop inappropriate behaviour so as not to interrupt the instructional activity or to call excessive attention to the student by practicing the following unobstructive strategies:
 - Moving close to the offending student or students, making eye contact and giving a nonverbal signal to stop the offensive behaviour.
 - Calling a student's name or giving a short verbal instruction to stop behaviour.
 - Redirecting the student to appropriate behaviour by stating what the student should be doing; citing the applicable procedure or rule.

Example: "Please, look at the overhead projector and read the first line with me, I need to see everyone's eyes looking here."

- More serious, disruptive behaviours such as fighting, continuous interruption of lessons, possession of drugs and stealing require direct action according to school rules.

PROMOTING APPROPRIATE USE OF CONSEQUENCES

- * In classrooms, the most prevalent positive consequences are intrinsic student satisfaction resulting from success, accomplishment, good grades, social approval and recognition.
- * Frequent use of punishment is associated with poor classroom management and

generally should be avoided.

* When used, negative consequences or punishment should be related logically to the misbehaviour.

* Milder punishments are often as effective as more intense forms and do not arouse as much negative emotion.

* Misbehaviour is less likely to recur if a student makes a commitment to avoid the action and to engage in more desirable alternative behaviors.

* Consistency in the application of consequences is the key factor in classroom management.

GUIDELINES FOR EFFECTIVE PRAISE

(Applies primarily to praise associated with instruction and student performance)

Effective Praise	Ineffective Praise
1. Is delivered contingently upon student performance of desirable behaviours or genuine accomplishment	1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment
2. Specifies the praiseworthy aspects of the student's accomplishments	2. Is general or global, not specifying the success.
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.	3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given for genuine effort, progress, or accomplishment which are judged according to standards appropriate to individuals.	4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides information to students about their competence or the value of their accomplishments.	5. Provides no meaningful information to the students about their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.	6. Orients students toward comparing themselves with others.
7. Attributes student success to effort and ability, implying that similar successes can be expected in the future.	7. Attributes student success to ability alone or to external factors such as luck or easy task.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.	8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc.

SECTION 7

How can teachers promote positive behaviour?

Psychoeducational theory is based on the individual psychology of Adler and attempts to promote positive behaviour. Adler's work basically states that we behave in a way that gratifies our needs. The fundamental belief of Psychoeducational theory is that it is the beliefs about the self which ultimately establishes the behavioural pattern of the individual (Arthur, Gordon & Butterfield, 2003). Within this theory it is claimed the best way to elicit positive behaviour is through development of positive self beliefs, long term behaviour change can only be established once negative self beliefs are changed (Arthur et al., 2003).

Goal-centered theory can also be used to promote positive behaviour, this is accomplished by encouraging students to feel they are valued within the classroom environment (Arthur, et al., 2003). This is a four part process, the first part of this process is a democratically negotiated set of class rules with clear logical consequences. The second part is conflict resolution techniques, such as group discussion and class meetings. The third part is systematic encouragement with the aim of all students feeling valued. The fourth part is planning for needs satisfaction, this should be very individualized to the needs and issues of each student (Arthur, et al., 2003). Systematic encouragement is demonstrated in the behaviour management notes where it is stated that encouragement and praise are offered for good behaviour.

Curwin and Mendler (1997) support a responsibility model over the discipline based model. The responsibility model proposes four main ideas, welcoming warm environment, democratic environment, clearly defined limits and encouraging conflict resolution skills. Curwin and Mendler (1997) admit this is a more difficult and time consuming model to implement, however they believe it worth the effort because self disciplined students are higher achievers and much simpler for teachers to work with. Holverstott (2005) offers a similar argument suggesting that increasing self-determination in students encourages more positive behaviour in the classroom.

Observational learning is another theory that can be implemented to encourage positive behaviour. All teachers should understand that they are modeling behaviour to their student at all times (Kauffman, Mostert, Trent & Pullen, 2006). Observational learning can also be implemented with students. A student is rewarded in front of other students for the behaviour that the teachers want to encourage, students will then learn vicariously to increase the desired behaviour. This technique can be utilized when minor misbehaviour is accruing, a teacher can ignore the misbehaviour and reward another student for their positive behaviour in order to distract the misbehaving student and reinforce the desired behaviour (Kauffman et al., 2006). Observational learning could be said to be in use in the behaviour management notes where encouragement and praise are offered for good behaviour, this positive reinforcement may be vicariously teaching other students the behaviour that is desirable.

The final theory for enhancing positive behaviour is rewards theory, this theory works by offering students small rewards for positive behaviour, such as stickers or points that can be collected for some larger reward (Akin-Little, Eckert, Lovett & Little, 2004). This theory can be seen in behaviour management notes where students are awarded credits which, when accumulated, allow them to go on a trip at the end of the school year. This theory has attracted some controversy as not everyone supports it, however Akin-Little et al. (2004) study found it to be a useful technique when implemented correctly. When implemented incorrectly it may reduce intrinsic motivation. This theory can also be implemented in groups where a whole group of student receive reward or punishment based on the behaviour of the whole group (Demersseman, 2004). This system can be problematic for two reasons, students who do not misbehave and are punished may come to resent their teacher and students who do misbehave may be pressured by other students and this may lead to them becoming social outcasts (Demersseman, 2004).

How can teachers pre-empt misbehaviour?

In answering this question it must be remembered that all of the above answers to the first question are also relevant to this question as any increase in positive behaviour should assist in reducing misbehaviour. Moore, Anderson and Kumar (2005) believe that some behaviour interpreted as misbehaviour is actually escape behaviour. The task set is either too difficult or too simple and therefore does not engage to student and student misbehaviours to avoid the task. Hence, their proposal to pre-empt misbehaviour is to ensure the task matches the students' abilities to a level which is challenging, however, still within the student's capacity.

Another theory that offers solutions to student misbehaviour is interpreting the acting-out cycle, this theory states that the teachers should monitor misbehaviour until the cycle of it can be understood. Once the acting-out cycle is known, interventions can be made much earlier before behaviour reaches the level which is considered misbehaviour (Kaufman et al. 2006).

How can teachers deal with misbehaviour?

One of the theories that can utilized in dealing with misbehaviour is based on behaviourism, Kauffman et al. (2006) describe three ways in which behaviourism can be utilized in dealing with misbehaviour. These are extinction, response cost punishment and punishment by presenting aversives. Extinction is designed to make the undesirable behaviour become extinct, this is accomplished by removing any reward or reinforcement the student was receiving for the undesirable behaviour. This theory requires that the teacher first identify the reinforcer and this is not always a simple task as it may not be obvious (Kaufman et al. 2006). Response cost punishment is another behaviourism based way of dealing with misbehaviour. This type of punishment involves a cost to the misbehaving student, such as the loss of something which is of value to them, for example a part of their lunch break (Kaufman et al 2006 65). Punishment by presenting aversives is the final behaviourism solution to misbehaviour to be discussed, it involves reprimands or timeouts (Kaufman et al 2006). An example of response cost punishment

can be seen in behaviour management notes when the teacher took one minute off the student break because they would not behave as they were being dismissed from class. This was further demonstrated when the two students whom were fighting were given a 20 minutes detention. Salend and Sylvestre (2005) held that poor classroom behaviour could be improved by implementing teaching strategies which are interesting, motivating and challenging. This belief comes from the hypothesis that misbehaviour comes from classrooms where class work is not well matched to the students abilities or the students find the work uninteresting or unmotivating. This lead students to disengage and this in turn leads to misbehaviour. Salend and Sylvestre (2005) further indicate that in some cases it is a lack of social skills which lead to misbehaviour and improving social skills such as group work and learning appropriate social interaction will improve a student's behaviour. This may have been useful for the fighting students in the behaviour management notes, there is the possibility that these student did not have the social skills to deal with the situation they found themselves in and improving social skills may have avoided the problem.

In regards to punishment, Spitalli (2005) states that avoiding some of the disciplining pitfalls is just as important as the discipline used. He therefore offers a list of ten do not do's to assist teachers; 1. Never punish the many for misbehaviour of a few; 2. Never use school work as punishment; 3. Never bully students; 4. Never lower grades as punishment; 5. Never use coercion to teach; 6. Never use profanity; 7. Never rant and rave; 8. Never use sarcasm; 9. Never send students to the principal for minor infractions; 10. Never ask a student to repeat unacceptable language. Spitalli's rule number one has been broken in the behaviour management notes when the teacher keeps all students from going to their break because a few are misbehaving.



Alderman Cogan's CE Primary School

Toilet Code

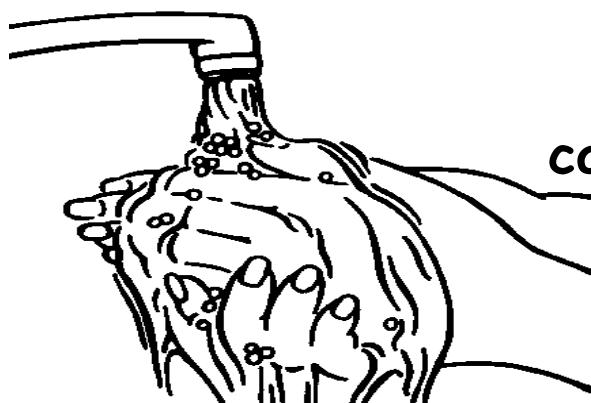


At ALL times:



We will leave all food and drink outside the toilets.

We keep our feet on the ground at all times.



We wash our hands carefully, making sure we keep the water in the bowl.



Alderman Cogan's CE Primary School

Corridor Code

At ALL times:

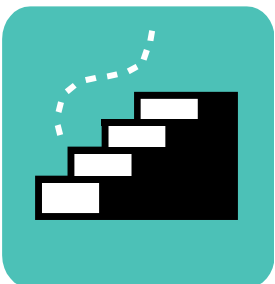


We will walk on the left in single file.

We will behave sensibly and use quiet voices.



We will take extra care to follow these rules on the stairs



Alderman Cogan's CE Primary School

Lunchtime Rules



We will follow instructions.

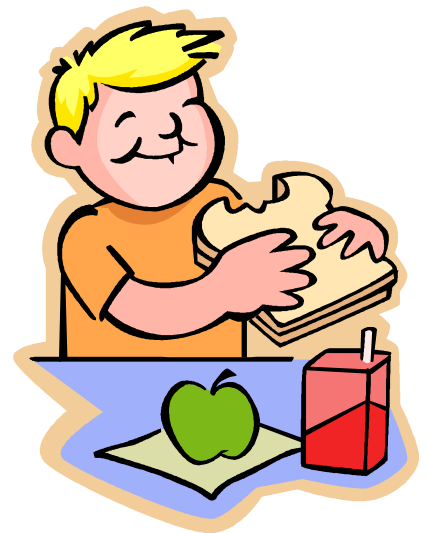
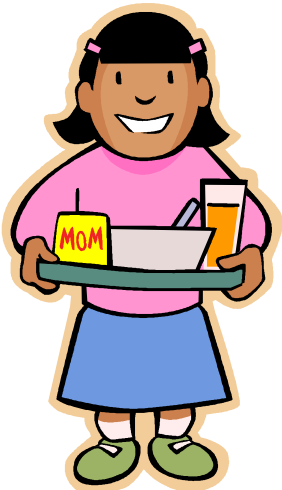


We will treat **EVERYBODY** with respect.

We will speak quietly.

We will have good table manners.

We will tidy away when we have finished eating.





Alderman Cogan's Playtime Rules

At the beginning of playtime we go to the toilet, collect our coats (and fruit) and go outside.

We play in a kind and friendly way within the boundaries on the playground.



We play with our own small balls or agreed class equipment.



We put apple cores or fruit peel in the bins

We tell a member of staff if we are hurt, worried or upset.



When the first whistle goes we stand still.

When the second whistle goes we walk to our line and wait in silence until our teacher takes us in.



Playtime rules- teacher guidelines

1. 'Within the boundaries' means no wall, no slopes, no bars, no flower beds, no mud. Children should not be allowed into the car-park to retrieve equipment.
2. Children to use own soft balls or other agreed equipment from their playtime box and be responsible for taking it in.
3. A class at a time from Years 2 – 6 to use the tyres.
4. A timetabled group at a time from Years 2 –to use the climbing frame.
5. Playground buddies from Years 4, 5 and 6 will be appointed to help children make friends, escort children into school when the teacher allows it or teach them rules to a particular playground game.
6. Children are asked to go to the toilet, wash their hands before playtime and Key Stage 1 children collect fruit from the large boxes at the doors before they go outside. Children will only be allowed back in to school at the teachers' discretion.
7. Fruit should only be eaten outside and peel / cores should be put in the bin.
8. At the end of playtime the teacher on duty will tell a Playground Buddy to let the staff inside know that the whistle is being blown.
9. The teacher on duty will blow the whistle once for the children to stand still and a second time for the children to walk to their lines.
10. A member of staff for each class should collect their class promptly
11. Children should be expected to line up quietly before being allowed into school
12. The teacher on duty will not leave the playground until all children have been collected



Alderman Cogan's CE Primary School

Code of Conduct for Worship

We will come into and leave the hall in a quiet line led by a member of staff.

We will sit down quietly and be ready to listen and take part.



Staff Guidelines for Worship

1. Children to be escorted by a member of staff in a quiet single file into and out of the hall.
2. Children to be seated in class columns in silence
3. Staff attending worship to be seated according to the agreed seating plans.
4. Staff to be good role models for children, ie not talking, respecting prayer times etc.

Worship times

Monday	Whole School Worship	All staff to attend
Tuesday	Key Stage Worship	A member of staff from each class to attend on an informal rota basis
Wednesday	Key Stage 1 Singing Key Stage 2 Class worship in classrooms	A member of staff from each key stage to attend on an informal rota basis
Thursday	Key Stage 2 singing Key Stage 1 Class worship in classrooms	A member of staff from each class to attend on an informal rota basis
Friday	Phase Praise	A member of staff from each class to attend on an informal rota basis

In addition, once each half term a House Assembly will be held and all members of the House will attend.

Appendix 3

Monitoring the Effectiveness of our Behaviour Management Strategy

Guidance for judging children's behaviour suggests that the school should monitor the following:

- the extent to which learners enjoy their work
- the emotional development of learners
- the behaviour of learners
- the extent to which learners adopt safe practices and a healthy lifestyle
- learners' spiritual, moral, social, and cultural development
- whether learners make a positive contribution to the community
- the involvement of parents and carers in their children's learning and development
- the extent to which the provision contributes to the learners' capacity to stay safe and healthy
- the care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards
- how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care, education and training
- how effective are the links made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning and to promote well-being

The School will therefore undertake to monitor the above aspects of behaviour and its management on an annual basis.

The headteacher and a school governor will determine how well pupils behave in lessons and around school.

- They will observe pupils' behaviour and find out how aware they are of what the school expects. Ask if they contributed to school and classroom rules, if they follow them and see the sense in doing so.
- They will look for self control and calm when pupils move around and outside the building and if possible, their behaviour on out-of-school activities.
- They will observe pupils' relationships with all staff, including those who are not teachers.

- They will observe pupils when they are not directly supervised by an adult, judging if they take good care of their own and others property
- They will evaluate the responses of all when misbehaviour occurs
- They will judge whether or not behavioural IEPs are being followed where appropriate

The headteacher and a school governor will determine to what extent pupils are enterprising and willing to take responsibility.

- They will observe how the school's curriculum and ethos encourages pupils to think creatively and do things for themselves.
- They will observe how pupils tackle new tasks and whether they are confident in finding their own solutions to problems
- The governor will meet the school council, (without staff present) to discuss the part it plays in the life of the school

The headteacher and a school governor will determine if pupils form constructive relationships with others; if they are free from bullying, racism and other forms of harassment and when such incidents do occur, how they are dealt with; and if the school promotes good relationships, including racial harmony.

- They will judge the attitudes of children to pupils 'different to themselves'.
- They will judge whether children work together co-operatively in groups
- They will determine how the school fosters positive relationships and lasting friendships
- They will ask pupils and parents if they are aware of any bullying or racist incidents and how they were dealt with by the school

The headteacher and a school governor will determine to what extent pupils have confidence and self-esteem

- They will observe children who have just arrived in school to find out if they are able to access appropriate resources, have made friends etc
- They will monitor adults' attitudes towards pupils, the amount of praise given, especially where children lack confidence
- They will ask children what happens when they get things wrong and observe them to find out if they are confident enough to contribute to class discussion and 'have a go'.

The headteacher and a school governor will determine whether the school stimulates a desire to learn in children.

- They will determine whether children tackle problems without support
- They will judge whether pupils are given appropriate time and resources to find things out for themselves

The headteacher and a school governor will determine to what extent the school sets high expectations of pupils' conduct and implement policies to achieve them.

- They will determine if pupils have a clear understanding of what behaviour the school expects
- They will assess if all adults are consistent in their dealing with children's behaviour

The evidence for making judgements on behaviour and its management will include:

- Talking to individuals and groups of children about school life
- Observing how seriously staff take pupils' views
- Talking to parents about their children's views and experiences
- Taking account of pupils' levels of interest in learning, play and other activities such as morning worship.

Appendix 4

Children at risk of exclusion

The school takes its guidance from the DfEE, circular 10/99 "Social Inclusion: Pupil Support" and bases its policy on that.

The Pastoral Support Programme (PSP) will be used for those children whose behaviour is deteriorating rapidly and/or who are in danger of permanent exclusion.

When these criteria are met the headteacher will initiate the following procedure:

1. Issue an invitation to both the child's parents and an LA representative to discuss the causes of concern and what is reasonably required of the pupil to put right the situation, both academically and socially.
2. If appropriate, other agencies will be invited to contribute.
3. At the convened meeting the following will take place:
 - Any learning difficulties that may affect behaviour will be reviewed;
 - Strategies to manage the child's behaviour, both at school and at home will be agreed;
 - Targets for achievable changes in behaviour will be agreed;
 - A set of rewards to be earned if targets are met will be agreed
 - Sanctions which will be imposed if certain behaviour occurs will be agreed
 - A date to re-convene and review progress will be set
4. A record of all that is agreed will be kept by the school and copies will be given to all who have contributed to the PSP.
5. The Governing Body will be issued with a copy of the agreement and notified of the reasons why it was drawn up.