

BEHAVIOUR MANAGEMENT

Aim

To inspire wonderful behaviour in all the children in our school.

We focus on motivating children to always behave with Derech Eretz and respect. We take every opportunity to praise good behaviour and give teachers a variety of ways to reward children. We are a caring inclusive school and aim for every member of our school community to be valued and respected. Everyone in the school community has rights and responsibilities to ensure that Beit Shvidler Primary School is a safe place to learn and play.

Children have the right to learn and play in a friendly, safe and helpful school.

Staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the community.

Parents and carers have the right to feel welcome and to know that our children learn and play in a friendly, safe and helpful school.

The guidelines in this document stand beside the Parent Code of Conduct, Home School Agreement and Safeguarding Policy and together they form the expectations of the relationships between the children, staff and parents.

Positive Behaviours

The school-wide system used to motivate and reward positive behaviour is Class Dojo (classdojo.com). This is an online behaviour management tool where each child gets their own avatar to which teachers can assign positive points. Points are given one at a time, although staff can use their discretion to give more if appropriate.

Once a child reaches 120 points, they are awarded with a bronze certificate in assembly and their name will be added to the Reward board. Their name also goes in the newsletter that week. Once the children reach 240 points, they move onto silver and 360 points moves them onto gold. Exceptionally well behaved children can reach the diamond level (480 points).

Points can be given by all members of staff for a variety of reasons such as good behaviour, effort, manners, working hard, asking great questions and being kind.

Alongside the school-wide system, teachers are encouraged use their discretion to use a variety of other rewards such as:

- Receiving a sticker
- Receiving a certificate
- Showing work to Head of Key Stage
- Showing work to Deputy Head/Headteacher
- Writing a letter home
- A phone call to a parent
- Golden time/Special treat

Negative Behaviours

Children must have clear expectations and understand the boundaries of what is and isn't acceptable. This is communicated regularly to children through assemblies and class time and includes the following:

- *We use kind words with our friends. We always say please & thank you.*
- *We always listen to adults and do what they say.*
- *We share our things and let people join in with our games.*
- *We look after all our toys, games, books and school belongings.*
- *We move around the school quietly and only run when we are outside.*
- *We are happy when our friends do well. We celebrate other people's achievements.*
- *We always try our best.*

However, when staff encounter low-level disturbance in class, we use the simple and effective 1-2-3 Magic strategy (123magic.com). This could be for behaviour such as talking in class, shouting out, interrupting or not following instructions.

Children are given a simple but firm "That's 1" warning. No more time, words, emotional energy or persuasive explanations are used. If the behaviour persists, they are given a simple but firm "That's 2" warning. If the behaviour persists, they are given a "That's 3 – take 5" instruction, which is a five-minute time out at the back of the classroom with a timer. After this, they silently reintegrate themselves back into the lesson. If the teacher feels the need to discuss the behaviour with the child, this is done in the nearest break time. This minimises disruption to the class and allows teachers to focus on teaching.

If a different teacher takes over the class, or if there is a significant time lapse in the behaviours, the counting starts from the beginning. The amount of times a child reaches number 3 is to be tracked using Class Dojo so the school can track low-level behaviour issues although no points are taken away.

Behaviours that are more serious can immediately take a child straight past the 1-2-3 Magic strategy. These may include damaging school property, being rude to the teacher, ignoring instructions. These are recorded on the behaviour management online tool ScholarPack for tracking.

In these situations, the staff members will use their discretion to choose from the following menu of options based on the severity of the behaviour and their knowledge of the child.

- 1. Write an apology letter**
- 2. Miss a short break**
- 3. Miss a lunch break**
- 4. Sent to Head of Key Stage/Deputy Head**
- 5. Sent to Head Teacher**
- 6. Letter home to parents**
- 7. Parents invited for meeting**
- 8. Excluded from sports team**
- 9. Internally excluded – move to another classroom**
- 10. Externally excluded** (Barnet's exclusion procedures will be followed in the case of a child's exclusion carried out by Head Teacher or the Deputy Head in the Head Teacher's absence).

Bullying

Peer on peer abuse, including bullying, is outlined in the Safeguarding Policy. Bullying is not acceptable at our school. Bullying is defined in our school as the persistent use of verbal or physical aggression with the intention of hurting another person. It results in pain and distress to the victim. Cyber bullying is treated with the same seriousness as any other bullying. Bullying will result in one of the most serious consequences available to the school as detailed above.