



# **Great Barford CofE Primary Academy**

# **Behaviour**

Our aim is to deliver behaviour policy and practice that is simple, highly effective and utterly consistent.





## **Visible consistency**

The route to good behaviour in children is absolute consistency amongst the adults involved. It is this consistency which creates a culture of certainty. To get the behaviour that we want, there can be no gaps between the adults on what matters.

Children should get the same response from everybody, the same boundaries. They should receive the same message. This is why it is vital to be working with parents & carers as a team – all there to support the child.

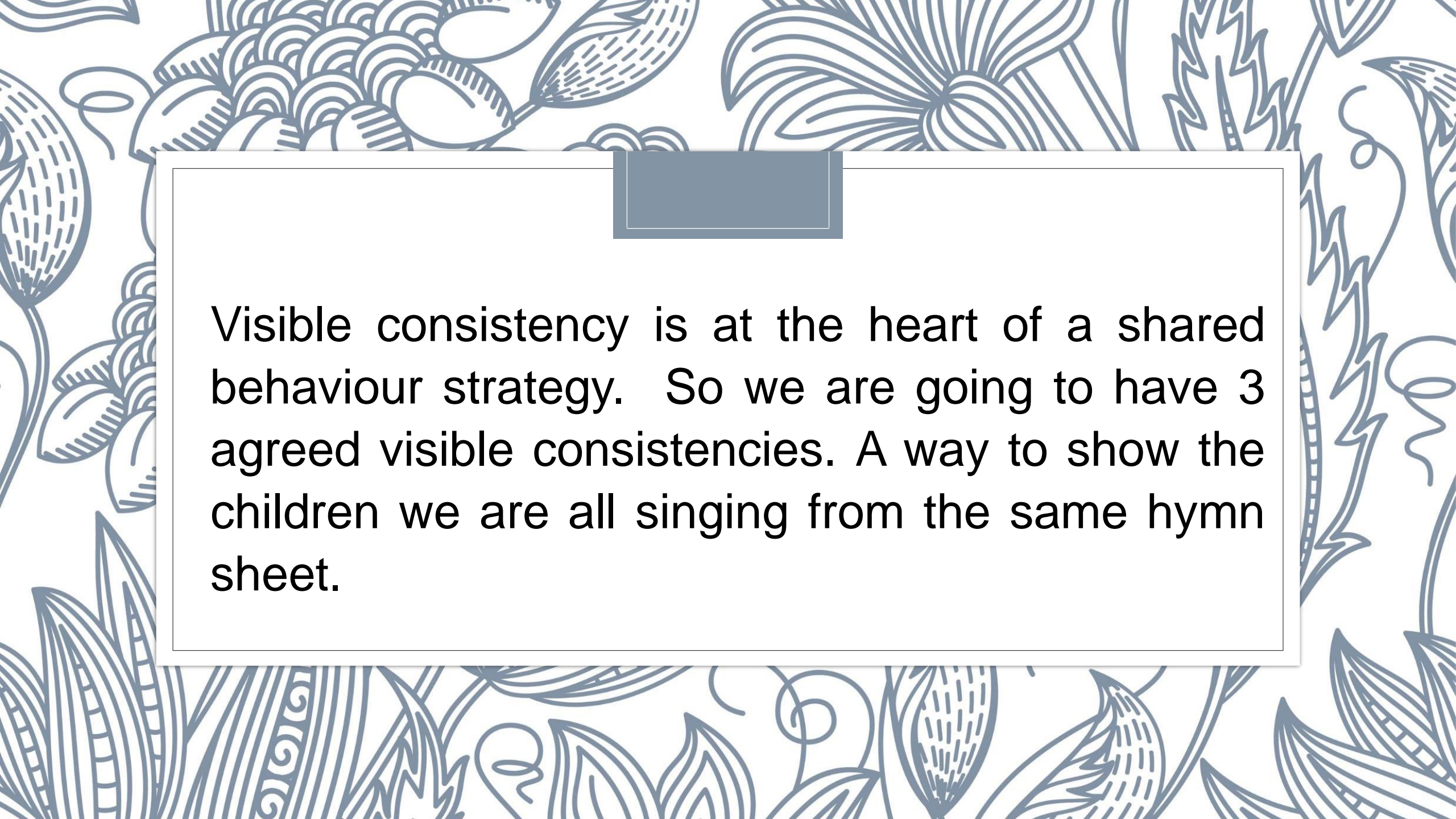




### **Visible kindness**

Behaviour management is also about visible kindness. It is an understanding, a message to the child that whatever happens – we are all still there for them, we still believe in them. We know they are capable of doing better.





Visible consistency is at the heart of a shared behaviour strategy. So we are going to have 3 agreed visible consistencies. A way to show the children we are all singing from the same hymn sheet.



## **1. Meeting & Greeting (Y1 to Y6)**

It starts from the beginning of the day, with the greeting of children in the morning.

- All children will start the day with the same routine, offering security and a switch from home to school mode.
- It is a social routine, showing that they are welcome – a positive start.
- We will line up on the playground, say good morning to the class and the children will respond 'Good morning everyone'.
- Anyone not ready – 'Good morning Tom,' (with smile)
- Senior teachers will be at the gate each morning, greeting children, with a smile.

**Meeting & Greeting in EYFS** will be to individual children, but they will be greeted with a 'Good morning' and a smile. Staff will help them to settle in a re-assuring way.





## **2. Fantastic walking**

We have a big school, with long corridors, and there is a massive temptation for children to run rather than walk!

We have introduced 'Fantastic walking'. We will praise the children when we see them walking sensibly, and when they forget, we will remind them to 'show us fantastic walking'.

This is one way we are showing the children that all the staff in school are being consistent.





### **3. School rules**

Three consistent rules will be used throughout the school, that: everyone knows, everyone refers to, everyone understands.

Be ready  
Be respectful  
Be safe





## Recognising and rewarding:

How we recognise those children who go over and above lies at the heart of our behaviour practice:

- **Praise:** Children throughout the school are praised when doing the right thing.
- **Golden time:** Children in Y1 to Y6 earn this via the dojos, which is our on-line reward system.
- **Stars of the week:** Two children from Y1 to Y6 who have gone 'over and above', or shown good learning behaviours, or achieved well on a piece of work.
- **Postcard home** - Sincere recognition for those children who have gone over and above consistently.
- **Hot chocolate Friday** – 1 child from each class who is the weekly values champion (YR to Y6)
- **Golden coins** – children get these for showing the school values, and the winning colour get to come in mufti once a half term.






**If school rules are broken:**

**All children need to know what will happen if the rules are broken. It is about consistency. Their simplicity and the certainty of the following steps that will be taken is what is of utmost importance.**

- **Reminder:** The child will be quietly spoken to and reminded of the behaviour that you would like to see. We will remind them that we know they can do, and refer to a previous good behaviour (showing them that we believe in them).
- **Caution:** If behaviour is repeated – we will explain to child that they really need to think about their choices. We will warn them that will miss time off their break-time or lunchtime if the behaviour does not change. We will remind them that we know that they can do it, and refer to previous good behaviour.
- **Missed time:** If behaviour is repeated the child will miss time at break-time or lunch-time. Remind that if behaviour occurs again, they will be working in another classroom.



- 
- **Time out:** If behaviour is repeated – the child is moved to another classroom.
  - **Reflection with class teacher:** During the missed time at break-time or lunchtime, the teacher will talk to the children, asking the appropriate questions from the following:
    - What happened?
    - What were you thinking at the time? (to encourage reflection)
    - What have you thought since?
    - How did this make people feel? (to consider the impact of their behaviour)
    - Who has been affected? (to encourage the child to see the bigger picture)
    - What can you do to put things right?
    - How can you do things differently in the future?

The number of questions asked will be dependent on the age of the child.

Younger children – focus on two questions:

Who has been affected?      What can you do to make things right?





### In short

**Reminder:** Reminder of behaviour we want to see.

**Caution:** Think carefully about your behaviour choices

**Missed:** They will need see the class teacher at break-time/lunch-time about their behaviour choices

**Time in another classroom:** They will be sent to work in another classroom; they will then need to see the class teacher about their behaviour choices

**Reflection:** Why the behaviour occurred, who it affected and how?





## **Children with additional needs**

Of course not all children are the same, and if a child has a specific need, the school will work with the parents/carers and the child to ensure that a plan is in place for that child.





## Lunchtime steps:

- **Reminder:** Speak to the child, and say what the behaviour is that you would like to see.  
**Caution:** If behaviour is repeated – explain to child that they need to think about their choices. Warn them that will need to remain with you for 5 minutes if the behaviour is repeated.  
**Missed time:** If behaviour is repeated, child stands by you for 5 minutes. Inform child that if behaviour is repeated, they will be removed from the playground.
- **Removal from playground:** If behaviour is repeated, a senior teacher will remove the child from the playground.
- **Reflection:** At the end of lunchtime, the lunchtime supervisor will talk to the child with the senior teacher about the incident.

**Serious incidents will result in removal from the playground immediately with no warning.**



### **In Summary:**

We will have 3 visible consistencies:

- Meeting & Greeting
- Fantastic walking
- 3 school rules – Be ready, Be respectful, Be safe

When rules are broken everyone must follow the steps:

Reminder ➡ Caution ➡ Time off break-time/lunch-time ➡ Move to another classroom ➡ Reflection



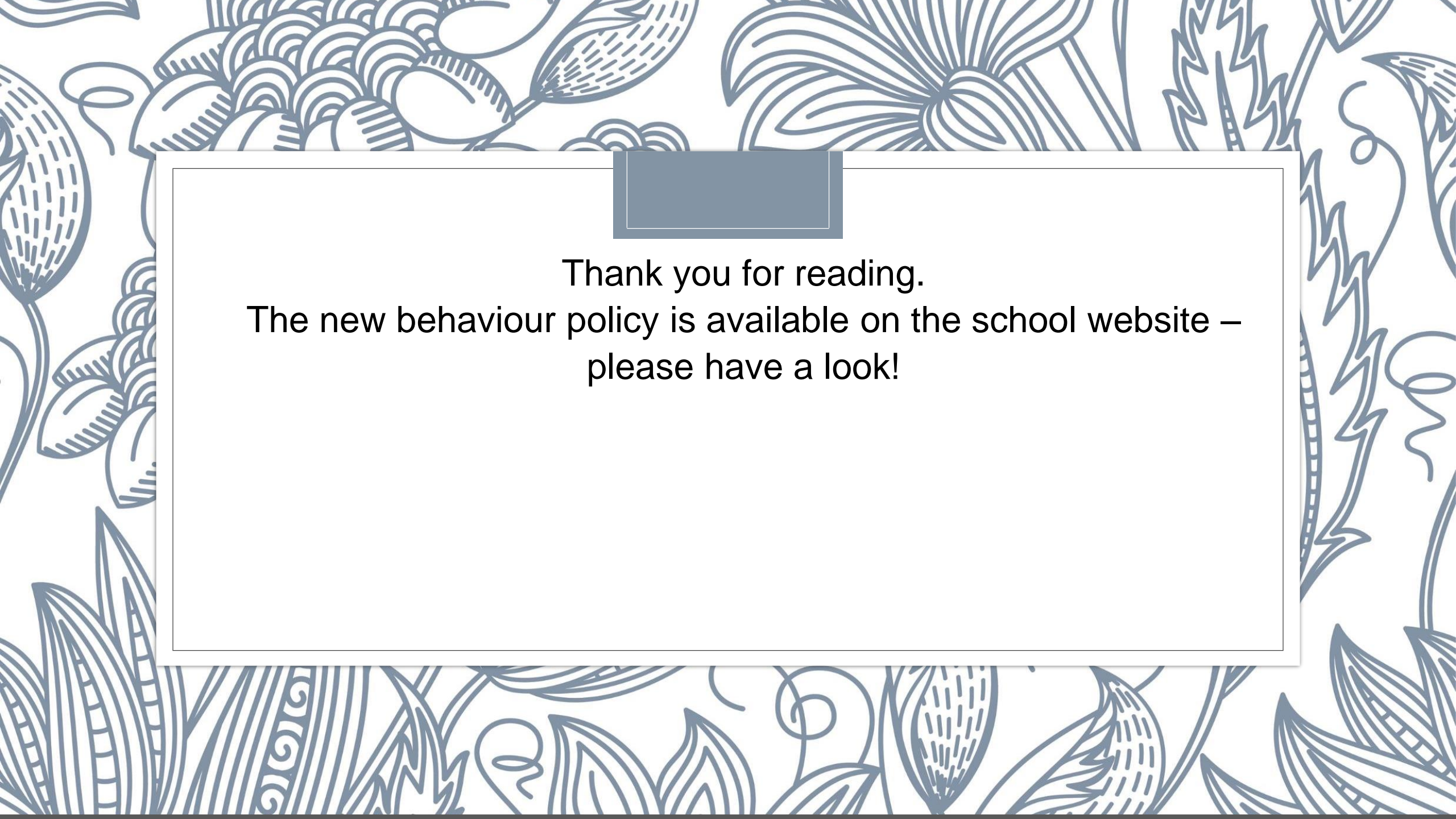


## **Parent support**

Working together is of utmost importance. We are a team – parents/carers, children & school.

Alongside sharing the good things your child does, we will inform you when your child has been involved in a serious breach of the school rules, or if they constantly find it difficult to adhere to the rules.





Thank you for reading.  
The new behaviour policy is available on the school website –  
please have a look!