



# BEHAVIOUR POLICY

## Introduction

This document is a statement of the aims, principles and strategies for the behaviour of all associated with Central Education (the company).

This policy aims to allow everyone associated with Central Education to work together in an effective, considerate and co-ordinated way, with the common purpose of promoting positive behaviour and helping everyone learn and enjoy their experiences. This will be achieved through a positive and consistent approach, allowing children to accept and take responsibility for their own decisions and actions, and for their consequences.

Children need to know that by overstepping the boundaries of acceptable behaviour they are causing concern and danger to others, as well as to themselves.

## Definitions

**Good behaviour** is conduct which assists Central Education to fulfil its function, namely, the learning, development and fulfilment of potential of all children through sport and physical activity.

**Unacceptable behaviour** is conduct which prevents this, when an individual - by behaving badly - prevents his/her own development and/or the process for others.

**Discipline** is the system of rules for good behaviour.

We have a clear behaviour policy at Central Education, where:

- Good behaviour will be acknowledged and rewarded
  - Unacceptable behaviour will not be tolerated



# AIMS & PRINCIPLES

## Aims

The Central Education behaviour policy **aims** to:

- Create a supportive and safe environment in which teaching and learning can flourish
- Create an environment that encourages, reinforces and rewards good behaviour
- Help children gain an understanding of the expectations of the wider community with respect to behaviour and the way we interact
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and unacceptable behaviour
- Promote self-esteem, self-discipline and positive relationships
- Create a climate of mutual respect
- Ensure that Central Education's expectations and strategies are widely known and understood

## Principles

This policy has implications for all those involved with Central Education in the continued education of pupils:

### Staff members should:

- Be aware of their influence as positive role models
- Create an expectation of success
- Create a positive and welcoming atmosphere and environment
- Treat all children with respect
- Support schools and adhere to school policies in the management of all pupil behaviour
- Be responsible for all individual pastoral welfare of the pupils in their care

### Children should:

- Be fully aware of the behaviour expected of them, and of the rewards and consequences of their behaviour
- Ensure that the Central Education rules (see below) are positively presented
- Be aware that there are procedures in place for recording positive behaviour and incidents that cause concern, and what these procedures look like (i.e. communication with class teacher)



# RULES

Each staff member will have the same set of standard Central Education rules for their class/group, which are based around:

- **EXPECTATIONS OF GOOD LISTENING, BEHAVIOUR AND MANNERS**
- **RESPECT**
- **SAFETY PROVISIONS**
- **EFFORT AND ENJOYMENT**

## Specifically:

- To listen when the staff member is talking or giving instructions
- To listen when other pupils are talking, asking or responding to questions
- To put up our hand when we want to ask or respond to questions
- To keep hands, feet and objects to yourself
- To always do what is asked of you first time
- To try to have the correct kit and footwear for a sports session
- To have good manners and be polite
- To respect others, other people's property and the school facilities
- To recognise and appreciate the efforts and good play of others
- To be honest, kind and helpful

Optional rules may be added at the staff member's discretion in discussion with the class/group (i.e. if a staff member has a problem with a particular type of behaviour, they will add a rule to cater for this situation. The rules will be discussed in details at the beginning of each half term, and will be reinforced regularly in class where required.

During term time, Central Education aims to work in partnership with each school and will adhere to the behaviour policies of each individual school, to ensure clarity and consistency of procedures across the whole school i.e. levels of behaviour, golden time, happy/sad faces, behaviour rainbow/ladder, letter home, etc. We compliment the school's policy with our own in-house reward system, to recognise children who are doing the right things. We focus on encouraging the positive behaviours, as opposed to behaviours that aren't what we would expect from the children.

Out of term time (e.g. during sports camps) we have our own behaviour policy, where we use a restorative justice approach - which gives children the opportunity/time to think about their actions and rectify them. Where behaviour continues to be below expectation, staff members use a 'Yellow Card' and 'Red Card' system to warn children that they need to rectify their behaviour in order to continue attending. Only where behaviour is dangerous or harmful - to themselves or others - would a red card be issued, and parents asked to collect their child.



# EFFECTIVE LEARNING

We believe that an appropriately structured lesson/curriculum should be based on the principle of “APES”, in that every lesson should be:

- ACTIVE
- PACEY (well-managed transitions between each phase of the lesson)
- ENJOYABLE
- SAFE

We also believe in effective learning, which includes:

- Thorough planning for the needs of all the children
- Clear learning objectives
- The active involvement of the children in their own learning
- The use of mini plenaries
- Providing sufficient time for the children to practice
- Individual and group goal-setting
- Structured feedback - which contributes to good behaviour and helps to avoid alienation and disaffection, which can lie at the root of poor behaviour. It follows that all lessons should:
  - Have clear learning objectives, understood by the children
  - Include differentiated tasks to meet the needs of the children of different abilities
  - Provide feedback to class teachers and children on the children’s progress and achievement, and as a signal to children that their efforts are valued and that progress matters



# REWARDS & SANCTIONS

## REWARDS

Acceptable behaviour will be taught as appropriate for children's age and understanding. Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Positive behaviour, along with children's efforts and achievements will be recognised, acknowledged and rewarded, and Central Education staff use a variety of strategies to reinforce these behaviours/efforts, including:

Verbal praise, stickers, house points or other school reward systems, child(ren) of the week and "Smiley Faces" on the **Central Education Achievement and Excellence Chart**.

## SANCTIONS

Although positive strategies and rewards are central to the encouragement of good behaviour, there is also a need for sanctions to register the disapproval of unacceptable behaviour. The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be consistent
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided (as they breed resentment)
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

**Central Education "3 Strikes System"** - verbal reminder/reprimand - timely reminder(s) to pupil to register disapproval of inappropriate behaviour, reinforced to whole class/group

- **1<sup>st</sup> "time out"** - child is asked to sit out of the activity for a brief period for inappropriate behaviour. The staff member explains to the child why the behaviour is inappropriate and outlines the improvements required
- **2<sup>nd</sup> "time out"** - child is asked to sit out of the activity for a longer period. Staff member explains to the child the consequences of such behaviour and the possible sanctions
- **3<sup>rd</sup> "time out"** - child is asked to sit out for the rest of the activity or is removed from the activity (depending on support of a teaching assistant to accompany the pupil back to class)

Children demonstrating any inappropriate behaviour during any curriculum lesson or Wrap Around care session will be communicated directly to the class teacher through dialogue.

## Needs of Individual Pupils

We recognise that children's behaviour can sometimes be a symptom of complex underlying difficulties. Whilst wishing to maintain high standards of behaviour throughout the schools, we recognise the need for kindness, sensitivity and empathy when tackling difficulties of this kind. We aim to tailor our responses to individual needs by employing a range of positive strategies, and of fundamental importance, by working in partnership with each school.

## **Bullying**

Bullying is unacceptable behaviour within Central Education. Bullying is seen as the wilful, conscious desire to hurt, threaten or frighten someone else. Incidents of bullying are dealt with immediately, communicated to appropriate school personnel, and recorded in the **Central Education Behaviour Incident Reporting Form**.

## **Violent Behaviour**

Any violent behaviour directed to a pupil by a pupil is separated as quickly as possible. If there is a physical injury, medical attention will be sought from a qualified first-aider. Where pupils are emotionally distressed - as opposed to physically injured - a cooling off period is made available under the careful supervision of a school member of staff. All incidents are recorded in the **Central Coaching Incident Reporting Form** or the school incident book. Abusive or violent behaviour by parents/carers or other adults is not tolerated under any circumstances, with the Head Teacher being informed immediately.

## **Other Sanctions**

If a child is believed to have stolen something, staff cannot search a child - only the police can ask pupils to empty their pockets, or undertake a body search.

Should an incident occur where a child has a tendency to 'run' the Head Teacher or senior member of staff is notified immediately so that the situation can be monitored.

If a pupil deliberately damages school property, this should be reported to the Head Teacher who may decide to notify parents/carers with a request for payment or replacement.

## **Serious Incidents**

If a child carries out a violent or potentially dangerous act, or if the child refuses to sit in the "time-out" area and becomes disruptive and a source of distraction, the behaviour code is circumvented and Step 4 will automatically take precedence. Examples of serious incidents include; fighting, punching, kicking, spitting, swearing, threatening behaviour, deliberate disobedience, bullying, racism, sexism, discriminating behaviour, graffiti, and vandalism.



# FLOW CHART FOR DEALING WITH POOR BEHAVIOUR CURRICULUM/PPA COVER

## VERBAL REMINDER / REPRIMAND

In the first instance of poor behaviour, the child will be made aware of the poor behaviour with a verbal reminder of what the child is doing and what is expected



### 1<sup>st</sup> "TIME-OUT"

If a child repeats the poor behaviour, he/she will be asked to leave the activity and sit alone in a designated "time-out" area (away from distractions) for a brief period of time. The staff member will then talk to the child at an appropriate time, and outline why this sanction is being applied, and make clear what changes in behaviour are required



### 2<sup>nd</sup> "TIME-OUT"

If a child persists, he/she will be asked to sit alone in the "time-out" area for a longer period of time. The staff member will again talk to the child, offering a reminder and a warning of the consequences of continued unacceptable behaviour. In a curriculum lesson, teaching assistant support (if available) may be used to intervene and support the child so that they do succeed in behaving appropriately. Verbal communication with the class teacher/phase leader will be sought at the conclusion of the lesson/session (if applicable)



### 3<sup>rd</sup> "TIME OUT" - ESCALATION

If the behaviour continues, the pupil will either sit alone in the "time-out" area for the remainder of the lesson or, depending on the severity of the behaviour or unwillingness of the pupil to remain in the "time-out" area, be taken back into school by the teaching assistant, who will inform the relevant member of staff of the situation. In a Wrap Around care session, parents will be contacted to collect the child as soon as possible. Sanctions and targets for the child will be discussed and decided.



# FLOW CHART FOR DEALING WITH POOR BEHAVIOUR HOLIDAY CAMP ACTIVITIES

## VERBAL REMINDER / REPRIMAND

In the first instance of unacceptable behaviour, the child will be made aware of the unacceptable behaviour with a verbal reminder of what the child is doing and what is expected



### 1<sup>st</sup> "TIME-OUT"

If a child repeats the unacceptable behaviour, he/she will be asked to leave the activity and sit alone in a designated "time-out" area (away from distractions) for a brief period of time. The staff member will then talk to the child at an appropriate time, and outline why this sanction is being applied, and make clear what changes in behaviour are required



### 2<sup>nd</sup> "TIME-OUT" - YELLOW CARD

If a child persists, he/she will receive a 'Yellow Card' and be asked to sit in the "time-out" area for a longer period of time. The staff member will again talk to the child, reinforcing the consequences of his/her unacceptable behaviour. His/her parents will be informed of the situation



### 3<sup>rd</sup> "TIME OUT" - RED CARD

Child will be removed from the session, with parents contacted immediately.

**REMEMBER: GROUP SANCTIONS SHOULD NOT BE USED**



