

Polish British Academy of Warsaw

Primary School

Behaviour Management Policy



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Approval date: 25th February 2022

Policy is: PUBLIC

Review date: July 2022

Promoting Good Behaviour at PBAW

‘Treat other people as you would like to be treated yourself.’

We want everybody to feel safe, happy and proud of our school. Every teacher has the right to teach and every child has the right to learn. The behaviour management policy will help support us in ensuring that this happens. It will be one of the ways that we help to teach the children the right way to behave and interact with others which is a skill that they will need to live a successful and happy life.

As adults, the main responsibility for promoting good behaviour lies with us. We manage and ensure that children behave well in a number of ways.

Our policy will support our children to

- show mutual respect for other people irrespective of their background or culture
- take responsibility for their own actions and understand that these actions will have consequences
- understand how their actions can impact on other people
- show self-discipline even when in quite challenging situations
- take collective responsibility for behaviour, making a positive difference with other children and ultimately the whole school
- be assertive and articulate their own feelings about other children’s behaviour towards them

Rules

1. Show all adults in school respect and follow their instructions the first time.
2. Respect your peers by keeping hands, feet, unkind words and objects to yourself.
3. Be honest.
4. Move around school sensibly, quietly, safely and always on the right.
5. Listen to others and speak in turns.

All rules are observable and it is the responsibility of every adult in school to reinforce the school rules.

Rewards

At PBAW, following the rules and behaving in a positive manner will be rewarded. It is the job of everybody in school to ensure that good behaviour happens. Good behaviour needs teaching and clear modelling for the children.

There will be quality in the rewards that children get rather than quantity so that they maintain their appeal and do not become devalued.

A key part of positive reinforcement is verbal praise which can be given by anyone in school to any class or individual who is observed making the right decisions about their behaviour.

Individual

- At the end of every lesson, every child who has followed all of the rules and was active during that lesson is awarded Dojo behaviour points
- Since there are 7-9 lessons a day, this should be the maximum number of points that an individual gets per day
- Once a student has gained 25 points, they get a positive note (Pozytywna Uwaga) in Librus (each multiple of 25 would be the same)
- At the end of the year, one student from each class with the highest number of points will get a Best Behaviour gold medal

Class

- Every term the class will work towards a group reward
- When the whole class is following the rules and are seen showing good behaviour they will be awarded a class point (also in Dojo system)
- These can be linked to a particular behaviour focus that the teacher is working on with the children or for general good behaviour
- Class points can be awarded by any adult in school who observes good whole class behaviour
- If a class reaches 50 points by the end of the half term they will have a class reward
- The class reward will be selected by the children at the start of every half term and will be displayed in the classroom so that the children know what they are working towards as a group
- These rewards reinforce earning something collectively and working together, with children encouraging each other to do the right thing.

Consequences

Each class will have a Behaviour Book. The below steps should be followed when a student breaks one of the above rules.

1. A warning. Name written in the Behaviour Book.
2. Rule number broken written in the Behaviour Book and a negative note (Negatywna Uwaga).
3. Time out in class working individually for 5 minutes.
4. Time out in corresponding class with work for 10 minutes.
5. Sent to School Psychologist / Headmistress with work for the rest of the session.

Consequences will appear if the rules have been observed to be broken by an adult or the child has admitted to breaking them. Children must know which rule they have broken. At each of the steps from 2 onwards the child will write the number of the rule that they have broken beside their name (e.g. Cathy 5, 4, 1 etc.). This will allow the tracking of behaviour patterns so that proactive strategies to support the behaviour of the children can be put into place when needed.

If a pattern is seen where a child is persistently reaching a certain number of rules broken but going no further, then 'drop down' can be used. This is where a consequence step is removed so that the step deterring the child would be reached quicker and so the number of

rules broken by that child would be less. **The warning step of the consequences should not be removed as it is the chance for the child to address their behaviour.**

If a child needs to go to another class or the School Psychologist / Headmistress, the teacher will use their own judgement as to whether the child can go alone, is accompanied by another child or needs an adult to accompany them.

A child will take work with them to time out. If a child is sent to the School Psychologist, she will discuss their behaviour with them and the child will be asked to complete a reflection slip outlining what they will do to change their behaviour. These behaviour slips will go to the Headmistress.

The consequence steps run through **one day only** with every day being recorded on a fresh page to symbolise this. A fresh start is needed so that the children can make positive choices about improving their behaviour. It is essential that we see every child as having the potential to make improvements in their behaviour and avoid creating self-fulfilling prophecies.

If a child has additional needs that relate to behaviour, they may be dealt with differently but the behaviour must still be addressed in order to teach the children what is and is not acceptable.

If a child receives a severe, their name should be recorded in the behaviour book with an 's' next to it for the day that it happens and the days that they are on internal exclusion.

Only consequences outlined in the policy will be used.

Severe Behaviour

In case of displaying severe destructive behaviour (self-injurious behavior (SIB), aggression, property destruction, noncompliance, tantrums, etc.), a child is sent directly to the School Psychologist and/or the Headmistress.

Further actions and procedures can be found in the School Statute.

Lunch and Playtime Procedures

The 5 rules that apply during the rest of the school day will apply at lunch times and playtimes.

Tracking of Behaviour

All behaviour will be tracked through class Behaviour Books. This will be analysed to look for patterns that may be emerging so that proactive strategies can be put into place to ensure that positive behaviour is always the focus.