



## Cranborne Middle School

### Behaviour Policy



Our agreed values that everyone works to demonstrate in how we behave in school:

- ▶ Respect
- ▶ Ambition
- ▶ Resilience
- ▶ Kindness
- ▶ Responsibility

Our agreed rules that everyone follows:

- ▶ Respectful
- ▶ Calm
- ▶ Hardworking

## Rewards

### Whole year group rewards

We want to encourage team work to earn shared rewards and experiences. Each lesson, a secret student will be selected. The name of this pupil is never revealed. If they are hardworking, calm and respectful during the lesson, they earn the class a token. These are posted in reward boxes located near the gym.

Each year group will choose a reward that they are all working together to earn. Depending on the size of the reward, a target number of tokens will be set. Once the number of tokens has been achieved, the reward is earned and this is repeated throughout the year. Each year group will have a budget towards prizes that cost money, and can also earn free rewards. School council reps will represent their tutor groups suggestions and help choose the prizes for their year group.

### Hot Chocolate Friday

Every week, teachers nominate pupils who have gone above and beyond in some way. All pupils who are nominated are celebrated, and one wins a hot chocolate with Mr Stevens during Friday breaktime.

### Postcards Home

Every week, teachers and teaching assistants will send home positive postcards to celebrate individual effort and success. These will be part of our house system.

### Good Old-fashioned Praise

Exactly what is says. Genuine praise, given with feeling and eye contact.

## Agreed routine for starting, tidying and ending lessons

Our pupils from around the school a lot for their lessons. By having consistent routines that everyone shares and follows, the experience is dependable and expectations are understood by everyone.

1. Line up in quietly.
2. Non-verbal signal to stop talking.
3. Greet collectively.
4. Go into the room and stand behind chairs in silence.
5. 'Thank you, sit down'.
6. Procedures for handing out books, resources etc. should now start – down to individuals how to organise this as depends on the subject, room, year group etc.
7. Stop the lesson in time to tidy and put away books and resources.
8. Insist on this – everything needs to be put away correctly – and check it has been done.
9. Stand behind chairs in silence.
10. Leave in silence a small number at a time.

## Scripts

We aim to remove emotion and inconsistencies for responding to situations where pupils are not being calm, respectful or hardworking. We recognise that good relationships, understanding and good humour are often enough to bring about the improvements that we want to see. However, there are occasions where a simple script can be used to help resolve a pupil's behaviour without needing to resort to adlibbing or emotional responses:

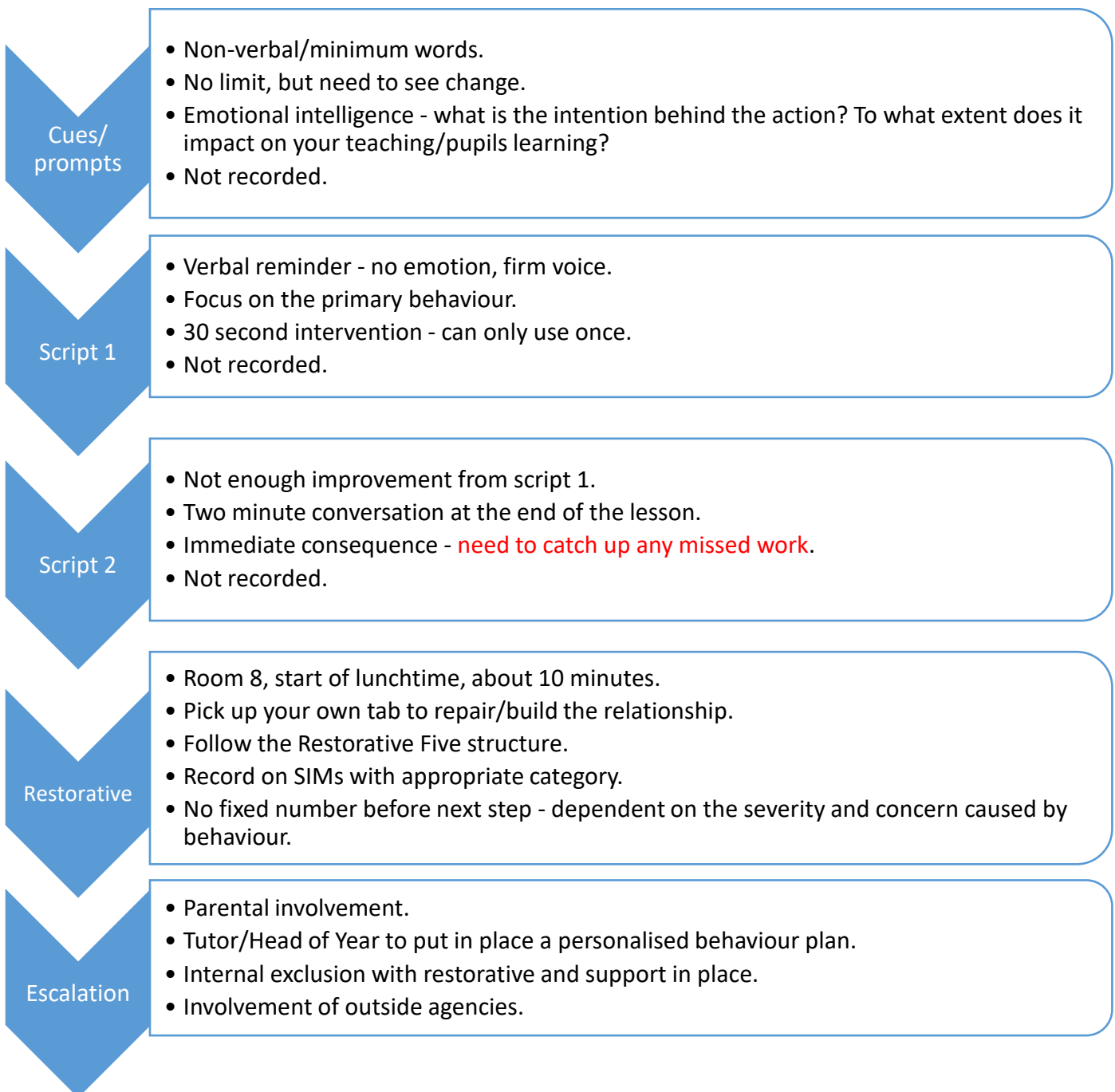
I noticed you were...
You have chosen to...
We are ____ at CMS.
I expect....
Thank you.

***The final script is still to be finalised.***

A follow up script will be used where the pupil has not improved their behaviour and further consequences are needed.

*I'm going to speak to at the end of the lesson about what happens next.*

*If you'd be so kind as to step outside my classroom and reflect on your behaviour. (To be finalised)*



### Instant Restoratives

While following the above steps is appropriate for the vast majority of behaviour issues that happen in school, there are times when the actions of a pupil are extreme enough to require an instant consequence. It is not possible to make an exhaustive list but would include aggression, damage to property or foul language.

Where there is physical behaviour between pupils, two break times and two lunches are lost, with a restorative meeting between those involved being used to resolve the issues that led to the physical behaviour.

### Restorative Meetings

These will be held in room 8, with the staff member who asked the pupil to attend. The aim of the meeting is to discuss what happened in a calm manner, to put right any harm that the incident caused, and to repair and rebuild the relationships.

### **The restorative five – questions to guide you through your restorative meeting**

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

### **Behaviour on the buses**

We have a range of measures in place to monitor and support good behaviour on the buses.

- ▶ Bus code of conduct signed by pupils and parents – the rules and the series of consequences for breaking them are clear.
- ▶ Each bus has a lead teacher allocated so pupils know who to report any concerns to.
- ▶ Bus monitors from year 8 help to monitor the behaviour on the bus and act as good role models.
- ▶ Bus incident reporting slips are available in each tutor group.