



SINGLEGATE AND WILLIAM MORRIS PRIMARY SCHOOL

EXPECTATIONS OF BEHAVIOUR A REVIEW September 2015

Appendix 1

GENERAL:

DO's:

- Reward with positivity linked to the learning – you may go to break first....MOTIVATE
- Speak privately with any child who has been given at least three warnings during a session
- Reinforce why a warning has been given and what you want from the child next time
- Explain why the child's behaviour is inappropriate and what they have to do to remedy the situation
- Always accept an apology and remind the child of expectations for next time
- Be prepared to apologise to a child when perhaps a decision you made was a bit reactive/hesitant
- Communicate with the parents/SENCO/SMT if you are concerned about a child's behaviour or if their behaviour is deteriorating rapidly
- Make time to speak to a child individually if their behaviour is significantly impacting on their learning and the learning of others

DON'Ts:

- Use a lolly stick system to target your questions
- Tell a child they are 'naughty'
- Disagree in front of the children with a decision made by a teaching assistant regarding managing behaviour
- Punish all children if one child is consistently making the wrong choice
- Use sarcasm to reinforce a wrong choice
- Compare the children/class to younger children and their behaviours



WILLIAM MORRIS PRIMARY SCHOOL





IN THE CLASSROOM:

DO's:

- Set up a class system for tidying resources
- Decide who sits next to who all of the time
- Have WALTs/books/learning equipment on the tables by 8.30 am
- Sit your EBD children strategically near you
- Share the daily plan with the children
- Greet every child who enters your classroom, including those who arrive late
- Allow your TA to gently and discreetly refocus/prompt all learners and manage 'listening behaviours' during whole class teaching
- Model how tidy you want the classroom – including your desk...cups, bowls etc.

- Look after all resources the same way you want the children to
- Allow children to move in groups/individually from the carpet to their desk

- Use music/timers/chants to signal learning time is stopping

DON'Ts:

- Ignore children who are late for registration in the morning
- Allow all children to move to their desks from the carpet at the same time
- Use clapping rhythms to signal learning time has stopped
- Reward children with stickers
- Allow the children to distract you during their learning time by asking or giving you unrelated information
- Give books out after the main teaching session
- Tidy up after the children
- Allow the children to decide who to sit next to

ASSEMBLY:

DO's:

- Stand to the side of the line, giving a good view of all children in the line
- Line the children up one at a time, ensuring key children are sat strategically
- Watch the children in assembly, keeping an eye on 'listening and attention'
- Come into assembly calmly, speaking quietly to individual children if necessary

DON'Ts:

- Stand at the front of the line with your back to the children





- Allow the children to choose where to stand in the line
- Expect the member of staff leading the assembly to be responsible for managing the behaviour of the children
- Come into assembly speaking loudly to the children to sit down
- Have conversations with staff as the children sit down for assembly
- Be late to collect children from assembly
- Line the children up randomly for assembly

AROUND THE SCHOOL:

DO's:

- Bring the children to lunch silently reinforcing the 'lining up' behaviours
- Collect the children from lunch/break at least three minutes early
- Catch the children walking and praise them for this

DON'Ts:

- Be late to collect children from break/lunch
- Ignore a child running in the corridor

