

SHALFLEET C.E. PRIMARY SCHOOL
Behaviour Management Policy

As a Christian school, we value each child as special and unique in the sight of God, and, through the love, challenge and opportunities we offer, seek to enable them to develop as confident, caring and successful young people within our 'Safe Haven'.

Philosophy

We believe in a positive management of behaviour reflecting the values of our school which:

- Enables children to play, learn, care and be cared for and grow together in a stable, loving, stimulating environment which sets clear limits and boundaries
- Builds on children's self-esteem
- Empowers children to choose their behaviour, knowing that a choice will *always* bring a consequence
- Provides agreed strategies for handling difficult or inappropriate behaviour
- Is consistent, acceptable and understood by all: staff members, parents/ carers and children.

Principles

Basic Classroom Rights

All pupils have the right to learn
All teaching staff have the right to teach
Everybody has the right to feel and be safe
Everybody has the right to dignity and personal respect
Everybody has the responsibility to ensure that we can all enjoy our rights.

Consequently:

- All behaviour should be 'managed' to respect the right of all children both to succeed in learning and to be able to live and grow together harmoniously within the school community as shown in our Golden Rules.
- All adults should provide a positive role model for children through their own approach i.e. polite, inclusive, considerate, non-threatening, at all times building up the children's self esteem and personal dignity;
- There should be an early response to identified issues of behaviour which is positive, supportive and appropriate;
- Behaviour expectations should be made clear to all concerned parties, taking into consideration the needs of the individual and then consistently reinforced with an expectation of compliance at all times;
- Opportunities should be taken to ensure that there is communication between all involved carers to ensure consistency of approach;
- Expectations within the school day should be appropriate for each individual, changes in routine kept to a minimum and explained to children in advance where possible with limits and boundaries understood and seen to be fair by all.

Procedures

A - The positive development of children's behaviour

GOLDEN RULES

DO	DON'T
Be gentle Be kind and helpful Be honest Work hard Look after property Listen to people	Hurt anyone Hurt people's feelings Cover up the truth Waste time Waste or damage things Interrupt

1. Planning of tasks appropriate to the academic and emotional needs of each child and providing achievable targets and quota of work;
2. Social skills taught and modelled in all areas of school life with times made available for the children to share problems and resolve difficulties;
3. When appropriate, support time provided by staff if children need to share problems quietly;
4. Attention drawn frequently to the Golden Rules which all are expected to choose to keep; stickers and smiley faces as rewards for immediate actions with nominations for Gold Awards written in the Golden book
5. Positive behaviour reinforced in each class by a visual system where a child is shown normally to be choosing appropriate behaviour;
6. Children made aware of the consequences that follow if they choose unacceptable behaviour (outlined in B Managing inappropriate behaviour).
7. Very good behaviour rewarded by a child's name being entered in the 'Golden Book', with a brief description of the behaviour. This is then celebrated in the weekly Collective worship;
8. Concerns, which children or adults may have, discussed and solutions found at the monthly School Council.
9. Use of strategies to re-enforce positive behaviour such as
 - Expectation of Compliance e.g. using thank you rather than please at the end of a direction
 - Focus on good behaviour first - Catch Them Being Good.
10. At the beginning of each school year, each class looks at the home school agreement and identifies what "rules" they should have for their class. The Home-School agreement is signed by the teacher and the child and sent home to be signed by parent/carer. The introductory meetings held by each class explore behaviour and expectations more fully ensuring that the systems used are understood by parents and carers.
11. A meeting to share strategies for behaviour management is provided in the second half of the Autumn term for any interested parents.

B - Managing inappropriate behaviour

1. Use of low and medium level strategies to redirect child to task/appropriate behaviour (*see appendix*)
2. First verbal/visual warning accompanied, if appropriate, by child being asked to move seat for 5 minutes/ play elsewhere etc
e.g. telling the child that they have chosen the consequences of their behaviour because they have chosen unacceptable behaviour.

3. Second verbal/visual warning if the behaviour does not alter, resulting the issue of a yellow card [formal warning], this often leads to the child being asked to stay behind at the end of the lesson to discuss behaviour / catch up on work. (No child is ever to be deprived of the whole of their playtime however.)
Yellow cards can also be issued in the playground, or other parts of the school by members of staff, if following the first warning the undesirable behaviour does not change.
4. If behaviour continues to be undesirable following a yellow card, or if there is any incidence of violence then a Red card will be issued. The issuing of a red card should be immediately brought to the attention of the Headteacher or Assistant Headteacher who will explore the reasons behind the behaviour and record this in the "Refs Book". Parents are informed.
5. In the very rare instance of a Red card being issued 3 times in a term then formal involvement of parents/carers is triggered in order to begin to look at a shared approach to the difficulties a child is facing. In some cases, at this stage a child will be considered for School Action (A) on the Special Needs Code of Register.

Children with extra needs

1. Where a child chooses frequent unacceptable behaviour the *TATTs* system (*Tiny Achievable Tickable Targets*) is used. Here, managing to behave appropriately where there is a recurring problem is rewarded more immediately through the use of a target chart with a reward agreed with the child for a certain number of targets achieved. *Parents/carers are made aware when this strategy is used.*
2. Where a child is known to have particular needs (Wave 2 or 3 support) the SENCO or class teacher will ensure that all appropriate staff are made aware with any identified approaches to ensure consistency of approach

Involvement of parents/carers, Headteacher and other agencies

1. Parents/carers are made aware of our approach to Behaviour Management through the summary of this Policy which is found in the School Brochure.
2. Communication between parents/carers and staff to do with a child's behavioural needs may take place informally if any concerns arise. *N.B. It is helpful if the Head teacher is made aware where this happens.*
3. Should the concern persist then a more formal meeting will take place to look at a shared approach towards resolving the problem, this is often triggered by the issue of a Red Card.
4. At this stage the SENCO may become involved and the child entered on the school register of SEN at School Action level(A) if appropriate.
5. If the inappropriate behaviour persists the school may wish to refer the pupil to outside bodies for further support, such as:
 - Behavioural Support Service
 - Inclusion Officer
 - Home-School Liaison
6. The final stage is that of involvement of the Governors with the possibility of exclusion. [See LA guidelines on Exclusion - this is **always** as a last resort and procedures should be identified from the Behaviour Support Service to try to prevent exclusion at all costs].

Reviewed by the Governors

Responsibility...Head teacher

Next review date

Key techniques to reinforce good behaviour

Low Level Strategies

Expectation of Compliance

This expectation can be conveyed via:

- Language patterns - using thank you rather than please at the end of a direction
- Not over-dwelling on the discipline transaction - moving away as soon as a clear direction has been given

Focus on good behaviour first - Catch Them Being Good

Whenever possible, ensure that the maximum amount of attention is given to on-task behaviour and only the minimum necessary to dealing with off-task behaviours.

Use positive cueing

Acknowledge the positive choices of a pupil who is sitting near to your targeted (off task) pupil to cue in the targeted pupil.

Use physical proximity

Combine with Positive Cueing whilst gradually moving closer to the pupil. Care must be taken however to ensure body language is not intimidating or threatening.

Choose to tactically ignore the behaviour

- Simultaneously acknowledging pupils doing the right thing e.g. putting hands up;
- Or prefacing with a brief instruction before ignoring e.g. when you're in your seat with your hand up then I'll help.

Use simple, brief directional statements or rule reminders

E.g. *Name*...facing this way and listening, thanks

Give non-verbal, non-confrontational messages to re-enforce and soften directions

E.g. back to your seats, hands up, noise down, back to work, well done

Use Direct Rule statements - expect compliance

E.g. *Name*...we've got a rule for asking questions and I expect you to use it. Thanks.

Use 'When...Then' directions

E.g. 'When the lesson's over then I'll listen to your side of the story.'

Medium Level Strategies

Use casual questions to re-focus

E.g. Do you need a hand?

Remember this needs to be finished by the end of the lesson. Are you on target?

Is there a reason you're out of your seat?

Use distractions or diversions

E.g. '*Name*...can I see you over here a second please?'

'I can see you're upset *Name*. If you want to cool off take a seat over there and I'll be with you in a minute.'

'Maybe...but I would like you to...thanks.

'I understand that you feel that...and I would like you to...'Thanks.

Defuse low level conflict with redirection

- Use 'broken record' approach - repeating direction 2 or 3 times without arguing
- Distract from disruption by asking them to bring work to you

The 3-3-3 method - Breathe in for 3 seconds, hold for 3, let out for 3

Use 'double what' questioning

E.g. ...What are you doing?...

...What should you be doing?...

...You're supposed to be ...Back to work now thanks. I'll come and check it in a minute.

(You may choose to talk to pupil after class about their attitude and response.)

Briefly take the pupil to one side or out of the room

- Avoiding audience participation increases likelihood of compliance
- When private re-state expectation or repeat earlier strategies.

Use assertive 'I' statements

- An 'I' statement acknowledges a problem and opens the way for a solution without blame and conflict. An 'I...' message contains 3 elements:
 - The behaviour e.g. shouting out
 - The effect e.g. stopping me help others
 - The feeling e.g. I get frustrated

'When you shout out, it stops me helping... and I get frustrated.'

Give simple realistic choices

- Leave the pupil with direct responsibility for their actions by using an 'if...then' kind of direction

e.g. 'If you continue to work loudly and disturb the others at your table then I'll ask you to work over here.'

'I need you to choose to...If you choose not to... then you will be choosing to e.g. move place for 5 minutes.'

High Level Strategies

Giving 'time out' time

- Moving a pupil to a different seat or to another supervised area, for a set period of time, especially effective given as a choice
- It removes pupil from a situation in which they are continuing to make poor choices and enables them to calm down, reflect on behaviour or refocus back onto the task
- It is vital to repair and relationship after time-out completed whilst still restating expectations e.g.. *Name*, thanks for doing your time out. Do you want to choose to go back to your seat now to carry on with your work or would you find it easier to stay where you are?

Exit - [This should only follow the issue of a Red card and only if deemed essential]

- With very few exceptions this should always be preceded by strategies designed to support the pupil in making better choices
- Use exit strategies calmly and assertively whilst paying a minimum of attention to the inappropriate behaviour. *Always* let the pupil know that it is for the inappropriate choices that they are being exited and not because the teacher dislikes them.
- Let the pupil know that they will be accepted back into the classroom as soon as they begin to make more acceptable choices.
- If a pupil continually needs to be exited from a class it may be as much a problem with the way the pupil's behaviour is being managed as it is with the pupil himself.

Taken from Peter Hook Training and Consultancy: Confident Classroom Leadership