

Policy for Promoting Positive Behaviour

This policy emphasises the importance of children being safe, enjoying and achieving and making a positive contribution to the community that they are in.

A whole-school behaviour policy should be clearly understood by pupils, parents or carers and the whole school staff. A behaviour policy provides the framework of consistent strategies which can be used to maintain appropriate behaviour in the classrooms and around the school. The development of a whole school policy is the key element in promoting positive behaviour, as it helps to create an appropriate ethos and environment.

DISCIPLINE AND PASTORAL CARE STATEMENT

The school is a community in which behaviour is based on mutual respect and consideration for others. Its values, standards and attitudes are made clear to the children by example and discussion.

Children learn best when they feel safe and know what is expected of them and of other children. Education is most effective if teachers are able to focus on teaching and learning and do not need to spend an undue amount of time of managing children's behaviour.

Relationships between children and school staff are crucial to the management of behaviour. Because they value the approval of adults, most children respond positively to instructions if they feel liked and respected by staff and if they know that they will be treated fairly.

Children are less likely to misbehave if they are fully occupied with work which interests and challenges them. The school staff expect high standards of behaviour. Each class has the opportunity to draw up its own rules of acceptable behaviour.

Children are encouraged to be independent and responsible. This leads them to develop self-confidence and respect for the opinions of others. Most children respond to the positive ethos, supportive and caring environment and the practical curriculum which the school provides. However, occasionally a child's behaviour causes disruption and adversely affects his/her own education and that of other children. If a child displays inappropriate behaviour consistently, consultation is arranged between the Headteacher, class teacher and parents, so that an attempt can be made to correct the matter. Parents are asked to support the school and a 'behaviour diary' may be used in the rare cases where the problem persists.

County policy permits, in the rare cases of serious and persistent indiscipline, exclusion from the school. The Governing Body has established a policy for exclusion, acknowledging that 'exclusion is an extremely serious step which should only be used as a last resort when all other sanctions have failed'. The administration of corporal punishment is not permitted.

AIMS

Through a whole-school behaviour policy we aim:

- to create a happy, secure and supportive environment in which all individuals are cared for, valued and respected;
- to encourage co-operation and good citizenship;
- to encourage pupils to be increasingly responsible for their own behaviour;
- to ensure consistent handling of behaviour by all staff.

STRATEGIES FOR IMPLEMENTATION

The Classroom

A whole-school approach to promoting positive behaviour should address both the environment and organisation of the classroom.

Aspects of the physical environment which should be considered include:

- space for working and movement
- access to materials
- noise levels

When considering the physical environment, teachers should think about how they can make best use of the available space and match seating arrangements and groupings to the task.

Teachers may find it helpful to rehearse appropriate voice levels for different activities for pupils, i.e., partner voice, table voice, class voice, playground voice.

It is helpful to establish routines for classroom procedures, which should include:

- entering the classroom
- removing coats
- allocating seats
- starting the lesson
- getting the materials
- getting the attention of the class

RULES – Our values

- Respect
- Inclusive
- Supportive
- Holistic
- Aspirational
- Secure
- Personable

This Code of Conduct is applied in the classroom, in the playground and on school visits. Children who are misbehaving may be referred to the Headteacher or Deputy Headteacher. Parents are always informed if their child exhibits persistent anti-social behaviour, which also affects other children. We always try to deal with misbehaviour firmly and fairly and it is appreciated when parents support the school in this. We believe that it is vital that the children realise that we are working together.

REWARDS

Owl Team Points / Certificate

Good behaviour can be rewarded by all school staff, using a system of stickers, stamps and team points. Each pupil belongs to one of four owl teams which each draw their membership from across the Key Stages. At the end of each term, the owl team with the most points is rewarded with a non-uniform day.

Special Educational Needs One-plans - Behaviour

One-Plans that are designed specifically for one pupil allow teachers to target the pupil's specific needs. A One-plan may be necessary when a pupil consistently fails to respond appropriately to whole school initiatives to promote positive behaviour. The advice of the Inclusion Leader should always be sought. The advantages of individual programmes are that they:

- often have an immediate and positive effect on a pupil's self-esteem and behaviour
- break negative cycles
- are less time-consuming - once they have been set - than managing unwanted behaviours
- allow parents or carers to be included and offered a clear role
- often encourage all the adults involved with the pupil to be more positive
- give pupils the opportunity to participate in changing their own behaviour, as they can negotiate targets and rewards, and often succeed very quickly.

However, the teachers and non-teaching staff involved must be committed to putting in extra work in the early stages. Successful programmes involve pupils and parents or carers (and where appropriate other professionals) from the early stages of planning, so that everyone can co-operate and move towards the same goals in an agreed progression.

SANCTIONS

It is usually possible quickly to correct and re-direct inappropriate behaviour. When behaviour is persistently or substantially inappropriate or unco-operative the advice and/or assistance of the Headteacher or Deputy Headteacher should be sought. The Headteacher, or Deputy Headteacher will decide whether to inform and involve the pupil's parents or carers.

Teachers and other adults who are responsible for supervising pupils in and around the school or on school visits rely on pupils responding to positive expectations and have few sanctions which they are able to employ when pupils behave badly. Sanctions may include:

- loss of break or lunchtime play
- a temporary withdrawal of privileges
- informing parents/carers
- in exceptional circumstances fixed period (temporary) or permanent exclusion may be considered where children are unsafe, or made to feel unsafe, by an individual or group of children. These sanctions could also be used for repeated disruption of learning or breaking of school rules.

It is important that staff are seen to be fair. Staff should never employ 'blanket punishments' (i.e. keeping an entire class in at break due to the inappropriate behaviour of one or a few pupils). Also, points or awards already given should never be withdrawn for subsequent bad behaviour.

Identification of reasons for, and management of, inappropriate behaviour at school

See Appendix one

MONITORING

This policy for Positive Behaviour Management will be monitored by the Headteacher, Deputy Headteacher and Governors and reviewed annually by Governors and all staff.

This Policy will be reviewed three yearly.

NB: This policy is to be used in conjunction with our Anti-bullying Policy and the DfE guidance on the Use of Physical Restraint.

Appendix One

The specific guidance below (the Four Mistaken Goals) is to support staff and children with behaviours that are more than “normal” misbehaviour but not so serious that outside agencies are required. It is school policy to disapprove of the behaviour displayed, not the child himself. NEVER get really cross/angry/ upset. You can appear to, for a purpose, but you should always be able to take deep breath and carry on with teaching. If you feel you are no longer able to do this, tell someone as soon as possible.

Although disruptive behaviour must be addressed, it is essential that adults remember we are here to help children to cope with their lives and to prepare for adulthood. Always treat children appropriately at all times and never make personal comments, or behave in a way that you would not like yourself. Try to understand what has triggered the disruption as this will help you to address the situation. There are times when it is appropriate to raise your voice but a reasoned discussion can be more productive.

In the classroom, it is well known that children will often display disruptive behaviour if the work is too challenging or not challenging enough. Before dealing with behavioural issues, ask whether the children are working at the right level for their individual needs. As well as the work, consider your classroom layout. Are children able to see and hear clearly? Is there too much clutter for some? Are you using a range of teaching styles?

We are lucky that there is frequently more than one adult in a classroom. This is a specific policy to support staff and children as much as possible and requires a budgeting commitment from the governors. It is essential to make best use of this facility, and for staff to work together and discuss problems in the classroom.

Four mistaken goals

The four mistaken goals are ways in which children illustrate inappropriate behaviour in order to achieve something which they could be helped to deal with in a different way. They all need addressing in a specific way and arouse specific emotions in adults. There is always a “silver lining” to each type of behaviour although the “cloud” may seem larger at the time! They are categorised as attention seeking, power struggle, revenge seeking, and avoidance of failure.

Attention seeking

How to recognise an “attention seeker”

- Constant/Chinese water torture
- Starts small and escalates
- Can become extreme
- Wants to be caught
- You are usually the focus (possibly peers)
- Do the right thing but

Staff emotion

- Irritation
- Exhaustion

Silver lining

- Want a relationship

Strategies for dealing with attention seekers

Reviewed three yearly

Updated November 2016

- Only give attention for appropriate behaviour
- Catch them “being good”
- Use “ignore, check, notice others doing the right thing, check, notice attention seeker doing the right thing”. – REMEMBER THAT SENDING A CHILD TO ANOTHER ADULT IS GIVING GREATER ATTENTION TO WIDER AUDIENCE
- Share approach with other adults in the room
- Only use planned intervention strategies
- Focus praise on learning
- Use non verbal attention before verbal
- Move to give or take away attention as appropriate
- Divert attention
- Reminders of rules
- Time out (without attention from others)

Power struggle

How to recognise a “power struggler”

- Refuser
- Challenge and professional confrontation
- Being the teacher!
- They know their rights/fairness
- Must have the last word
- Subversive/manipulative
- Timing is used carefully
- Go off at a tangent
- Know boundaries yet
- Attitude – contradicts you
- Starts small and escalates
- Not all the time
- Don’t always want to be caught
- Reject rewards

Staff emotion

- Anger

Silver lining

- Independent thinkers
- Leadership qualities
- Know where the power lies

Strategies for dealing with power strugglers

- Share the power
- Peer support
- Choice when allowed in the curriculum
- Involve in drawing up rules
- Group work
- Teach appropriate skills
- Adults are role models
- Celebrate the successes of their leadership
- Delay confrontation until he makes the right choice
- You choose when and where the confrontation occurs
- Plan expectations and handovers in advance
- The choices must always have a teaching and learning focus
- Use partial agreement – lose the battle to win the war
- Use a distracter to keep your sanity – photo, thought, etc

Reviewed three yearly

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- The consequences must not take up the time that should be used for you to teach others

Revenge seeking

How to deal with a “revenge seeker”

- from zero to POW
- serious
- infrequent
- there could be a pattern
- there could appear to be a persecution complex
- can be a bully

staff emotion

- scary

silver lining

- cry for help that should be recognise

strategies for dealing with power struggles

- give them time and space
- use exit procedures QUICKLY
- pre-organise a “special person”
- teach listening skills
- teach appropriate ways to express hurt
- focus on task
- utilise teamwork
- plan ahead for bad days!

Avoidance of failure

How to recognise an “avoider of failure”

- self-esteem rock bottom
- not avoidance of task
- possible in any class member regardless of social or other background
- can't try/won't try attitude
- usually passive behaviours with possible explosions

staff emotion

- exasperation

silver lining

- care about themselves

strategies for dealing with avoiders of failure

- SEN approaches
- Teach positive self-talk
- Encourage a circle of friends
- Lunchtimes are important
- Teach that failure is OK

Conclusion

Remember – you are the adult!

Keep smiling but share the problems professionally

Always focus on the learning of the child in question and that of others – we're here to teach and support learning.

Reviewed three yearly

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