

Encouraging Positive Behaviour



Key Principles:

- All children in our school are able to learn without disruption
- All members of our school community are safe and secure and feel that way

Aims:

- For every member of the school community to feel happy, respected, and valued.
- To enable every learner to reach their full potential.
- To enable all members of the school to become good citizens.
- To promote the vision, value and aims of the school.

Objectives:

- To establish and promote a happy, learning environment which is safe and stimulating.
- To expect all members of the school community to treat each other fairly and with respect.
- To take care of the school building, its resources, and the possessions of others; keeping the environment tidy and safe for all.
- To raise the self-esteem of all members of the school community.
- To have high expectations of all members of the school community.
- To understand the nature of socially acceptable behaviour.
- To care for one another.
- To learn the value of friendship.
- To be pleased with their own achievements and the successes of others.
- To understand the importance of living to a moral code which reflects the ethos of the school.

Strategies:

At St Lawrence **positive behaviour and self-discipline is actively promoted** through praise and rewards in all areas of school life and explicitly taught and reinforced through our PSHCE curriculum and whole school assemblies. We follow the guidelines in 'The Essex Approach – Understanding and Responding to Challenging Behaviour in the Classroom' (Copy kept in the staff room). **We know any behaviour is a form of communication and believe that behaviour mistakes are learning opportunities.**

We have clear and high expectations of behaviour, which are communicated to all through the use of 'Our Rainbow Rules'. **We believe ATTITUDE is everything!**



All members of our community will be expected to adhere to 'Our Rainbow Rules'.

Encouraging Positive Behaviour:

We **use positive language to model social skills and help children understand how we want them to behave.** Positive attitudes are contagious. At the heart of effective behaviour management is building positive relationships with children. **We believe that by knowing children well we can predict and therefore prevent much inappropriate behaviour.** Some of the strategies used to achieve this include:

- Being a positive role model for children
- Being fair and consistent
- Acknowledging children as individuals; using their names when giving feedback, compliments and reminders
- Being warm and positive; giving smiles, winks and thumbs up signals
- Giving children time; enjoying their conversations and finding out about them as individuals
- Recognising every child's strengths; believing that every child can succeed and praising them for achieving steps in their learning
- Praising children for how much effort they have put into their learning
- Using descriptive praise; "I liked it when you..."
- 'Catch children being good', notice children who are behaving well and following 'Our Rainbow Rules' and praise them
- Treating children and adults in the school environment with respect

All members of staff will **continually refer to and remind children of the expectations within 'Our Rainbow Rules'**. Every classroom has agreed class rules which are linked to the standard and they are referred to regularly when teaching. Children are rewarded for keeping to these rules through praise and encouragement. In this way these expectations will become firmly embedded within the school community.

Positive reinforcements, encourage appropriate behaviour, therefore everyday staff will use a variety of reinforcers to help focus the children and create a calm learning environment. Instructions, reminders and advice will be phrased positively; Appendix 1 provides examples of positive phrases to use with children.

Positive behaviour is an expectation of our school. However, in order to embed this in our pupils it is important to reward appropriate behaviour. Each class will develop its own simple incentive system based on a team or group competition designed to encourage the children to work together towards the same goal. These systems will recognise good teamwork, good effort with work, high achievement, and particular instances of good conduct or acts of kindness.

All children occasionally need reminding of our rules and expectations. When reminding children of a rule or redirecting their behaviour we **use the language of choice and logical consequence** as a foundation for our work, it is a powerful and highly effective strategy. Teaching children to make good choices about their behaviour helps them to develop a sense of responsibility, creating an important link between behaviour choice and its consequence. An example of providing choice: "(Name), I've asked you to stop disturbing (Name); she is trying to think about her story. Either you need to stop disturbing (Name) or you will need to sit at a table on your own. It's your choice."

Staff will **give pupils feedback using a variety of recognised strategies on the choices** they are making in order to help them to make good decisions in the future (e.g. Smart Thinking, The Essex Approach Film Strip or the Five W's.)

Sanctions:

We know sanctions are most effective if applied fairly, firmly and consistently. Sanctions are more effective if the child is certain they will happen. **Certainty is more effective than severity.**

Many 'habits/behaviours' do not interrupt teaching and learning and can either be tactically ignored or quickly re-directed by using proximity praise (praising others with the appropriate behaviour near to the child) **or language of choice.** There are some behaviours, whilst not disturbing the teaching and learning of **others that do require a logical consequence** to be followed through, see Appendix 1, these can be put in place quickly and immediately and give a child the opportunity to make the situation right.

Where behaviour does not meet 'The St Lawrence Standard' and a **PUPIL IS CONTINUING TO INTERRUPT TEACHING AND LEARNING** staff will work through the following stages of behaviour management. At each stage pupils will be offered the opportunity to correct their mistakes and be encouraged to improve their future behaviour. Examples of behaviour which demand the responses outlined in each stage will be negotiated and agreed by the whole school community.

<p>Stage Three</p> <p>Time out in another class with the incident recorded on ABC form (Appendix 3) by the teacher. The ABC will be analysed by the member of staff that day in order to identify changes that need to be made with teaching and learning/organisation/grouping etc. Preferred behaviour/organisation will be planned in order to avoid similar incidents in the future. A copy of the ABC will be kept in the class file.</p> <p>Remember the problem is the problem not the child.</p>	<ul style="list-style-type: none"> • Time out in another class. • If it is playtime/lunchtime the child will go on the bench. <p>Follow dialogue detailed in Stage Two.</p>	<ul style="list-style-type: none"> • Repeated behaviour from stage above • Refusal to respond to second intervention • Hurting others
<p>Stage Four</p> <p>Time out required more than once in the same session</p> <p>ABC form (Appendix 3) completed by teacher. The ABC will be analysed by the member of staff that day in order to identify changes that need to be made with teaching and learning/organisation/grouping etc. Preferred behaviour/organisation will be planned in order to avoid similar incidents in the future. A copy of the ABC will be kept in the class file.</p> <p>Class teacher to talk to parent</p> <p>Class teacher to monitor pattern of behaviour and refer to an Assistant Headteacher who will set up a behaviour record to be monitored daily by a named adult. Class teacher will share behaviour record with parent/carer</p> <p>SENCo informed to discuss possibility of individual program of work.</p>	<ul style="list-style-type: none"> • Pupil to be sent to an Assistant Headteacher or Headteacher <p>The following interventions may be applied at this stage:</p> <ul style="list-style-type: none"> • Missing particular activity if there may be a health and safety risk – this will be decided by a senior member of staff. • Two week behaviour record to be kept monitored each day by named adult and shared with parent/carer • If incidents occurred on the playground, a period of limited involvement in playtimes building up gradually as child proves him/herself to be capable of positive playground behaviour 	<ul style="list-style-type: none"> • Repeated behaviour from stage above • Dangerous behaviour (this would automatically be dealt with at stage 4) • Being sent out of the classroom more than three times in a week
<p>Stage Five</p> <p>Referral to Behaviour Support Team</p>	<ul style="list-style-type: none"> • Head teacher/SENCo/ Behaviour Support Team telephone consultation/ Class teacher to draw up an individual Pupil Support Plan (PSP) which is discussed and agreed with parent/carer and child • Implementation of IEP • Possible withdrawal from the class for a sustained period of time (independent 	<ul style="list-style-type: none"> • Repeated behaviour from stages above • No change in behaviour as a result of two week behaviour monitoring record • Refusal to leave the classroom when asked to do so or consistent refusal to follow instructions • Extreme rudeness/swearing at staff members • Racial abuse of any kind (See specific guidance on racial incidents) • Intentional hitting of a teacher or dangerous behaviour towards adults and children.

	<p>work programme to be completed outside the classroom)</p> <ul style="list-style-type: none"> • Possible exclusion from lunchtimes if inappropriate behaviour, occurs regularly on the playground • Possible Fixed Term exclusion* 	
<p>Stage Six Monitoring by Headteacher</p>	<ul style="list-style-type: none"> • Referral to all relevant agencies for support and advice. • Team around the child meeting. 	<ul style="list-style-type: none"> • Severe or sustained disruptive, threatening or aggressive behaviour • No change in behaviour as a result of PSP

Exclusion:

If the measures designed to modify pupil behaviour fail, and the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary or permanent, will be considered. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community.

Exclusion and the Law

From September 1998 Headteachers have been able to exclude a pupil for up to 45 days in a school year. Work that would normally be done at school will be sent home, and will be marked on the child's return. Exclusion can be just for a session e.g. lunchtime, if that is the time when unacceptable behaviour exists, but this step is only taken when all other measures have failed.

Incidents of Racial Abuse:

Any form of racial harassment and abuse will not be tolerated at St. Lawrence School. All incidents will be treated seriously, investigated, dealt with and logged by the Headteacher in the 'Racial Incident Log'. 'One-off' incidents of racist behaviour will be dealt with in a way which is sensitive to the victim, acknowledging the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence he or she has caused. The offender will be given every opportunity to try to repair the relationship with the victim wherever possible. Parents or carers of both the victim and the offender will be informed. Parents / carers of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.

Attitudes of respect and tolerance for others will be constantly reinforced throughout all areas of the curriculum but will be addressed most specifically through our PSHCE programme of work.

Anti Bullying:

Bullying is a problem from which all schools suffer to some extent, and St. Lawrence School is no exception to this. Bullying is a specific aspect of behaviour, and as such needs its own place in the behaviour policy. **All people, young and old, have the right to learn without fear of bullying by peers or adults.**

What is bullying?

Pupil bullying occurs when a child is abused physically, emotionally, or verbally, or feels threatened or fearful on a regular or repetitive basis. The use of aggression to intimidate, or deliberate use of unequal power are the most obvious forms of bullying.

There are some occasions when children complain of being bullied, when in fact this has not been the case. What is the 'rough and tumble' of playtime to one child, can be seen as something more serious to another. Also, friendships naturally experience difficult phases, and the term 'bullying' can be used inappropriately in such incidences. Children are encouraged to differentiate between genuine cases of bullying and other upsetting occurrences. However, the child's perception is always taken into account and relevant interventions may be put into place in order to make the child feel safe whilst in school.

Bullying has no place at this school. Children are encouraged to tell an adult when they think they have experienced bullying, or have seen it take place. Adults will intervene in such cases. Parents are encouraged to contact the school if they suspect that bullying has occurred

Support Group Approach

In cases of bullying, a Support Group will be formed. This group will work with an adult to work out a solution to the problem. The Support Group approach to improving behaviour is used in suspected cases of bullying. Also known as the 'No Blame Approach', the Support Group strategy aims to keep the victim safe from continued bullying behaviour, and change the behaviour of the young person who has been 'bullying'.

The Support Group Approach - 7 Step Guide

1) Interview the Victim

- Do not discuss specific incidents
- Ask the victim how they are feeling
- Ask what impact bullying is having
- Ask who is involved
- Ask which of the children in the class could help
- State you wish to inform these people the impact they are having
- Ask if there is any information they do not wish you to pass on
- Explain what you will say to the group
- Ask if the victim would like to draw / write how they feel (e.g. poem) and explain that this will be shared with the Support Group

2) Convene a Support Group Meeting

- Involve the child identified as the perpetrator and those that the victim has identified as being able to help. If there is more than one child identified as a bully then additional Support Groups will be set up
- Ensure this group is a 'positive' group
- This is a 'no blame' approach and the child identified as the perpetrator will not be identified within the group

3) Explain the Problem

- 'I have a problem'
- Avoid 'you' language
- Describe the feelings of the victim
- Share pictures / poems / writing they have produced
- Do not seek to blame or punish the perpetrator
- Ask help to find a solution to your problem

4) No punishment

- No one is punished, and punishment is not even discussed

5) What we can do

- Children to talk individually using 'I' language, e.g. 'I could...'
- If the child identifies that the best thing that they can do is to stay away, then that is a perfectly acceptable action

6) Leave it up to them!

- Label young people positively
- State that you knew they could be trusted, relied upon etc.
- Children will give feedback to an identified adult on a daily basis. If there is a problem identified then this will be dealt with straight away

7) Evaluate progress

- Evaluate approximately one week after initial meeting
- Meet pupils individually, meeting victim last, to gauge success
- If limited success, alter group structure and repeat process

[N.B. - Where a child seems to be exhibiting bullying type behaviours to a range of different children making it unworkable to convene all the necessary Support Groups, stages in this behaviour policy will be followed.]

Involving parents in the process:

Whenever a Support Group is convened both the parents of the child who feels he/she is being bullied and the parents of the child who is alleged to have demonstrated bullying behaviour, will be informed.

Though the incident will have been discussed, the parents of the child allegedly demonstrating bullying behaviour will be advised to allow the school to handle the situation through the Support Group rather than dealing with their behaviour at home. This is to allow the child an opportunity to work through the 'no blame' process themselves, considering their own actions and hopefully changing their behaviour as a result, if necessary.

A few days after the Support Group have met and worked together, parents will be kept informed of the progress which has been made.

In cases where a child has demonstrated bullying behaviour and continues to do so, even after a Support Group have been convened, parents will be notified and alternative action will be taken. The action to be taken will be agreed with the child's parents, the class teacher, and possibly the an Assistant Headteacher, Headteacher or Special Needs Co-ordinator following the processes and stages within this behaviour policy.

Preventative Measures:

A range of measures will be implemented to prevent bullying behaviour occurring whenever possible. These will include:

- Developing children's abilities to find their own strategies to deal with bullying behaviour through high quality PSHCE lessons and focused 'Circle Time' activities
- Setting up a system of peer support at lunchtimes where trained pupils from KS2 will become a team of 'Play Leaders' to help organise more productive play and be available to support children, who feel they are experiencing bullying behaviour, to talk to and work with to find ways to solve the difficulties they are experiencing. (Obviously this service will be closely supervised and monitored by a member of the teaching team).

Rights and Responsibilities:

We recognise that everyone has rights at our school.

1. The right to respect all things and be respected
2. The right to learn new things without disruption
3. The right to aim for excellence and to do our personal best
4. The right to a safe environment where belongings will be safe
5. The right to work in an attractive and exciting environment

Related to these rights, is the one responsibility that each person in school shares, which is to uphold the rights for everybody.

By committing to this responsibility we can all work together to maintain the ethos of the school.

Monitoring and Evaluation:

This implementation and impact of this policy will be monitored and evaluated regularly in a variety of ways:

- The Senior Leadership Team (SLT) will monitor behaviour and behaviour issues regularly.
- All members of the SLT will evaluate behaviour management routinely as part of the programme of lesson observations and monitoring. They will also monitor all records of behaviour incidents. The termly Headteacher's report for the Governing Body will include an assessment of the effectiveness of this policy.
- Appointed governors will undertake monitoring activities and report back to the Teaching and Learning Committee and the Full Governing Body.
- This policy will be reviewed in line with the school's cycle of policy reviews

Appendix 1 USING LANGUAGE POSITIVELY

COMMON PHRASE	<i>becomes</i>	POSITIVE TALK
Don't use that language to me!		Remember to use polite words. How could you say that politely?
Stop shouting out, all of you!		Fantastic idea. Remember to put your hand up.
You've been upsetting people again!		Come and help me to cheer up (Name). How could you help (Name) to feel better?
Stop running!		Walk inside. Thank you.
Why is your work so untidy?		How could you present your work neatly? Next time remember to
Don't put sand all over the floor again!		Keep sand in the sand tray, thank you.
You're always interrupting.		Great idea, hand up. Remember to take turns.
You never listen to me!		Show me who's a good listener.
Don't call out!		Remember, hands up thank you.
Don't pull his jumper!		Be gentle. Take care of each other. Be gentle. Keep your hands to yourself.
You shouldn't all be in here at lunchtime!		Where should you be?
It's always you lot in trouble!		Who can help me to sort this out? How can we prevent this from happening again?
You can never line up properly!		Show me how to line up calmly and quietly.

APPENDIX 3

ABC Behaviour Analysis

Date:

Time:

Location:

<p>Antecedents: What happened before the behaviour?</p>	<p>What changes are needed to prevent behaviour?</p>
<p>Behaviour: What did the pupil do?</p>	<p>What behaviour would be preferable?</p>
<p>Consequences: What response was made by staff/pupils?</p>	<p>What changes are needed in response to behaviour?</p>
<p>What happened as a result? : Positive or negative?</p>	<p>Any other relevant information:</p>

