

# Behaviour Management



## Rationale

Slip End Village School seeks to be a happy, secure and friendly school, in which a positive learning atmosphere dominates. We believe that positive behaviour is an essential condition for effective learning and teaching and that pupils and staff have the right to learn and teach in an environment which is safe, peaceful and fair.

We welcome all members of the school community and will ensure equality and value diversity; addressing any unfair treatment, discrimination and prejudice. We work hard to provide a supportive environment, which is underpinned by a carefully planned praise and consequence system, helping children to make positive behaviour choices. This, together with consistently high expectations by all, is required to create a caring, ordered environment where learning is enjoyed and valued.

## Aims

We aim to:

- Provide a community which is well-organised, caring and disciplined
- Encourage the highest standards of behaviour and self-discipline
- Engender a sense of worth and personal achievement
- Promote a feeling of security and safety

## Staff Responsibilities

Staff must act as positive role models at all times. They should demonstrate consistently high expectations and challenge poor behaviour accordingly. Emphasising positive behaviour, staff should reward success and give praise for effort and achievement. We also know it is important to strike a balance between recognising good behaviour and having appropriate consequences which are seen by all to be fair and just, and which are applied consistently when standards are not maintained.

## Expectations of pupils

A calm, ordered environment promotes good learning.

Pupils are expected to:

- Arrive at school on time
- Wear the school uniform
- Show respect to everyone in the school
- Take pride in our school and our learning
- Be truthful, well-mannered and kind
- Co-operate with each other
- Walk sensibly and appropriately around the school site
- Set a good example to others
- Exercise self-control and be responsible for their own behaviour
- Demonstrate positive behaviour
- Work hard to fulfil their potential

## **Encouraging positive behaviour:**

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- A praise and consequence weather chart that is embedded in the ethos of the school
- Developing the voice of the child e.g through the School Council
- Encouraging everyone to take pride in the school environment
- Creating a stimulating learning environment
- Supporting children with additional needs, where necessary
- Providing pastoral care and support, where necessary
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

## **Children with additional needs and/or challenging behaviours**

We fully believe in an inclusive school ethos and work hard to support children who have additional needs (physical, social or emotional), disabilities, or specific barriers to their learning.

For any child whose everyday behaviour proves challenging, a separate behaviour management system may be used. The SENDCo or a member of senior staff (where appropriate) will work with the pupil and will liaise with parents/carers and any external agencies or professionals necessary. The form tutor/class teacher will also be involved. A separate behaviour management plan or strategy will be developed, with separate rewards and sanctions. This will be shared with all staff working with the child.

Where a child with additional needs presents unacceptable behaviour, a consequence will still be applied. This will be dealt with on a case-by-case basis, taking into account the age, context, additional needs of the child and any external factors that may present an influence. Consequences will be in line with behaviour plans, which are written and agreed alongside parents/carers.

## **Use of the quiet room**

There may be times when a child's behaviour places them at significant risk of harm to themselves, other children or staff, or at risk of serious damage to property. At these times, a variety of distract and divert techniques will be adopted by staff (as they have been trained to do so). If these and all regular behaviour management strategies fail to de-escalate the behaviour, the child may be removed to a safe space. If necessary (for the safety of the child and others), Team Teach methods may be used.

A safe space can differ depending on the age and needs of the child. For some children, a change of scenery is sufficient, such as another learning area. For other children, going outside or carrying out a 'special job' such as taking a message for a member of staff may help to distract and divert. Some children seek a more contained environment in which to have some calming time. On these occasions, a quiet room may be appropriate.

We have one designated quiet room in our school. This room is not a 'learning' space and learning activities are not usually carried out in it. It is deliberately kept very simple, in order to provide a calming and safe environment for pupils, who may be experiencing significant emotional trauma and pose a risk to themselves or others. A child using the quiet room will always be with a minimum of two members of staff (unless the child has taken themselves there, in which at least one member of staff will be present) and the door to the room will never be locked. The child will use the room for the minimum amount of time necessary to calm enough, to remove the risks previously posed.

If a child needs to go to a quiet room this will be an agreed strategy with their parents/carers and will be part of their behaviour plan. If a child uses the quiet room, whether voluntarily or removed to the quiet room, parents/carers will be informed straight after the incident by a senior member of staff. Parents/carers will be provided with full details of the incident. Any incidences where a child is taken to the quiet room are reported to the Executive Headteacher, Head of School and Governing Body.

Some children recognise the need to take themselves to a quiet place. Often this is a quiet room and some children choose to go there voluntarily. Should this be the case, parents/carers will be informed that day and receive full details of the situation.

## **Bullying**

We believe that any on-going pressure from one child to another, whether verbal or physical, constitutes bullying. Staff will intervene whenever they are made aware of such situations.

When staff encounter cases of bullying, everyone involved should be given a chance to re-tell what has occurred. This information should be shared with senior staff and the situation will then be fully investigated by a member of senior staff. The designated safeguarding lead will be informed if necessary.

Any incidences of bullying are reported to the Executive Headteacher, Head of School, Senior Leadership Team and Governing Body.

## **School Rules**

Children appreciate rules that are clear and linked to their rights and responsibilities. Most problems will be dealt with in the classroom and teachers will use a range of strategies (including the praise and consequence weather chart) to promote positive behaviour and manage poor behaviour.

The following positive expectations must be established by all members of staff (teaching and non-teaching), and breaches should not be ignored:

- **Calling out** - We expect children to learn during their first year at the school to put their hands up when they want to make a contribution during a teaching session. All children should be fully aware of this expectation. Shouted out answers should therefore not be accepted by any member of staff, and the behaviour clearly identified as unacceptable.
- **Requests / instructions** - We expect children to comply with requests and instructions given by all members of staff. It is expected that adults will only make requests that are fair and reasonable.

- **Corridors** – We expect children to walk sensibly at all times within the school buildings (with the obvious exception of indoor PE lessons). When walking as a class, we expect children to walk quickly and in silence.

### **Behaviour that challenges people and property**

The following expectations are at the heart of the school's behaviour policy and inappropriate behaviours should elicit immediate response from all members of staff:

- **Physical contact** – children should never touch each other in an aggressive way or violent manner
- **Verbal communication** – We expect that children will speak to other people with politeness and respect
- **Property** – We expect that children will treat all property (belonging to the school and to others) with respect

### **Intervention and correction**

The principles embedded in the consequence staircase should be followed.

- First, pupils are reminded of how to behave
- Second, a warning is issued to remind the pupil that there will be consequences if they continue to misbehave.

The appropriate consequence is applied in accordance with the praise and consequence staircase.

It is appreciated that some offences are so serious, e.g. swearing, refusal to co-operate, wilful defiance that it will be appropriate to go straight to the third step of the consequence staircase.

### **Reminder**

If a pupil breaks a class rule, then positive correction should follow. Correction should not be threatening or confrontational and should focus on addressing the primary behaviour only. Inappropriate behaviour may be inconsiderate treatment of other pupils or adults, abuse of property, inattention, name-calling or aggression.

*Praise the pupil if his/her behaviour then improves*

### **Formal Warning**

- Repeat the direction or re-state the rule
- Reassert if the pupil is argumentative or direct the pupil to one side
- Make it clear that the behaviour is unacceptable, not the pupil
- Make it clear to the pupil that this is his/her final warning before a more serious consequence.

*Move the child, or sit him/her on his/her own, with the reward of moving back if behaviour improves. Talk to the child individually at a suitable point in your lesson.*

If the pupil continues to misbehave, then proceed to Step 3

## **Further Consequences**

Please refer to the praise/consequence weather chart for details. Consequences include:

- Exit from classroom by a member of senior staff
- Contact with parents
- Potential loss of trustee status (depending on number of report slips received)
- Positive focus or report card

The praise and consequence weather chart must be followed by all staff.

Those staff teaching Years 3-6 should fill in the class book every lesson, being clear if there was any unacceptable behaviour, what consequence was given and whether the child's behaviour then improved or not. Please inform Key Stage Leaders and the Pastoral Co-ordinator regarding pupil behaviour.

## **Conflict Management**

When a child makes a complaint about another pupil concerning the breaking of a school rule, the following procedure should be followed:

- Always remain calm even when pupils' emotions are extreme; place emphasis on the safety of the pupils involved in a dispute, removing them from a position of potential harm.
- Remove all children involved from the situation
- Listen to both sides of any argument, allowing each pupil the chance to speak or write a statement. However, where emotions are running high, the teacher may choose to separate the parties, using the help of colleagues in order to establish what has taken place.
- When the true course of events has been ascertained, the consequences outlined in the school's behaviour policy should be followed.
- Whatever the eventual disciplinary outcome, the pupils involved should be encouraged and assisted to make amends with the 'injured' party and to develop insight into the effect of their actions towards other people.

# **Praise and Consequence Weather Chart Summary**

## **SUMMARY OF PRAISE AND REWARDS FOR FOLLOWING RULES**

### **Praise and Rewards**

#### **Step 1**

Regular, verbal praise is used for pupils choosing the correct behaviour or working hard. Thanking pupils for doing the correct things is often more effective (and pleasant) than redirecting wrong behaviour. At this stage, a pupil will be moved from the 'rainbow' to the 'sun'.

#### **Step 2**

A pupil that continues to make good behaviour choices and work hard is moved from the 'sun' to the 'stars'. A sticker is given by the class teacher to reward this. This will be noted in the class diary. A pupil who has

shown good choices all week will be added to the 'Golden Book' as Star Pupil for Friday's assembly. For exceptional behaviour/work/effort a pupil is sent to the Head of School for a special sticker.

**Step 3:**

The pupil's name is added to the Celebration Book for sustained effort in following the agreed rules from the code of conduct and working hard over a half term. A pupil receives a certificate in the Celebration Assembly at the end of the half-term if they have two or four entries in the book; six entries are rewarded with a certificate and a badge.

Number of times entered into the book	Reward
6	Certificate and Smiley Face Badge
12	Certificate and Bronze Star Badge
18	Certificate and Silver Star Badge
24	Certificate and Gold Star Badge
30	Certificate and Bronze Shield Badge
36	Certificate and Silver Shield Badge
42	Certificate and Gold Shield Badge

## SUMMARY OF CONSEQUENCES FOR NOT FOLLOWING RULES

### Consequences

**Step 1: Verbal reminder** - Here the children should be reminded of the correct course of action and redirected as to the appropriate behaviour.

**Step 2: Specific Consequence** – If the pupil's behaviour does not change they will move from the 'rainbow' to the 'cloud'. Support should be given to help the pupil rectify their behaviour (e.g. move them within the classroom). This will be noted in the class diary.

**Step 3: Specific Sanction** – If the pupil continues to make poor choices, they will move from the 'cloud' to the 'lightning'. The pupil will lose 5 minutes of their break or lunchtime, supervised by the class teacher. This will be noted in the class diary.

**Step 4: Behaviour Book** – A pupil who has reached Step 3 twice, or Step 2 five or more times, in any five-day period will be entered into the Behaviour Book. The pupil will be given a target card for the following week to support them in changing their behaviour/attitude. Parents will be informed through their child's planner. Three recorded incidents within a six week period will result in a letter being sent to the parents of the child and an internal exclusion issued. Some incidents (e.g. choosing to hurt another pupil) may bypass earlier steps.

### Formal internal and fixed-term exclusion

When an incident occurs which is considered severe enough to move beyond the above steps (e.g. fighting, physical or verbal aggression, damage to property), this may lead to an internal isolation or fixed-term exclusion (external). Such an incident will be thoroughly investigated and all parties involved will be spoken to. Parents/carers will be informed and next steps discussed with a senior member of staff. In the case of a fixed-term exclusion, parents/carers will be asked to collect the child immediately from school and the child will only be re-admitted to school, following a satisfactory readmission meeting with the parent/carers, child and Executive Headteacher or Head of School.

**Reviewed: October 2017**

**Frequency: Annually**

**Date of next review: October 2018**

**Sources:**

- **DfE 'Behaviour and discipline in schools – A guide for Governing Bodies'**
- **DfE 'Behaviour and discipline in schools – A guide for Head teachers and school staff'**
- **DfE 'Preventing and tackling bullying' (July 2017)**
- **'Creating a Culture: How school leaders can optimise behaviour', an independent review on behaviour in schools, Tom Bennett, March 2016**