



# **BRADING CE CONTROLLED PRIMARY SCHOOL**

## **Behaviour Management A STATEMENT OF POLICY**

**Reviewed by Governors.**

**Date Agreed: September 2017**

**Review Date: September 2019**

**Signed: \_\_\_\_\_**

# Behaviour Management Policy

## Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour within Brading CE Controlled Primary School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community. Pupils have contributed to the behaviour policy through their involvement in the development of the whole school rules

## Philosophy

We believe in positive management of behaviour reflecting the values of our schools.

The following principles are promoted within Brading CE Primary School:

- The school promotes Together Everyone Achieves More (TEAM) and our values of Truth, Respect, Unity, Sincerity and Tolerance (TRUST) as...
- Everybody has the right to feel and be safe
- Everybody has the right to dignity and respect
- Everybody has the responsibility to ensure that we can all enjoy our rights.
- All pupils have the right to learn.
- All teaching staff have the right to teach.

*It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self esteem and well being.*

As a school we have three rules. (see appendix 1)

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

- Enable 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
- Empower 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.

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
- 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**

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The schools use the SEAL curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Thus enabling the fundamental rights of all those in school to be reinforced. A positive ethos is promoted at break times and lunchtimes where children are encouraged to support each other and good behaviours rewarded. Teachers and other adults adopt a positive and empathetic manner when responding to children and to each other. Rewards are given consistently, with many more rewards given out each week when compared to sanctions.

At Brading we have three rules. (see Appendix 1)

### **How at Brading we facilitate positive behaviour for learning**

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 school rules which all are expected to choose to keep
5. Positive behaviour reinforced in each class by a visual system where a child is shown normally to be choosing appropriate behaviour. Praise, stickers and smiley faces are given as rewards for immediate actions with nominations for special awards
6. Children made aware of the consequences that follow if they choose unacceptable behaviour (outlined in B - Managing Inappropriate Behaviour)
7. Very good behaviour is rewarded with Keypoints and by Star of the Week.
8. Concerns, which children or adults may have, discussed and solutions found at the monthly School Council/Pupil Governor meeting
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 which “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 when the child first arrives at the school for learning. The introductory meetings held by each class explore behaviour and expectations more fully ensuring that the systems used are understood by parents and carers

## **B - Managing Inappropriate Behaviour/ Sanctions**

For key stage 1 and Foundation stage.

There will be a visual representation in the classroom which includes a sun, sun cloud and cloud. All children start daily on the sun.

Sanction include

- 1- Get a look
- 2- Get a verbal warning
- 3- Have your name put on the cloud, by the sun( a positive choice will get you back on the sun)
- 4- If your name is put on the cloud you will lose 10 minutes of break/lunchtime.

For key stage 2

- 1-Get a look
- 2-Get a verbal warning
- 3- Be moved to another area
- 4- Miss your play or lunchtime
- 5- Have your parent or carer spoken to
- 6- Have an after school detention

### **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 Handbook or prospectus.
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.
4. At this stage the SENCO may become involved and the child entered on the school register of SEN at School Action if appropriate.
5. If the inappropriate behaviour persists the school may wish to refer the pupil to outside bodies for further support.
6. The final stage is the possibility of exclusion either fixed term or permanent where parents can makes representation to the Governing Board.
7. When a child's behaviour puts them at risk of exclusion a CAF and a Pastoral Support Plan should be considered as a preventative step.

### **Children with extra needs**

- Additional support is available, through the school's SEN system and via interventions for pupils who have social, emotional and behavioural needs. We recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.
- Some pupils will be offered additional support - their class teacher will help formulate an Individual Education Plan for them, with the help of the school's SENCO. This supports the achievement of short term realistic targets.
- For pupils with more significant difficulties, where School Action Plus is necessary, the school will work in partnership with outside agencies. The schools may also consider the involvement of Social Care and Health Services
- Schools will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage the pupil. This would apply to

pupils as their personal circumstances warranted it. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied “differently” but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil’s individual need.

## **The Role of all Staff Members**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children behave to the best of their ability.

The class teacher is expected to treat each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and - understanding.

If a child continues not to make good choices repeatedly in class, the class teacher will keep a record of all

such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the senior teacher and the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy; by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The Role of Governors**

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

Exclusion will only be used in response to serious breaches of the school's discipline policy once a range of alternative strategies have been tried and failed. It will be a last resort and used only in circumstances when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.

We will implement pastoral support plans in conjunction with LA support staff when there are significant concerns that a pupil is at risk of exclusion.

The use of exclusion within school will be reviewed by the governing board on a regular basis and targets set to reduce or limit the use of exclusion.

Further guidance on the use of exclusion is contained in the DFE Exclusion from maintained schools, Academic and pupil referral units in England. 'A guide for those with legal responsibilities in relation to exclusion'

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed

periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents as such in 3.4. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the main office. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing board reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

This policy was reviewed and agreed by the Governing Board.  
September 2017.

## **Responsibility...Head teacher**

*Appendix 1*  
*Behaviour rules*

- 1- Do as you are told first time*
- 2- Hand feet and objects to yourself*
- 3- One voice at a time*

## 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**

### 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 the 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 asked to leave 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 removed 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*

### **Appendix 3**

#### **Rewards-Keypoints**

*The aim of this reward system to gain Keypoints (merits) is to improve student engagement, raise attendance, improve the children's level of achievement and help achieve the school aim and values.*

*Brading miles will be awarded for:*

#### **Attendance**

*If a child is at school for a whole week they will earn themselves 5 points.*

*If a child is on time for a whole week they will earn themselves 5 points.*

*If a child is at school for a whole half-term they will earn themselves 20 points.*

*If a child is on time for a whole half-term they will earn themselves 20 points.*

*If a child is at school for a whole term they will earn themselves 50 points.*

*If a child is on time for a whole term they will earn themselves 50 points.*

#### **Positive Behaviour**

*Children will be able to earn up to 5 points for showing positive behaviour.*

*Contributions in the classroom and around school.*

*Homework-If a child hands their homework in on time they will receive 10 points. If it is of a high standard they will achieve 10 points.*

*Excellent progress-If a child makes excellent progress in a lesson they will earn themselves 5 points.*

*Representing the School-If a child is an excellent ambassador for the school when coming to and from school, in and around the community they live, out of school visits, the children will be awarded 10 points and 5 points for in school.*

*Each child will be provided with a passbook and will be able to purchase items from the Keypoints shop on a Friday. (Please see display in school).*

**This policy should be read in conjunction with the school's Safeguarding and Child Protection policy.**