

# SCHOOL POLICY FOR BEHAVIOUR

**Responsible Persons:** Headteacher, Senior Management Team

**Date Adopted:**  
Spring 2016

**Review by:**  
Autumn 2018

## How the Policy developed

As a review of the existing policy, with staff and Governors, to provide a basis for maintaining positive behaviour within the school.

## Key Targets for the Period to the Date of the Policy review

Implementation of policy.  
Annual review and report of incidents of major indiscipline.

Tasks	Action Group	Timescale	Cost
Review of behaviour strategies and monitoring of impact	Staff	The academic year. January PD day 2016 to review monitoring outcomes.	-

## Intentions

The school intends that the review of this policy will improve overall effectiveness, will provide a good teaching and learning environment and will contribute to a child's well-being and the overall organisation of school life.

## Aims and Objectives

It is the aim of this policy that staff should

- accept responsibility for pupils' behaviour outside, within the parameters of the school day, as well as inside the classroom.
- **accept responsibility for all pupils, not just those in "my class"**
- be willing to share problems and successful strategies for dealing with them with other members of staff (both teaching and support)
- have an agreed common standard of discipline
- to reward positive behaviour

The Head Teacher should have a visible and supportive role.

Throughout any behaviour policy, the overriding factor should be that of attempting to try and prevent negative behaviour through planning and preparation, rather than spending time dealing with such behaviour.

## Principles of Teaching and Learning

### Expectation of Parents

Parents and teachers are the key partners in children's education and as such, for any behaviour policy to work, parents have to be actively involved in the process of promoting positive behaviour and supporting school policy. This is done in part through the Home/ School agreement, which is signed by the Teacher, a parent and the child.

Parents have to feel welcome to come into school, to feel that they can share problems with the school and

that they will be listened to sympathetically. In return, they will need to be aware that this will also put a responsibility on them to share the school disciplining of their child and to make themselves aware of the expectation the school has of them in this area.

### School Rules

These live at the heart of school discipline and those that are committed to paper are often the introduction for pupils, parents and new staff to what the school considers important.

## **Equal Access and Outcome**

Please refer to all equality policies and the SEN policy

## **Health and Safety**

Discipline is necessary for pupils' safety and well-being. Rules are necessary so that Health and Safety risks are minimised.

## **Implementation**

Without good discipline, pupils are unlikely to learn much.

Within this school, discipline permeates a number of areas of learning. Its main concern is with socialisation and the development of values, beliefs and attitude. School may actually hold views which are not shared by some pupils and parents, but this should not stop it from pursuing these objectives. Effective discipline is part of the personal and social development of pupils.

In looking at an effective behaviour policy, three key influences are found to be necessary. They are, high expectations about the pupils, good staff relationships, including the role of the head teacher and a high level of active parent involvement. These are fundamental to the way in which we as a school apply rules, sanctions and rewards and to the way in which pupils respond.

In implementing sanctions and rewards, consistency should apply at all times and this requires the active involvement of all staff, teaching, ancillary or supervisory. Please see the procedures for our Yellow card/Red card system ( Appendix ).

Up to 15 mins per week, of Golden Time, can be earned by each class. ( See Appendix 2)

## **Continuity and progression**

The policy will be applied across the whole school but the approach will use a progressive involvement of pupils in acknowledging their own responsibility for self-discipline.

## **Resourcing**

Resources will be provided for playground games, wet play activities, to reduce "flash points". Training has been provided for lunch time staff and will be updated regularly.

## **Reporting**

The Yellow card/Red card system reports any 'negative' behaviour at break and lunch times.

## **Summary**

The Yellow card/ Red card system for dealing with a breach of discipline is included in the Appendix along with strategies for managing behaviour.

## **APPENDIX 1**

### **Behaviour Strategies**

#### **What is challenging behaviour?**

Beneath are forms of behaviour that are normally seen as challenging

Violent and destructive behaviour

Anti social behaviour

Rebellious behaviour

Untrustworthy behaviour.

Withdrawal.

Stereotyped behaviours.

Inappropriate personal mannerisms

Unacceptable verbal habits

Unacceptable or eccentric habits

Self-abusive behaviour

Hyperactivity.

Sexually abhorrent behaviours

Psychological disturbance.

‘Challenging’ behaviour implies that the behaviour is a challenge to the environment in which the behaviour occurs. The term replaces the phrase ‘problem behaviour’, which placed the problem firmly within the individual. A problem is what the individual him/herself would need to rectify. A piece of problem behaviour may also be seen as a behaviour pattern deliberately produced to create problems for other people by an individual. By using challenging behaviour we are considering that behaviours may have other causative reasons other than the individual themselves. Hence the types of behaviour listed below would fit into this category.

- Physical violence against staff
- Physical violence against other pupils
- Verbal abuse against staff
- Verbal abuse against other pupils
- Direct defiance against staff (teaching and non-teaching)
- Indirect defiance
- Disruptive behaviour – shouting out, moving around, talking and singing in lessons etc
- Walking out
- Own agendas e.g. telling lies to cause problems for others

- Bullying
- Lack of co-operation
- Destructive activities – both on own work and others

To combat the range of activities outlined above a school has to be seen by the perpetrators of such behaviour as “inclusive” and by that wanting to include all pupils. In this respect inclusive schooling requires the following.

Inclusive schooling.

- Building community – mutual respect from staff and pupils
- Establishing inclusive values – all students equally valued
- Responding to pupil diversity
- Organising support for diversity – pupil support, staff responses to diversity, staff development activities
- Orchestrating learning – making school practices reflect an inclusive culture
- Mobilising resources – staff share and develop resources to support learning.

Once the over arching structures have been set in place a range of strategies to enable them to continue working have to be undertaken.

Strategies

- Developing pupils self-esteem
- Developing curriculum plans that improve pupils ability to perform
- Improving all aspects of access to school for pupils and adults
- Buddy system
- School Council
- Written strategies for dealing with challenging children
- Social skills groups
- Whole school assemblies exploring and emphasising inclusiveness
- Circle of Friends initiatives
- All pupils being able to participate in curriculum
- Encourage the accepting of responsibility for pupils own learning
- Use of “scaffolding” to help pupils use existing skills to move on
- Seeing the offering and receiving of help as a part of ordinary classroom activity
- Encouraging pupils to willingly share their knowledge and skills
- Encouraging pupils to calm down rather than wind up troubled pupils
- Encouraging self discipline
- Staff sharing knowledge and skills to overcome disaffection and disruption
- Pupils follow school code and be involved in formulating their class code
- Learning Assistants are involved in curriculum planning and review of IEPs with class teachers
- Children discouraged from monopolising the space in the playground
- All students given a chance to represent school in a range of activities
- Use made of pupils positive learning experiences to assist others
- Close parental links providing a two way dialogue
- Students able to act as advocates for others who they feel have been treated unfairly
- Dealing with disputes between pupils are dealt with fairly and effectively
- Pupils understand that different degrees of conformity to school rules may be expected from different pupils
- Displays celebrate all levels of pupils work

## **APPENDIX 2**

### **Practical ways to create a positive culture in our school and in our classrooms**

- Personal acknowledgement
- Moments of sincere verbal praise
- More reflective comments, written and verbal
- A mechanism for positive referrals that is individualised
- Catching students doing the right thing
- Subtle, discreet praise
- Agreed rewards structure, class rewards – house points, golden time

### **Using Praise**

- Praise should be appropriate to the circumstances and age.
- Praise should be timely.
- Praise should be perceived by the receiver as sincere.
- Praise should be clearly linked to the reason it is given.
- Praise should be dignified and respectful.
- Praise can be public or private.
- Gratuitous praise should be avoided.
- Praise must be plausible and specific or it will appear false.
- Spoken praise can be accompanied by other forms of rewards – house points, golden time
- Praise should be an expected and enjoyed part of the life of the class.
- Rewards may be provided where targets have been met (individual and group).
- Rewards may be extrinsic – tangibles, tokens, opportunities.
- Rewards may be intrinsic – status, recognition, acknowledgement, validation.
- Praise and rewards should be understood and valued by all.