

SELBY COMMUNITY PRIMARY SCHOOL

Behaviour Management Policy

Rationale

At Selby Community Primary School we believe that all stakeholders should share responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

We recognise that parents play the most important role in teaching children about ways of behaving. The school works collaboratively with parents so the children receive consistent messages about positive attitudes, courtesies and disciplined behaviour.

We believe that positive behaviour should be rewarded to acknowledge the behaviour we expect; inappropriate behaviour should be dealt with firmly and fairly. The expectation is that all children will behave in an appropriate manner to the situation. Some children exhibit inappropriate behaviour because they have not yet learned to interact with others or they have special educational needs. This behaviour policy is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

As a UNICEF Rights Respecting School we use the UN Convention on the Rights of the Child 1989 as an integral part of our learning and teaching. The children learn about the rights of the convention and how they apply to their lives and behaviour. The Rights Respecting Schools award has shown to improve levels of attainment, self-esteem and behaviour. It is premised on the understanding that for children to want to achieve they have to feel included, that they belong, that they matter. The UNCRC (United Nations Children's rights charter) provides a values framework which enhances the impact of a number of education initiatives. These include the SEAL programme and the Every Child Matters outcomes.

Pupils need to learn to control their own behaviour and an essential part of this process is the opportunity to make choices. It is important that all adults use the language of choice when challenging inappropriate behaviour.

Aims

We expect and teach our children to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times. We will achieve the best results if we have a particular emphasis on rewards and praise. We teach behaviour, just as we do all other subjects in school.

The importance a 'positive behaviour' strategy

Teacher's interactions with children significantly affect the quality of relationships, so it is important that these are always appropriate and positive. Inconsistent and

negative behaviour strategies adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour.

- We aim to provide a calm, purposeful and happy atmosphere within school where all achievements are valued.

We will do this by:

- ensuring that all adults will be welcoming & positive at each session and model a positive, caring attitude and appropriate behaviour in the class and around the school
 - ensuring that mutual respect is fostered in all lessons by valuing everyone's contributions.
 - taking positive steps to develop good relationships with pupils by listening to and taking a personal interest in pupils
 - setting appropriate learning targets for pupils in classrooms
 - ensuring that the environment is bright and attractive and children can enjoy their learning.
 - sharing and celebrating personal achievement
 - working actively to develop self esteem and self confidence
- We aim to encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour

We will do this by:

- Teaching children to understand the difference between wants and needs.
 - Teaching rights.
 - Teaching children to accept and appreciate differences.
 - Teaching children global awareness and diversity.
 - Teaching social and life skills that enable children to develop independence and self discipline
 - Teaching children to appropriately express their feelings & emotions.
- We aim to have a consistent approach to behaviour throughout the school by providing clear boundaries for acceptable and unacceptable behaviour.

We will do this by:

- having a systematic and positive approach to recognising appropriate behaviour.
 - providing clear boundaries by having a clear set of rules and consequences understood by all
 - sharing the rules, routines rewards, sanctions with pupils, parents, all staff and governors
 - providing support from the senior management team to ensure rules, rewards and sanctions are implemented
 - monitoring the implementation of behaviour management strategies
- We aim to encourage and value parental involvement and co-operation

We will do this by:

- Communicating with parents to celebrate achievements and relate good news e.g:- 'In touch'; Golden letters; progress books; certificates; telephone calls home; mini notes; informal face to face feedback, text messages; marvellous me.
 - Informing parents early about their child's behaviour in a constructive way in order to work in partnership to improve behaviour
 - Welcoming parents who wish to discuss their own child's behaviour with school.
- We aim to provide a school environment where everyone feels emotionally and physically safe. We will do this through implementation of the following school policies:
 - Child Protection & Safeguarding;
 - SEN
 - Single Equality Scheme
 - Anti-bullying
 - Learning
 - Attendance
 - On rare occasions trained staff may have to physically remove a child from a situation using Team Teach strategies but only if:
 - The child is in danger of hurting themselves or others
 - The child is in danger of damaging property
 - The child is preventing the education of other children from taking place

See RPI policy

- We aim to provide additional and different behaviour support and guidance for pupils with specific needs. We will do this by:
 - identifying early those pupils with behavioural, emotional and social difficulties and providing appropriate support and interventions [see Edukey] ensuring that all staff are aware of pupils' strengths and difficulties
 - having a continuum of provision for pupils with SEBD.
 - liaising with appropriate outside agencies in collaboration with parents for example intervention team, CAMH's and the EMS at Barwic Parade

Guidance

Managing behaviour in school is based on rules linked to the Unicef articles the rights of the child. The articles are discussed in class and each class establishes it's own classroom charter that all stakeholders sign, this is reinforced and underpinned by the SEAL strategy. The charter can be updated at any point.

Examples of these charters are in every classroom and many other areas of the school.

General advice to staff

- Behaviour learning is something that is taught- the adults in the room are responsible for helping children to understand what rule they have broken and that there are consequences to their actions (both positive and negative)
- Ensure that these rights and rules are revisited frequently with the whole class
 - Discuss the importance of rules in PHSCE
 - Teach routines over and over
 - Practice them so that they are embedded
- When giving instructions/directions make them very clear
- Ensure everyone has understood – ask children to repeat your instructions back to you if you feel some of them are not clear
- Give positive feedback to pupils following instructions [Proximity praise]
- Reinforce constantly –
 - “ Well done this group for being the first to sit facing the front” etc
- Use proximity praise, distraction, **humour** and redirection where appropriate
- Reinforce the impact of SEAL by modelling desired social behaviour
 - Greet any child you meet on the corridor eg “Morning all” if there is a large group.
 - Compliment children whenever you can
 - Show an interest in them and boost self esteem – children love it when adults remember things about them
 - Show children that they are all valued members of the school

Rewards

- Use of house points- individual children’s scores must be shown in each classroom (see appendix for more detail)
- Use of marvellous me
- Be consistent with reward systems– let pupils be clear about how to gain them
- Develop and agree your own set of staged rewards with the children in your class including–
 - encouragement
 - verbal praise
 - tangible recognition, for example, in the form of stickers
 - Additional play
 - Whole class rewards eg trips, golden time, picnics
 - informing parents – notes, phone calls, ‘chats’ at home time; progress books [see example - do not use yellow or purple report books]
 - commendation during assembly time including ‘star of the week’
 - showing work to Mr Clennan or other Senior staff
 - Golden letter book
 - Pupil’s work is displayed around school and images sent home on marvellous me

Children causing concern

- Have 1:1 interviews with pupils causing concern. If appropriate:-
 - Use a Reflect sheet [in the inclusion office, also in Appendix – it is not essential to write one up each time but it may help to revisit issues with

- children who continue to cause concern if you have a record of previous conversations]
 - Establish an understanding of why you are concerned about their behaviour
 - Identify any problems that might be underlying the behaviour e.g. home/family ?; any input from outside agencies ?; any patterns in behaviour ? – use ABC sheets to monitor if appropriate – [Appendix]
 - Can any of these identified problems be eliminated ?
 - Agree strategies together with the child that will help them overcome difficulties [private signals; personal rewards; extra support etc]
- If the child still chooses not to follow the class rules then put in place the hierarchy of sanctions.
- An Inclusion Passport needs to be written for the child and ABC sheets to be filled in. Also a My plan to be filled in with the child.
- Parents need to be informed.

Restorative Practice

When supporting children to deal with conflict, adults should use a no-blame restorative approach. Both the victim and the perpetrator should be given uninterrupted time to explain what happened. Each child is given the opportunity to tell the other how the incident has affected them.

The victim should be involved in the outcome of the incident and, if appropriate, help decide on a consequence.

Using the conference script, offenders are asked these *restorative questions*:

- “What happened?”
- “What were you thinking about at the time?”
- “What have you thought about since the incident?”
- “Who do you think has been affected by your actions?”
- “How have they been affected?”

Victims are asked these restorative questions:

- “What was your reaction at the time of the incident?”
- “How do you feel about what happened?”
- “What has been the hardest thing for you?”
- “How did your family and friends react when they heard about the incident?”

Behaviour Logs

- Behavioural incidents are logged onto CPOM’s and appropriate members of staff notified.

Sanctions are as follows and are progressive

- Non verbal reminders of expectations **after clear instructions have been given** (e.g. slight frown, shake of head, raising eyebrows etc)
- Give a general reminder of the rule: e.g. “Remember we put our hands up to answer questions”
- If behaviour continues give an assertive but calm warning directly to the child.

- Allow brief take up time [during which you turn away with expectation that the child will be on task] then check that desired behaviour is now in place
- If the child still chooses not to comply then they will have Time Out [No more than 1 min for each year of their age but be realistic – you will want to weigh up the benefit of Time Out against the loss of valuable time in class]
- For very young or SEN children, Time Out is the actual sanction but generally, other children should lose some ‘token’ social time to make up any work they have missed during Time Out – this need not be long to be effective.
- For some children you might acknowledge their emotional difficulty and offer Time Out as respite ‘I can see you’re feeling a bit anxious [upset, angry etc], would a few minutes Time Out help you to settle?’
- If a child refuses Time Out and continues to disrupt the lesson then you must refer to Mr Clennan [or Mrs Chamberlain, Mrs Milivojevic, Mr Russon or other staff if they’re not available]
- When appropriate complete a yellow Reflect sheet or use one as a guide so that we are all using similar language to discuss incidents –allow the child to calm down beforehand – children cannot discuss an incident if they are still in crisis.
- Record key points on CPOM’s.
- Parents should be informed at this stage – check that other staff have not already done so **e.g** if you have involved staff from the Inclusion team
- You may decide at this point that the child should be ‘on report’ - see below
- If a child’s behaviour suddenly causes serious concern refer to the Inclusion team immediately.

Please note: We do not ‘waste time’ on supporting children with behaviour issues- we ‘give it’. Often it is not the thing we would be choosing to give our time to- and we should explain this to the children- however we are not ‘wasting’ our time. Our job is to help children who find consequential behaviour challenging (as we do to those who struggle with fractions, for example) so giving it, to achieve this aim is not a ‘waste’.

Report books

- If a child has continued to cause concern or their behaviour has recently given significant cause for concern use a report book to monitor progress – children on report will be given a score for each part of the day [From **1** – for a very good session to **5** – sent out to Mr Clennan]
- The class teacher will explain the scores to parents when they are told that their child is on report
 - Yellow book - Class teacher report - use to support and monitor a child on a daily [or more often] basis –involve parents so that they can help by reinforcing your message. If a child is spending significant amounts of time out of lessons on an alternative curriculum, then it may be more appropriate to involve staff from the Inclusion team who will liaise with the child’s parents
 - Purple book - Head teacher report – for continued significant concerns, or children in danger of exclusion, Mr Clennan will oversee these reports and maintain contact with parents which includes signing the report on a

daily basis. If a child is on purple report any whole class rewards or trips must be approved.

The report is then logged onto SIM's.

Inclusion Passports

Children whose social, emotional or behavioural difficulties cause sufficient concern for us to refer them to outside agencies, will have an individual plan set up for them. This will usually be set up by the Head teacher, or the Leader for Inclusion, with the parents and outside agencies and school staff, but the class teacher and/or Teaching assistant will usually monitor the plan on a daily basis.

Exclusions

These are regarded as the last resort when other strategies have been exhausted. An exclusion may be fixed term or permanent.

Exclusions will be given if: -

- a child persistently breaks school rules.
- a child puts other children or staff in danger of being hurt or threatens to harm them
- a child causes actual harm to other children or staff, or damages property or the fabric of the building
- a child frequently stops other children from learning

Only the Headteacher has the authority to exclude a pupil from school.

A Deputy Headteacher (or Senior member of staff if the Deputy is absent) may act on behalf of the Headteacher in the Headteacher's absence and if possible with the Headteacher's permission.

Procedure

The school follows Improving behaviour and attendance: guidance on exclusion from schools and Pupil referral units September 2008 (DCSF).

The Headteacher will also follow the guidelines as laid down by the North Yorkshire LA. The parents will be notified by telephone as soon as possible and a formal letter will follow within one day. This will follow the model set by the LA.

The Headteacher will inform the LA of every exclusion. If the exclusion requires review by the Governing Body then the Clerk will be informed and relevant Governors informed.

A reintegration meeting will be organised when targets are set prior to the child returning to school. It is expected that Parents/Carers will attend.

Roles and responsibilities

Headteacher will:

- Ensure consistency of practice throughout the whole school.
- Keep records of all reported serious incidents of misbehaviour with the support of the inclusion team
- Make sure the policy is fair and includes all children.

All staff will:

- Give opportunities to develop social and emotional skills
- Offer a curriculum that enables all children to engage.
- Make sure that pupils listen, are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it
- Help pupils to understand their rights.
- Respond positively – praise accordingly.
- Inform parents about their child's welfare or behaviour and make time for two way conversations.
- Be a positive role model

Parents will

- Support school in a shared partnership.
- Work with school re ethos.

This Policy was Updated September 2016



Reflection Sheet

Name:

What did I do wrong?

Why is that wrong?

What choice will I make next time?

Why is that a better choice?

How did you apologise/ make it up? Was it accepted?

House Points

Year 6 have named these:

Strength (Yellow)
Teamwork (Red)
Aspire (Green)
Resilient (Blue).

Each house has house captains Jess and Ryan; Taylor and Leon; Tia and Emils and Ebony and Dan are this year's house captains. They will have responsibilities throughout the year. All staff are assigned a house.

Children will be awarded a badge in their house colours at 100, 200 and 300 points. At 400 points there will be a more 'prestige badge.

Where possible whole school events will be linked with house points.

There will be a trophy awarded on a Friday with a coloured ribbon which will be kept in different classes and the team will have 15 minutes extra play on a Friday.

Please note this will alter throughout the year as things are added

ABC chart

This ABC chart can be used to record behavioural concerns. **'A'** stands for antecedents, that is, what occurs immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information. **'B'** refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like. **'C'** refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information regarding other people's responses to the behaviour and the eventual outcome for the individual. It can also be a good idea to keep track of where and when the behaviour occurred to assist in identifying any patterns.

Date and time	Antecedents	Behaviour	Consequences	Other comments

Date and time	Antecedents	Behaviour	Consequences	Other comments

