

"Where children come first"

Behaviour Management Policy

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APPROVAL & ADOPTION

This policy was formally agreed and adopted at a Full Governing Body Meeting held on:

24th January 2018

UPDATE SCHEDULE

Version	Date	Reason for Update
1.00	12/07/17	First Version post de-Federation
2.00	15/01/18	Review/Update/Rename of Behaviour Management Policy

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Behaviour Management Policy

Rules for Behaviour		
Be Ready	Be Respectful	Be Safe

Policy Statement

Aylesham Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, and Senior Leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

All staff should:

1. **Meet and greet** at the door.
2. Refer to '**Be Ready, Be Respectful, Be Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.
9. Use the class traffic lights and remain positive 'it's good to be green'
10. Reward and recognise learners for going **over and above** as then there is no limit to excellent behaviour

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards our members of staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the **behaviour ladder** (Appendix 1) for dealing with poor conduct

Non-verbal acknowledgement

A clear non-verbal acknowledgement towards a child to demonstrate you have noticed their behaviour. This may be a look in the direction of the child.

Redirection

Gentle encouragement, a 'nudge' in the right direction, a small act of kindness

The reminder

A reminder of the expectations for learners **Be Ready, Be Respectful, Be Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Staff to use the scripted approach below:

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow him/her time to decide what to do next and say 'Thank you for listening'. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful or if a learner refuses to go take a time out then the learner will be asked to leave the room.

Internal Referral

At this point the learner will be referred internally to another room. All referrals must be recorded in the behaviour book. Restorative approach must be in place when the child returns.

Involve Senior Leadership Team

If the learner does not engage with the reconciliation, the teacher should call a member of the Senior Leadership Team who will support in the reparation process.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Formal Meeting

If the child continues to display inappropriate behaviours, a meeting with the teacher, learner, a member of the Senior Leadership Team and parent will be arranged to agree targets that will be monitored over a course of two weeks (behaviour support plan Appendix 2).

Serious breach

A **Serious Breach** is an incident that may lead to an internal exclusion or fixed term exclusion. Alternatives to exclusion, where appropriate, include staying behind after school to complete work (parents would be notified prior to the end of the day) and staying in and playtime/lunchtime to complete work or support in adults in the hall at lunchtime. Any fixed term exclusion will be followed up by a meeting with a member of the Senior Leadership Team and a support plan (Appendix 3) with agreed actions will be established.

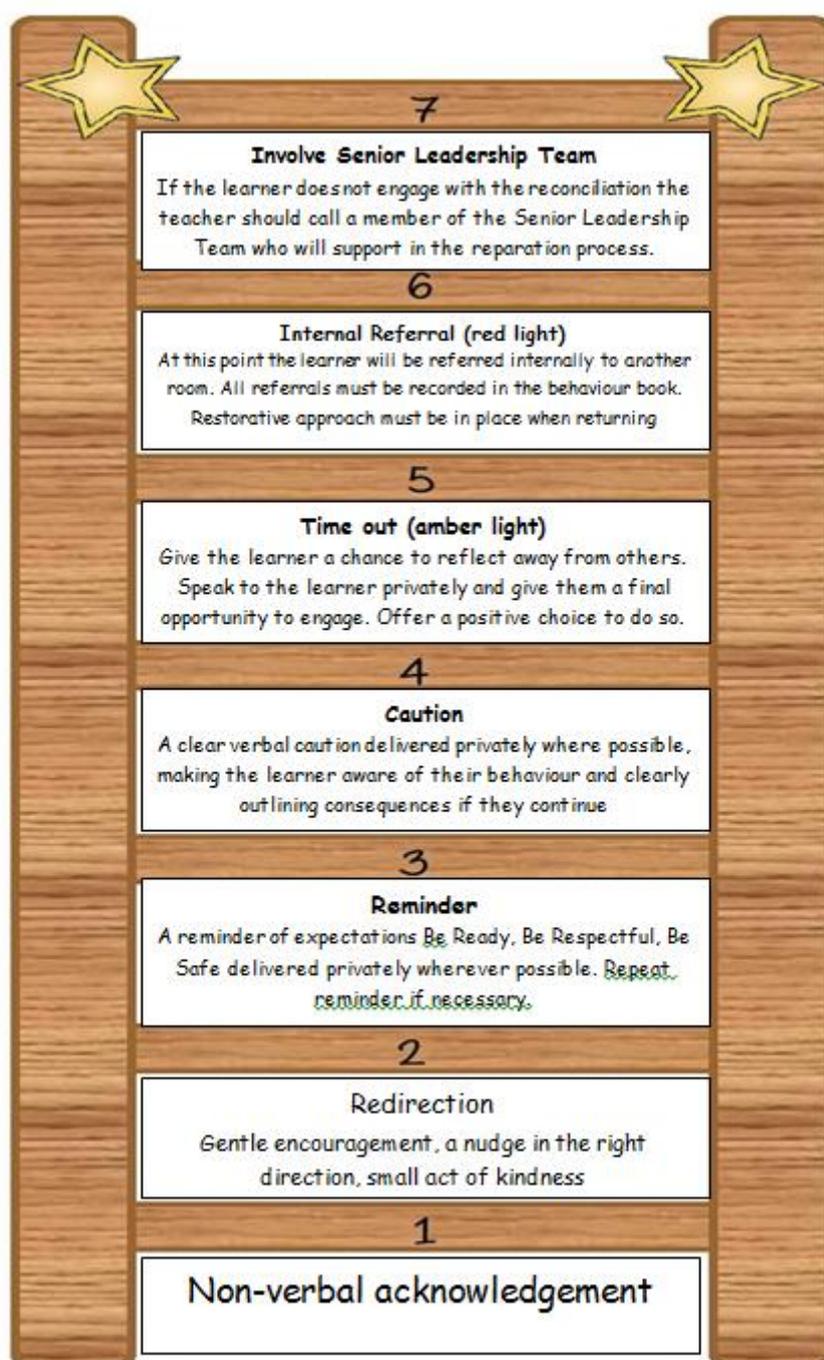
Behaviour Management Plans

Pupils identified as in need of specific behaviour management programmes by staff and management can be placed on a 'Behaviour Management Plan'.

This consists of specific identified targets of appropriate behaviour which becomes a focus within any given lesson. Performance in relation to these is marked using a positive grading system designed to minimise the negativity of low marks for poor behaviour whilst allowing that behaviour to be highlighted. Class teachers use these plans to evaluate and celebrate successes at the end of each day.

Pupils on daily report sheets report to the SENCo, DHT or HT at the end of each day.

Appendix 1 – Behaviour Ladder



Appendix 2 – Individual Behaviour Management Plan

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Name
d.o.b
Date
Nominated staff member to oversee plan
Key behaviour difficulty
Our understanding of the behaviour
What we want to see instead
Ecological changes which may help
Teaching plan
Key staff
Provision needed
This plan was developed by:
Position (e.g. parent, class teacher, EP etc)
Review outcomes
Date

Signed by parent/carers_____

Signed by teacher_____

Signed by pupil_____

PASTORAL SUPPORT PLAN

Name:

Date:

What is going well in school?

School view

Child view

Parent view

What is not working well in school?

School view

Child view

Parent view

Things we can do to improve the situation

School view

Child view

Parent view

How will we know that things are going well?

School opinion

Child opinion

Parent opinion

Agreed actions:	Achieved by:

Headteacher: Name _____ Signed _____

Parent: Name _____ Signed _____

Child: Name _____ Signed _____