

Arnold View Primary School **Behaviour Management Policy**

'IT IS OUT OF A POSITIVE ATTITUDE THAT POSITIVE ACTION TAKES PLACE AND POSITIVE PROGRESS IS MADE!'

Reviewed: September 2018

Next Review: September 2020

Chair of Governors signature: _____ **Date:** _____

Head Teacher signature: _____ **Date:** _____

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

At Arnold View we believe:

- pupils should be able to come to a school where there is good behaviour, effective discipline and a safe and orderly environment where they can learn and thrive
- good behaviour can only happen where there is an effective partnership with parents/carers and school
- good behaviour, positive attitudes and strong effective discipline go hand in hand with effective teaching and learning
- all adults in school should know how to respond sensitively to pupils with additional needs.
- pupils who feel safe, valued and cared about tend to respond in a more positive and appropriate way
- when we feel happy and enjoy coming to school, we learn better

We aim

- to create a warm, caring, calm and orderly atmosphere of belonging in the school, that positively promotes learning and good learning behaviours
- to ensure all staff follow and understand each stage of the behaviour policy carefully, rather than overreacting to poor/negative behaviour
- to ensure all staff stay calm when responding to incidents
- to ensure that staff acknowledge and reward positive behaviour publically

- for sanctions not to be done in a public manner.
- to promote in all pupils a sense of self-discipline and an ability to take responsibility for their actions
- to ensure **all** staff *always* listen to all sides of the situation objectively and with an open mind. (We know that by listening and giving children a voice this is often very effective in diffusing and resolving issues quickly and effectively.)
- to create an environment that is safe, for everyone in school
- to ensure all staff model expected behaviour
- to work in partnership with parents to ensure that messages around expected behaviour are clear and consistent

Our policy is based on recent whole school ‘Pivotal Behaviour’ Training. The behaviour model is underpinned by the ‘Five pillars of Pivotal Practice’:

1. Consistent, Calm Adult Behaviour
2. First Attention for Best Conduct
3. Relentless Routines
4. Scripting Difficult Interventions
5. Restorative Follow Up

This approach is based on visible consistency by all staff, where rules are meaningful and relentless routines provide safety. Genuine and sincere praise is given in public but conversations around negative behaviour are conducted in private.

*‘What we sometimes see as a failure to **BEHAVE** properly, is actually a failure to **COMMUNICATE** properly...’*

We recognise that well planned, interesting lessons, which are well structured and organised and at the appropriate level are crucial elements of good practice, all staff are supported and expected to achieve these expectations.

Promoting Positive Relationships

A positive relationship with the pupil is at the heart of our behaviour management policy. Time spent building up positive relationships with pupils is the cornerstone of all successful behaviour management. We recognise that it is important that staff model positive and respectful relationships for the children at all times and that is important for parents and carers to recognise their part in helping this.

As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or as an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised
(Haim Ginott)

Prevention

We use a range of strategies to help us manage behaviour in school, our structure and routine of our school day supports this.

We try to minimise the occurrences of challenging behaviour by:

- establishing positive relationships with pupils and parents
- creating a positive supportive climate in the classroom
- greeting each child with a handshake (consistent welcome for each child)
- providing a constant adult presence, never leaving the children unsupervised
- having well planned, meaningful lessons, differentiated to meet the needs of the pupils
- ensuring equipment or materials needed are available and in working order, ready for lessons
- having well-established routines and expectations for behaviour and being consistent with these.
- following up incidents with restorative conversations to unpick the details and look to see how we can learn from this
- using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

Positive Reinforcements and Rewards

It is essential that appropriate behaviour is constantly praised and brought to the attention of the children. In other words **Catch Them Being Good** (CTBG)!

Children should be praised for the desired behaviour immediately to show that we have noticed and appreciate their effort. However, it is recognised that praise is only effective if it is genuine and specific. Praise can be done in a variety of ways, based on the adult's knowledge of the children.

Class Rewards

Class teachers may choose to reward pupils in their class in some of the following ways:

- ❖ Choosing time
- ❖ Star of the Day/Week
- ❖ Raffle tickets
- ❖ Jobs and responsibilities

Whole School Rewards:

- ❖ Merit Certificates
- ❖ Dojo Points/ Messages home on Dojo to parents
- ❖ Praise postcards (2 children per class every half term)
- ❖ Always Children (2 children per class termly)

Arnold View Golden Rules

At Arnold View we have 3 Golden Rules, which are designed to encourage each child to take responsibility for their own learning and behaviour. Staff make reference to these rules when praising the children for good behaviour seen as well as when reminding children what behaviour we expect.

- *Ready*
- *Respect*
- *Safe*

Characteristics

Alongside our Golden rules are the Key Characteristics, grouped into social, academic and personal, which we expect the children to demonstrate during their time at Arnold View. These are displayed in classrooms across the school and are integral to our behaviour management policy.

Classroom Behaviour System

Dojo points are used across the school to reward good behaviour, work and attitudes.

KS1



Sunshine – All children start the day on the Sunshine. Children's good behaviour, work and attitudes are recognised by moving the child's name from the sunshine to the rocket and then the star. Every time a child moves up the behaviour chart, they receive a dojo point. Dojo points are transferred to each child's account at the end of each day.

KS2

Each class displays the children's names and dojo characters, where dojo points are recorded and are transferred to each child's account at the end of each day.

Sanctions:

Our system of rewards is balanced by sanctions and consequences which are accepted as fair and reasonable for the whole community. These have been drawn up in conjunction with pupils across school.

If a child shows behaviour that breaks our school rules then the following structure is followed:

1. The child is given a subtle *non-verbal reminder* e.g. touching them on the shoulder.
2. The child is given a brief *verbal reminder*.
3. The child is offered a *last chance*:
 - Approached from the side at their level.
 - Explain what you have noticed and what will happen if the child refuses to alter their behaviour. Remind the child of good behaviour that you witnessed recently.

- Walk away and give the child space to make the right decision.
 - If the child chooses to ignore then give the child ‘time out’.
4. The child is given **‘time out’**. (KS2 – refer to the behaviour card system for consistency of behaviours linked to the number of minutes time out, but no cards are physically given to the children.)
 5. A conversation takes place with the child to **repair** the situation.
E.g.
 - What has happened?
 - Who has been affected?
 - How have they been affected?
 - What needs to happen to make things right?
 - What will we do differently next time?
 - Reaffirm the commitment to the relationship between the member of staff and the child.

If a child receives several ‘time out’ sessions in a half term then they will be sent to the Deputy Head Teacher to discuss their behaviour.

Sanctions and consequences include:

- **Out of the classroom** – this may sometimes be necessary to safeguard the learning of others
- **Time Out**
- **Loss of privileges**
- **Referral to head teacher/deputy head teacher**

Teachers and other members of staff can use the sanctions outlined above. Teachers in consultation with the SENCo, Deputy Head or Head teacher can initiate a BSP.

- **Fixed term exclusion (including lunchtimes)**
- **Permanent Exclusion (see the Exclusions Policy)**

We use these extremely rarely. We anticipate difficulties where possible and use a Behaviour Management plan if a child is excluded for a fixed term or is likely to be permanently excluded.

The Head teacher or Deputy Head teacher can use these strategies at any time a pupil is at school. These sanctions are not simply there to punish pupils but to help them to learn to reflect on their behaviour so that it can improve.

If a child is excluded from school on a fixed term exclusion then work will be set by the Class Teacher for a period of up to 5 days.

Sanctions can also be applied to pupils who have misbehaved at any other time such as when the child is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.

Lunchtimes

MDSAs follow the same classroom behaviour system and sanctions. The Senior MDSA (Mrs Wells) monitors and deals with all behaviour at lunchtime. Relevant staff are informed of the incident.

Time Out

This is an opportunity to reflect on behaviour and considering consequences of actions. It takes place at break time or dinner time, sometimes with work not completed available for completion.

For consistency, the school has adopted a 'card system', which identifies unsuitable behaviours for a Yellow card (5 minutes), Amber card (10 minutes) and Red card (15 minutes).



5 -10 minute 'time out' - In own classroom supervised by adult who has given this detention. (All adults are expected to talk with the child about their behaviour). **Class teacher to monitor the number given out.**



(Full) **15 minute 'time out'** – In own room supervised by adult who has given this detention. The children should reflect on their behaviour with staff. **This is to be logged onto CPOMS.** The person who gave the 15 min sanction sends a letter home. Reply must be returned to the class teacher, who will keep them as a record in case of future issues.

If a child receives **3 x 15 minute 'time out'** in a half term:

- In the first instance the class teacher should arrange a meeting with parents/carers to discuss issues/concerns.
- Child meets with the Deputy Head Teacher
- **Formal letter** posted home **by the class teacher.** (Please monitor your class for 3 full detentions to ensure a letter is posted to their home address). **Please make a note on CPOMS when this has been sent out.**

Monitoring:

The deputy head teacher (Mrs Bowler) will monitor CPOMs and class teachers will identify children that are accessing '**time out**' regularly and inform the deputy head. The deputy head will meet with the child to discuss this and will keep the Head Teacher informed of any concerns.

Severe Disruptive Behaviour

Example of this behaviour may include:

- Racist or homophobic comments, stealing, biting, fighting, swearing, throwing things, tantrums and total disobedience or defiance, hitting adults, damaging school property, repeated bullying/targeting other pupils. This list is not exhaustive

Serious incidents are logged. Copies should be given to the Head teacher (Racist Form or Behaviour Incident Form) and parents informed.

Management of Serious Disruptive Behaviour and Aggression

We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil.

We recognise that no strategy or set of strategies guarantee success. However, the following principles inform and govern our management decisions.

- We remain objective and calm in both speech and actions. We recognise that firmness does not require shouting or threats.
- We constantly strive to improve our understanding of the pupils and their behaviour.
- We aim to pre-empt physical intervention E.g. child goes to a designated safe space.
- We attempt to see through the behaviour presented by the child to the possible meaning or message being expressed.
- We try to listen quietly and respond quietly to the pupil. We do not overwhelm the child with loud and insistent directives.
- We avoid looking for an immediate solution unless the situation is dangerous, when we adopt a reactive strategy and if necessary MAPA implemented. If appropriate, we tell the pupil that we will deal with the issues later and we redirect them back to work.
- We aim to analyse, not personalise and aim to avoid escalating the confrontation.
- We try to maintain positive attitudes that are constructive. We remind the child of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always remind the pupil of options and consequences.

Bullying

Bullying is not acceptable behaviour in our school. All the members of the school community, adults and children, have rights and responsibilities towards each other.

Bullying is defined as... the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school rules give clear guidelines on how to treat others. (See anti bullying policy)

Malicious Accusations

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion. (See managing allegations against staff policy)

Persistent Poor Behaviour

The behaviour of children who demonstrate persistent poor behaviour will be monitored and a Behaviour Support Plan (BSP) will be put in place by the Class Teacher and SENCO. Where behaviour is a concern the Class Teacher, in conjunction with the SENCO (Mrs Bowler), should review the persistent poor behaviour every six weeks

Positive Handling (see positive handling policy for more details)

There may be time when school staff may have to use reasonable force to control or restrain a pupil in specific circumstances (Section 93, Education and Inspection Act 2006) such as when they are causing damage to themselves, others or property, although the need for this should be rare.

Equal Opportunities

We believe in equality of opportunity for all pupils, including those who behave inappropriately and we make every effort to put it into practice at all times.

SEN

Such children will be on the special needs register, normally at SEN Support or in the vulnerable group. The school will, in partnership with parents and any agencies involved (Education Psychologist, Gedling Area Partnership, Child & Family Therapy, school Nurse etc.), draw up an individual behaviour plan. This plan will establish clear targets designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged. All staff, will be informed of such plans, in order to undertake a consistent approach to dealing with a difficult situation.

Involving Parents and Carers

At Arnold View, we endeavour to work collaboratively with parents and carers to establish good relationships, so that children receive consistent messages about how to behave at home and at school. We ask that parents and carers support our school behaviour management policy and work with us to improve behaviour when we have identified it is a concern.

The school rules are in the school planners, school prospectus, as part of the home/school agreement and shared at Meet and Greet evenings. We ask that parents and carers read these and support them.

Our aim is to build a supportive dialogue between the home and the school, and to inform parents immediately if we have concerns about their child's welfare or behaviour, as well as celebrating successful behaviour.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The *curriculum and standards committee* is responsible for reviewing and approving the behaviour management policy and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation. The governors support the Head Teacher and staff in carrying out these guidelines.

Other policies to refer to:

Positive Handling policy

Managing allegations against staff

Touch policy

Anti-Bullying policy

Equality policy

Exclusion policy

Safeguarding policy

