

## Promoting Positive Behaviour Policy Statement

**“I am the decisive element, my personal approach creates the climate. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can humiliate, humour, hurt or heal.” (Ginott, 1972)**

### Introduction

*Our aim is to create a positive learning atmosphere within the school. All pupils have the right to learn in a safe, orderly environment. Children appreciate rules that are linked to their rights and responsibilities.*

- *It is easier to discipline when rules are clear, visible and defined as ‘our rules’.*
- Most problems will be dealt with in the classroom. Teachers should use a range of intervention strategies to encourage good behaviour.
- ***Extreme behaviour will, of course, short-circuit the following steps and guidelines.***

The four levels of our policy for cutting short inappropriate behaviour are designed to be progressive. If the strategies within each level are not effective in dealing with the “inappropriate behaviour” then the next level should be used. The guidelines that follow are just that – not laws. If they appear to be inappropriate for your situation then *consult SLT*, they will provide guidance. A visual format (consequence staircase) will be displayed in all teaching rooms and prominent places around the school. In addition the same will occur for the rewards system (rewards staircase).

### Level 1 : Prevention

#### **Step 1 : The following will prevent the majority of problems**

- Get the year off to a good start – establishing an ethos, expectations at class and year group level, make and publish class rules (keep them few and simple).
- Developing routines for arrival and departure, with a staff presence in corridors.
- Classroom layout – effective use of space, seating plans and access to resources.
- Making sure that the work we ask the children to do is challenging, interesting and achievable (**matched to their individual needs**), this prevents distraction

#### **Step 2 : Useful classroom management strategies**

Thorough lesson preparation, prompt arrival at your lesson, good supervision (walking around your classroom), standing next to the person talking or misbehaving, non-verbal communication and eye-contact, tactical ignoring of minor, irritating behaviour, and use of humour (not sarcasm) to deflate minor incidents. These are general, good teaching habits. Move seat.

### Level 2 : Correction

If a pupil breaks the class rules then positive correction should follow. Correction should be non-threatening and should focus on addressing the primary behaviour only. Inappropriate behaviour may be inconsiderate treatment of other pupils or adults, abuse of property, inattention, name-calling or aggression.

#### **Step 1 : Positive Correction**

- ◆ Give a clear direction and remind the pupil of the relevant class rule.
- ◆ An individual approach where the teacher calmly and quietly gives a clear warning before any punishment takes place. React when you want to, not when the child wants you to.

**Action:** *Praise the pupil if their behaviour immediately improves. Positive encouragement for doing the right thing, an individual approach helps.*

It is appreciated that in some situations more than one warning is not appropriate on the grounds of health & safety. There are also offences that are so serious e.g. swearing, refusal to co-operate, willful defiance, that you may wish to go to Level 3.

### **Step 2 : Formal Warning**

- ◆ Repeat the direction or question or re-state the rule.
- ◆ Reassert if the pupil is argumentative or direct the pupil to one side.
- ◆ Make it clear the behaviour is unacceptable not the pupil.
- ◆ Make it clear to the pupil that this is their second warning.

**Action:** Move the child, or sit them on their own, with the reward of moving back if behaviour improves. Talk to the child individually at a suitable point in your lesson.

***If behaviour is still not corrected after the second warning then write a note in the child's diary. The note must be signed by the child's parents.***

### **Step 3 : Final warning and Yellow card**

- ◆ Remind pupil of consequence of not keeping to rule. Give final warning.
- ◆ Defer action until after the class if appropriate.
- ◆ Issue a yellow (warning) card
- ◆ Three yellows in a week equals a referral to the key stage leader.

**Action:** An appropriate consequence would be to issue a yellow card placed on desk in front of child.

You may wish to give a 'time-out', e.g. 10 minutes with another teacher, send the child with another pupil. Do not send a pupil out / leave unattended. Follow-up action: Talk to SJ about behaviour, consider placing on subject report/contract.

If the pupil continues to misbehave, then proceed to Level 3.

Level 3 : Consequences

**Step 1:** If you are unable to calm the situation or the pupil is unresponsive then Exit the pupil from the classroom (red card) with a TA if present. You do not need to tell the offender why you are exiting them. The purpose of the exiting procedure is to remove the pupil from a "no-win" situation and to avoid further confrontation. Pupils may be exited for persistent misbehaviour, but also for 'serious' offences such as open defiance, aggression or swearing. Complete a red card slip with details of the incident.

**Action:** SJ will discuss the information slip with the pupil during the lesson.

- All exited pupils will take a form to the rest of the lessons that day and lose free time.
- After school Detention issued for two red cards per term. Letter home to advise parents.
- Parents are contacted by the adult who red carded the pupil after every red card. A red sticker is also stuck into their diary by SJ. Consider placing the pupil on a 'subject report or general target card which the form tutor monitors and reports back to parents, ROSE and SLT as appropriate. All exits will be logged by SJ and Emailed each day.
- Pupils are then monitored by Behaviour team and SLT. Possible strategies are suggested by Behaviour manager/pastoral coordinator.

**It is very important at this stage that relationships are repaired and rebuilt. The exiting procedure does not resolve the situation nor can senior colleagues "fix" the relationship. Staff should arrange to see the exited child, perhaps with the Behaviour Manager/pastoral Coordinator, as soon as possible.**

### **Step 2 : For repeat offences**

At Level 2 the use of the information slip can be an effective deterrent for some pupils, however its use also needs to be linked to a progression of consequences:

**Action:** 3 information slips in a half-term, three exits, – parents invited in to school.

- Class teachers to inform parents of information slip pattern.

- *Behaviour Manager/Year leader to share information across the year groups, via Email and morning briefings and at transfer to the next Form tutor..*
- *3 red cards in a half-term = loss of Trustee Status for three weeks. No breaks, lunchtimes or choices Meeting with form tutor, Behaviour manager, SLT and subject teachers to discuss loss of privileges during the three-week period*
- **Consider RED ZERO TOLERANCE CARD OR BLUE SECOND CHANCE CARD**

#### Level 4 : Consequences, Support and Sanctions

When a pupil presents a more difficult challenge it may be necessary to employ other strategies. At this stage, a copy of this behaviour policy will be sent to the parents.

##### **Step 1 : Planning Contracts**

*Contracts rely on negotiation between teacher and pupil and perhaps senior teachers and parents. The form may contain targets. The forms will be evaluated by all parties as part of the process of achieving behaviour change. At this point we must establish what 'triggers' poor behaviour and what the challenging behaviour is. The pupil needs to be aware of the consequences of their actions and what will happen if they do not succeed with the contract.*

**Action:** *Failure to meet contract results in a Internal exclusion or Pastoral support programme.*

##### **Step 2 : Counselling and Pastoral Support Programmes**

*Teachers are able to apply a range of counselling skills to help modify a child's behaviour or to re-establish a working relationship. This may be undertaken with the Behaviour manager, Pastoral Co-ordinator or a mentor chosen by the pupil*

Action: Invite parents to meet with the Behaviour manager to set up a Pastoral/Behaviour Support Programme. It is important to recognise the point at which a referral to a professional may be appropriate. Counselling and support groups are also set up on site within the site and it may be of the opinion of the behaviour manager that this course of action is appropriate. Referral to external agencies may be deemed appropriate at this stage.

##### **Step 3 : Internal Exclusion**

This gives a clear signal to disruptive pupils that there are finite boundaries to the scope of behaviour that will be tolerated and includes debarment during break / lunch times. Reinstatement will include a behaviour contract after a period of internal exclusion.

**Action:** *A standard internal exclusion letter sent home and logged on pupil records by Behaviour manager. Supervision will be by the Behaviour Manager. Once the internal exclusion has been served the Behaviour manager will determine the best course of action for the pupil to reintegrate the individual back into lessons. This could be a referral to the pastoral coordinator, group work, nurture. Perhaps a referral to police / social services CAF referral depending on the individual. A behaviour contract which is monitored by the form tutor and overseen by the behaviour manager is also essential.*

*This sanction will involve sitting in isolation under the supervision of the behaviour manager.*

##### **Step 4 : Temporary or Permanent Exclusion**

To exclude a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question but for the sake of the safety and education of other pupils. Few single acts would lead to exclusion from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However pupils who refuse to co-operate after the full range of sanctions and counselling have been applied must be made to realise that membership of the school community involves them in meeting our expectations.

**Action:** *Referral to appropriate Pupil Referral Units.*

*Fixed Term exclusion, notifying parents, and Governors / LA if greater than 5 days.*

*Re-admission contract and pastoral support programme followed.*

*Permanent Exclusion (subject to appeal)*

#### **SEN Children/Children with Behavioural issues**

Children with Social and Emotional difficulties will also need to follow the school system but will also need to be dealt with on an individual basis. Strategies and targets agreed with the Behaviour manager/Inclusion leader should be followed by staff and pupils. Whilst it is important to be consistent with behaviour, it will sometimes be necessary to use ROSE as a time out area. Access to ROSE should not be discouraged by class teachers. These times should not be counted as a formal exit. If the correct behaviour choice has been made by the individual and this involves them going to ROSE and is part of an agreed strategy then the pupil should be praised.

## **Levels of Behaviour**

### **Level 1-Class room teacher (one or all of these)**

- Making fun of others
- Arriving Late
- Eating in class
- Throwing or misusing equipment
- Interfering with other pupil possessions
- Interruptions
- Wasting time
- Minimum effort
- Forgetting equipment
- Uniform Issues
- Talking/Back chat

Persistent/repeat offenders of level 1 behaviour can be moved up.

### **Level 2-Form teacher**

- Accumulations of level 1 behaviour
- Ongoing prevention of teaching from occurring

### **Level 3 –Rose**

- Use of abusive/discriminatory language
- Fighting
- Abusive behaviour
- Refusal to cooperate, behaviour flow chart followed.
- Total defiance

## **Celebrating Achievement**

Motivators will be collected weekly by class teachers using the class spread sheets on the T drive. Individual totals will be rewarded (every 100) and the most motivated class each week will receive a MUFTI day on Friday. Stickers will be placed in diaries (issued by Head of school in assembly)

Children with a formal exit for that week will not be permitted to take part in MUFTI.

Children must have their diaries to receive their motivators.

At the end of each half term each class teacher will nominate class stars and various subject achievement awards. These will be issued in a celebration assembly which parents will be invited.

Class champions will receive tea and cake with the Head teacher.

Jenny Redgrove  
Headteacher  
Nov 2015

**Ratified by Governors: Nov 2015**  
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