

Management of Behaviour in Durham Gilesgate Primary School

Policy Statement

We expect the highest standards of personal behaviour and attitude, to maintain a school of which pupils, parents, staff and governors can be proud. We will try to foster a friendly, pleasant, caring atmosphere in which pupils can respond in order to reach high levels of self-discipline and enjoy coming to school.

A school in which there is self-discipline is a place where effective learning takes place.

The school is committed to working in partnership with parents and children to promote a listening environment where all parties feel they are involved in the management of behaviour in the school. Our aim is to encourage the development of socially well adjusted individuals.

HMI have stated that the features most often associated with an orderly school are:-

- 1) good relationships with mutual respect between pupils and teachers;
- 2) teachers' high expectations of pupils, academically and socially;
- 3) curriculum and teaching methods well matched to pupils' needs;
- 4) the nurturing of pupils' growing maturity and self-esteem.

The maintenance of good order depends on the constant vigilance and insistence on high standards of behaviour from pupils by staff. In such a way the children will learn what is expected from them and will be rewarded with acceptance within the school community.

This climate is engendered by encouraging children to have a feeling of worth and self-esteem and by realising that the school is there for them and within it they have both rights and responsibilities.

This policy should be read in conjunction with those for Race Equality, Gender Equality, Disability Equality, Anti Bullying and Restrictive Physical Intervention. The school is committed to positive discrimination against all types of bullying and recognises the need to have a whole school approach.

Teachers are reminded that all physical contact intended as punishment is illegal.

RATIONALE

We believe that pupils and staff have the right to a caring, safe and supportive environment in which to work.

Managing pupil behaviour in school is both an individual and a corporate responsibility.

We aim to establish a consistent whole staff approach to behaviour within the school with clear specific guidelines for all adults involved with the children, in order to promote self-discipline and an atmosphere conducive to good learning.

Objectives:

- 1) to agree what is acceptable behaviour in the school in a way that is easily understood by parents and children;
- 2) to give the staff a constant framework for encouraging responsible behaviour as well as disciplinary measures for unacceptable behaviour;
- 3) to encourage children to become caring, responsible, independent individuals;
- 4) for staff to provide the best possible conditions for effective learning;
- 5) to create a willingness to learn on the part of children;
- 6) to identify and remove barriers to the learning process.

Broad Guidelines:

- 1) staff and children to agree and publish a list of ways to behave;
- 2) appropriate rewards and sanctions to be agreed by staff and governors and to be communicated to all parents and children;
- 3) staff to identify how classroom management strategies and the general organisation of the school can effect behaviour and learning;
- 4) good behaviour should be acknowledged and reported;
- 5) staff support of each other is to be encouraged;
- 6) staff should be responsible for monitoring and evaluating the policy.

This policy may be amended to suit the changing needs of the school or current changes or directives in Education.

GUIDELINES FOR BEHAVIOUR MANAGEMENT
(to be used in conjunction with the behaviour policy)

Classroom management has a big effect on the behaviour of children in that class.

Each teacher should endeavour to organise the classroom and methods of working with children in order to give all children the opportunity to behave appropriately and to minimise opportunities for disruption and/or unacceptable behaviour.

Children should know what kind of behaviour is expected of them.

A system of school and class rules displayed within the school and classrooms has been developed by staff and children and has been taught to the children. These rules (displayed so that parents and visitors are aware) should be discussed periodically with the children and they should always be involved in the making of them, always from a positive focus.

The school **rules** are:-

Always Do Your Best
Take care of Each Other
Look after our School
Please Walk Around Our School
Listen To and Take Notice of All Adults

These are clearly visible in the school hall and classroom rules are developed by each member of staff with children. These should be linked to the school rules. E.g. if pupils decide a class rule is 'not to fight' the teacher should use this to reinforce the positive school rule 'Take Care of Each Other'.

All staff will endeavour to give positive reinforcement for good behaviour.

The system provides for teachers to firmly and consistently insist upon acceptable behaviour in their classroom. The children are taught the rules formally and boundaries are made very clear. The rules are enforced consistently by the class teacher. Various strategies are used to promote acceptable behaviour and raise the child's' self-esteem and to discourage unacceptable behaviour:

praise;
special privileges;
behaviour awards;
tangible rewards.

Positive recognition may be for the whole class, not just an individual child.

The class teacher records instances of good and bad behaviour. The system emphasises the use of positive reinforcement strategies.

Rewards are given to those who conform to the rules. Staff can use positive praise, stickers and house points to reward good behaviour.

Each pupil is a member of a house point team and can earn house points for themselves and their team. When given a house point the pupil places a coloured token into a tub in their classroom and records the house point on their own house point sheet. When a pupil has 20 house points they receive a Teacher's Award. After 40 they earn a Headteacher's Award. Each week House Captains count the coloured tokens and the House Point Castle in the hall is adjusted to show which team is in the lead.

A System of **consequences** is also in place. In each classroom there is a system of thinking time. In Key Stages 1 and 2 there is a behaviour ladder where each child starts at 'ready to learn' every new day. Good behaviour and attitude lead to the child moving up to 'great

choices' and then to 'outstanding' Children who are on outstanding at the end of the day write their name on a raffle ticket which is put in a special pot. There are regular assemblies where raffle tickets are pulled from the pot and prizes are awarded. Conversely, a child not making good choices will move down the ladder to 'make better choices then 'miss a playtime' and finally to 'I'm talking with your adult'. Children who have moved down can improve their behaviour and move back up again.

For pupils who are persistently moving down the ladder an individual reward system may be necessary which will involve parents and a daily home school book.

All staff will be responsible for ensuring good behaviour in communal areas and at break times.

Bad behaviour observed in class or around the school by a member of staff must not be ignored and must be followed up with an appropriate consequence. If the incident takes place outside the classroom, the member of staff observing the behaviour must inform the child's class teacher.

Any teacher keeping a child in at break times as a consequence is responsible for seeing that the child is supervised. A rota is in place for staff to supervise these pupils.

All staff should be made aware of children with particular behaviour patterns and the appropriate way of dealing with them.

In some instances, a behaviour modification programme may be in place for specific pupils, and all incidents must be recorded for such children on an **ABC sheet**.

Regular misbehaviour at a low level by children will be recorded by the class teacher.

It may be that a child should only be dealt with by one named person or that a child should spend some time in another classroom. These arrangements should be agreed by the Headteacher and all concerned and communicated to other staff.

When necessary time will be made available for discussion about individual children.

Staff should endeavour to support each other whenever possible.

Consistent implementation of the guidelines is essential if behaviour is to be managed effectively.

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CLASS MANAGEMENT, The effect of classroom management on behaviour

Aim for children's behaviour:

- to be self-disciplined;
- to be thoughtful, helpful, considerate;
- to respect others needs, wishes and property;
- to be polite and well mannered.

Factors out of our control;

Home background and parental attitudes.

Factors in our control;

Classroom management, personal relationships–
teacher/pupil.

How can teachers promote good behaviour?

- always be well planned and prepared in advance of the session;
- be in the classroom to receive children;
- make the best use of the physical environment;
- are there areas where children can work relatively undisturbed?
- are materials and equipment accessible, clearly labelled and well organised in recognisable areas?;
- differentiation – are tasks matched to the needs of the children?;
- how much of the day is directed by the teacher, how much is under the control of the children?;
- are there opportunities for children to follow their own interests/line of investigation/thoughts?;
- are there enough activities provided for the children to take some control?;
- are you providing a full range of activities needed throughout the year?;
- how do you react to individual children?;
- stand back and observe why certain things are happening.
- how do you use your voice to give examples of expected behaviour?;
- do the children and parents know what is/is not acceptable?;
- do you emphasise positive attributes?;
- do you use a variety of groupings (e.g. ability, mixed ability etc) to enable the children to work with different activities?;
- do you acknowledge children's efforts with praise and reward?;
- do you set high standards of speech, manner and dress?;
- do you mark all work promptly and constructively?;
- do you deal with indiscipline yourself whenever possible?;
- do you encourage self-discipline yourself by creating situations where children can make decisions, take responsibilities and solve problems?;
- do you enforce school rules fairly and consistently beyond your own classroom?

**ARE YOU CONSISTENT IN YOUR EXPECTATIONS?
POSITIVE REINFORCEMENT STRATEGIES**

When children are well behaved they may receive any of the following rewards:

- verbal praise, private or in public;
- verbal praise from other adults;
- comments/smiley faces on work or on child;
- visiting headteacher or deputy;
- special message to parents;
- child able to choose an activity;
- a smile, clap or handshake;
- certificate, badge or sticker;
- house points, leading to teacher's and headteacher's award
- commendation in special assembly.

*Staff should ensure that some time over the term each child in their class receives a commendation.

*Each child, except those in the Nursery, belongs to a house and can earn house points at any time of the year. House points are added up on a weekly basis and the total for the previous week is announced in the commendations assembly. The changing position (1st, 2nd, 3rd or 4th) is displayed on the relevant castle.

All awards may be given for work related or attitude related behaviours.

The class reward system is managed by individual teachers.

A School in which there is self discipline is a place where effective learning takes place.

The categories for types of behaviour and possible sanctions are attached as an appendix. These were reviewed by the school in the autumn term 2008 and were subject to parental consultation via a parental forum.

Dealing with difficult children

For the minority of children who do not conform for whatever reason, it may be that an individual positive reinforcement behaviour programme will be required.

- e.g.
- a) avoid confrontation
 - b) target a specific behaviour, which must be achievable, and set up a reward system
 - c) consider the allocation of a specific responsibility
 - d) try to predict the unacceptable behaviour and send the child “on a message” to the Head Teacher or School Secretary (an unofficial “time out” system)
 - e) children should never be sent to work in the dining hall without ensuring that someone is available to supervise them
 - f) actively look for opportunities to reward such children for good behaviour

In general, children falling within this category will require formal procedures to be initiated:

* instances of bad behaviour may be recorded on a Behaviour Log (ABC sheet – Antecedent, Behaviour, Consequence and the third column “Action Taken” should detail the consequence applied. This information will be required by the Support Services and County Hall. For some pupils a behaviour record book is maintained in school to log daily behaviour.

* a Provision Map, Behaviour Management Plan or Individual Provision Plan, can be drawn up in liaison with the Special Needs Co-ordinator and specific behaviours targeted

Restrictive Physical Intervention is only to be used in an emergency or as a last resort; staff must ensure that they have tried every possible means of distracting the behaviour and /or de escalating a situation before RPI is used. Staff must be familiar with the school policy for Restrictive Physical Intervention.

If you have to physically handle children, always do it in the presence of another adult, and make clear to anyone around saying “I am restraining you for your own safety”. All physical intervention between adults and children should be in line with the school’s policy and should be recorded.

All major incidents should be noted on a Filenote and filed in the child’s file.

Meetings with parents relating to incidents should be noted on a filenote and filed in the child’s file.

The ultimate sanction is exclusion. This may be fixed term or permanent. It does not address the cause of the child’s misbehaviour – it acts as a cooling off period, and is subject to confirmation by the Governing Body. Any exclusion must be backed by documentary evidence of the incident, and strategies which have been used in this incident and in any previous misbehaviour by the child. Our school ethos is one of avoiding exclusion and we will work with pupils and their families to put in place positive behaviour management strategies.

Bullying

We are a ‘Telling School’. Children should be encouraged to tell teachers about instances of bullying. It will then be dealt with by the member of staff (teacher or supervisory assistant)

on duty, who will inform the class teacher and/or Head Teacher as appropriate after ascertaining all relevant facts. In serious cases, a written memo should be made for the child's file.

The school conforms to the LA's guidance on bullying and has its own written policy on Anti Bullying which should be read alongside this policy. We recognise that bullying can take many forms and that it may be discriminatory by gender, disability or race. We also recognise that cyber bullying is becoming more prevalent in society and that we will be proactive in school in teaching our pupils about E-safety.

Incidents of bullying are dealt with in line with the policy on Behaviour Management.

Buddies

The 'Buddies' system is organised within school to provide peer support for pupils.

The role of the buddies is to:

- Be a friend to those without one
- To help at breaktimes by initiating games
- To inform teachers if a child has a problem, but is worried about sharing it with an adult
- To promote appropriate behaviour in and around school

Buddies are selected each year from Years 5 and 6. Children apply to be buddies using an application form and are selected from this.

Training for buddies is provided by the LEA's Anti-bullying Service.

References

Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. DfE September 2017

Preventing and tackling bullying. Advice for headteachers, staff and governing bodies. DfE July 2017

Case Studies of behaviour management practices in schools rated outstanding. DfE March 2017

Creating a Culture : How school leaders can optimise behaviour. DfE March 2017

Behaviour and discipline in schools. Advice for Headteachers and school staff. DfE January 2016

Use of reasonable force. Advice for headteachers, staff and governing bodies. DfE July 2013

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

Versions

Original Policy Sept 2000

Additional sheet for consistent reporting of incidents added Jan 2002.

Amended following whole staff consultation September 2007.

Types of behaviour and consequences amended Autumn 2008 in consultation with parents.

Amended in November 2009 by Pupil Welfare Committee.

Further updated in September 2014

This latest version updated in 2016 to reflect minor changes to the behaviour ladder.

Reviewed by The Governing Body on 15th October 2018 no changes.

(In October 2017 all staff attended training from the Behaviour Intervention Team in the underlying causes of behaviour and best practice approaches, this has ensured that staff are consistent in their approach to behaviour management throughout the school)