



Madras V A School Penley

'Every child will succeed in a caring and supportive environment'

Behaviour Policy

Created:

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Signed By Chair of Governors:

Signed By Headteacher

Date Approved:

Review date:

Behaviour for excellent teaching and learning

Introduction

The school follows the Pivotal approach to behaviour management. This policy has been designed within the context of our own school where we acknowledge that almost all of our pupils come to school every day, behave appropriately, enjoy their learning and make good progress. If we are to make a positive difference to the lives, learning and progress of all of our pupils then we must adopt a culture of care, calmness and positivity where all children are valued and nurtured and any barriers to their learning are tackled in a supportive and inclusive way. Our behaviour policy 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 pupils.

Aim of the policy

- To create a culture of excellent behaviour.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

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

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

How will pupils behave?

All children in school need to know the rules of the school and indeed to have played a part in creating them. Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents/guardians. It has been decided by the pupils and staff of Madras VA Primary School that there are only three rules:

- 1. Ready** - For Listening and Learning.
- 2. Respectful** - Valuing self, others and the community.
- 3. Responsible** - Supporting each other in making good choices.

How will staff behave?

1. Calmly
2. Consistently
3. Positively

All staff

Refer to '**Ready, Respectful, Responsible**'.

Model positive behaviours and build relationships.

Plan lessons that engage, challenge and meet the needs of all pupils.

Ensure **praise** outweighs anything negative

Give first attention to **best conduct** – celebrate successes.

Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.

Adhere to our '**No Shouting**' ethos

Follow up every time, retain ownership and engage in reflective dialogue with pupils.

Never ignore or walk past pupils who are behaving badly.

SLT

Be a **visible presence** in the school to encourage appropriate conduct

Support staff in returning pupils to learning by sitting in on **reparation meetings** and supporting staff in conversations with pupils where necessary

Regularly **celebrate** pupils whose efforts go above and beyond expectations

Encourage use of positive notes and positive phone calls

Regularly **share** good practice

Support class teachers in managing pupils with more complex or entrenched negative behaviours

Ensure staff training **needs are identified** and targeted

Use behaviour data to target and **assess interventions**, the school-wide behaviour policy and practice

Parental Involvement

In focusing on behaviour and discipline it is important that parental co-operation and support are there within the school in order that the school can move progressively forwards.

Parental Responsibilities:

To make children aware of appropriate behaviour in all situations.

To encourage independence and self-discipline.

- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Recognition and rewards for effort

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

'It is not what you give but the way that you give it that counts.'

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

There are many different rewards and teachers will choose which one to give:

Personal praise

Stickers/House Points/Golden time

Showing another teacher good work

Recommendation to the Headteacher for certificates

Well done postcards sent home

'Good news about your child' notes sent home

A phone call or text home

Achievement of personal goals recognition

Class rewards scheme i.e marble jar

School level

1. Giving first attention to best conduct around the school and on the yard
2. Praising children
3. Celebration Service

Classroom level

1. First attention to best conduct
2. Names on the board/Work on the WOW wall
3. House points, stickers & notes/phone calls/texts home

Personal level

1. Smile/Thumbs up
2. Quiet word of praise/thanks
3. Written feedback in books

Actions have consequences

For the vast majority of pupils a gentle reminder or nudge in the right direction is all that is needed. 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 pupils must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Consequences for inappropriate behaviour range from:

A reminder (verbal e.g. "You have a choice....")

Loss of playtime / lunchtime/ Golden time

A phone call home

Exclusion

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.

Practical steps in managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use these steps for dealing with poor conduct

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations Ready, Respectful, Responsible delivered wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution making the pupil aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

4) Time Out	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	At this point the pupil will be referred internally to another space for the remainder of the lesson. A short reconciliation should take place immediately after the lesson, or as soon as possible afterwards. All internal referrals must be recorded.
6) Reparation	A restorative meeting should take place before the next lesson. If the pupil does not attend or the reconciliation is unsuccessful, the teacher should call on support from their line manager who will aid the reparation process.

Being Fair with sanctions.

- Learners must not be able to reduce negative consequences.
- Teachers must not take away rewards that have need given.
- Teachers do not make deals with sanctions.
- Negative sanctions must be proportionate. Don't suffocate learners with punishment.
- Whole class punishments are always unfair.
- Try not to invent punishment on the spot. You will soon regret it.
- When you give any kind of negative consequence make sure you tell the learner!
- Write down warnings/reminders that you give to learners.
- New day clean sheet, every time.
- Don't jump sanction steps or accelerate through sanctions.

The approach

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for desired behaviour.
4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.
5. Look around the room and catch somebody following the rules.

Restorative Scripted Conversation, 5 key questions/points:

1. What happened?

2. Who has been affected?

(What was each person thinking?)

3. How have they been affected?

(Who feels harmed and why?)

4. What needs to be done to make things right?

(What has each person thought since?)

5. How can we do things differently in the future?

(What behaviours will you show next time?)

Behaviour outside school hours and off school premises

The school will deal with any inappropriate behaviour out of school hours that occurs on the school premises. If any inappropriate behaviour is reported that has occurred when children travel to and from school unaccompanied and in school uniform eg. bullying, bad language, unsafe behaviour on roads etc this will be dealt with by the school according to the guidance in this policy, and parents informed.

We will not tolerate any behaviour which brings the school into disrepute.

Reporting behaviour and monitoring impact:

It is all the staff's responsibility to report incidents that warrant a record on the behaviour incident logs in school

All these points are interactive with all other levels of influence and they must be seen in that context. Everyone in the school community is responsible for the behaviour and discipline and must ensure that continuity exists between all personnel within the school. Where continuity exists so does security.