

# Stephenson Way Academy and Nursery School - Behaviour Management Policy & Guidelines

## Introduction

Stephenson Way Academy and Nursery School expects pupils to display outstanding levels of conduct at all times, resulting in outstanding outcomes for behaviour and safety. Central to our aim is the promotion of behaviour based on mutual respect between all members of the school community. School's ethos and the planning of a broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through clear systems of behaviour management and routines, incorporating rewards and sanctions. It is expected that all staff, including auxiliary staff, will adhere to this policy. School has a common approach to behaviour management.

## General Management

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy.
- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. Teachers discuss these with the children in their class. These rules help prepare pupils for their eventual position in a place of work where procedures have to be followed.
- The School Council, with pupil representatives, help to give the pupils a sense of involvement and citizenship.
- Pupils normally sit in a consistent place for lessons within a structured, working group. This helps to provide a safe, disciplined environment.
- Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
- Staff share problems that they may have with specific pupils and information about the pupils and strategies for dealing with the specific problem/individual are pooled.
- The same expectations (rules) apply right across school, and these are reinforced with children regularly.

School's ethos promotes the establishing of effective teacher/pupil relationships and recognises this is central to working effectively with all pupils - especially those challenging behaviour. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.

It is essential that staff and children understand their distinctive roles in contributing to outstanding behaviour. Therefore exactly the same Golden Rules apply across school (some child age related differentiation may occur) and all staff are asked to respond in the same way to poor behaviour (some child age related differentiation may occur).

### Our 5 Golden Rules are:

1. No violence.
2. No swearing.
3. No refusal.
4. No rudeness to adults.
5. No going out of bounds.

These 5 rules were the outcome from careful monitoring, so they reflect the types of poor behaviour which most often occurred. Although these occurrences have reduced significantly over time, we have kept them as our non-negotiable guidelines.

## The Class Teacher

The class teacher has prime responsibility for pastoral care. This includes:

- Giving rewards and sanctions.
- Watching out for children who are behaving out of character.
- Looking for signs of distress and upset.
- Talking and listening to children to identify suspected occurrences of non-accidental injury or child abuse which if picked up will be reported to the Headteacher for further investigation.
- Following the school's behaviour policy.

### Expectations

The first step towards achieving outstanding levels of behaviour, is to have high expectations, which are clear and consistent. Below are the expectations which are communicated to all children regularly, through normal classroom management, assemblies, class/school council meetings and 1:1 when children have digressed:

#### **Everywhere:**

- Follow instructions quickly and politely.
- No violent or aggressive behaviour.
- No swearing.
- Speak politely to others.
- Have a positive attitude to work.
- No going out of bounds.

#### **In the Classroom:**

'Everywhere', plus:

- Not calling out.
- Staying in seats.
- Staying in the classroom.
- Listening to others, when they are speaking.
- Stop/pause straight away when asked to by the teacher.
- No 'back chatting'.
- Giving effort and care to all tasks.
- Not distracting others from learning.

#### **Around the School:**

'Everywhere', plus:

- Walking calmly through the school.
- Speaking in a 'classroom' voice.

#### **In the Yard/On the Field:**

'Everywhere', plus:

- Staying within allowed areas.

- Being polite to all members of staff.
- Keeping hands and feet to ourselves.
- Speaking politely to other children.
- Not going around in gangs.

### Rewards

Rewards are a very powerful tool for teachers/adults in school to use. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- Verbal praise, written remarks about good work, stickers, sending children to a nearest teacher or the Head/Deputy for praise.
- Team points are given in recognition of outstanding work, behaviour or something a member of staff may feel is noteworthy.
- Also, displaying pupils' work is a tangible reward. Staff try and ensure that SEN pupils' work is displayed if it deserves praise and in doing so the pupil will experience pleasure and self-satisfaction.

### Sanctions

Sanctions can be particularly effective if they are seen by the peer group and the offender to match the offence. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion and structure of a 'code of behaviour' and the school rules. In many cases of bad behaviour there are offenders and victims. Teachers should talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any bad behaviour is confirmed, the following action will be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the offenders. We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victims' parents/guardians, so support can be continued in the home setting.
- By offering continued support when they feel they need it, for an extended time after the incident.
- Arranging for them to be escorted to and from the School premises in necessary and appropriate.
- Arranging for an apology to be made by the offender.

We support and discipline the offenders in the following ways:

By talking about what happened to discover why they offended. This can be conducted in private or public (within the class or an assembly) or possibly with the victim present - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened. The pastoral team should make every effort to create a climate in which any sanctions will:

- have the greatest effect
- lead to improved behaviour.
- be fair and proportionate.
- be communicated to parents where appropriate.
- fall within a stepped approach.

## **Consequences for Poor Behaviour:**

We have a well embedded 'traffic lights' behaviour management tool in every classroom. After a verbal reminder is given and if poor behaviour persists, the child's name is moved from green to amber on the traffic lights display. This is a visual warning. If poor behaviour persists, the child's name is moved red and a consequence is given. At the start of each teaching session, children's names are moved back to green, and the procedure starts again.

### Phase 1

- Give a verbal reminder.
- Give a visual reminder (Traffic Light system - Amber)
- Move to Red (Traffic Light system) and Phase 2.

At break time or lunchtime the following actions may be taken:

- Give a verbal reminder.
- Give child 'time out' by having to walk around with a person on duty, for a few minutes.
- Send child back into school.
- Withdrawal of privileges (e.g. time in the football area)

### Phase 2

Any or all of these actions may be appropriate:

- Move to another seat for the remainder of the lesson.
- Move to another class for the remainder of the lesson.
- Make up work, at break time or lunch time, under direct supervision by the teacher/TA.
- Withdraw privileges (miss a club, a lunchtime play, a break time)
- Refer to the Team Leader.

### **At any time:**

If the poor behaviour is:

- persistent, and/or -
- causing safety concerns

then it should be referred to the Deputy Headteacher or the Headteacher.

### Phase 3 (After referral to the Deputy Headteacher or Headteacher)

Any or all of these actions may be appropriate:

- Inform parents/carers.
- Call parents/carers into school.
- Initiate a Behaviour Improvement Plan.

- Initiate a Reflection Diary.
- Initiate a Behaviour Contract.
- Initiate a Pastoral Support Plan.
- Issue an internal exclusion for a fixed period.
- Excluded from lunchtimes for a fixed period.
- Excluded from school for a fixed period.
- Permanently exclude from school.

*Whilst our 5 Golden Rules are non-negotiable and apply to all children at school, we recognise that the context for a rule break can differ considerably in each case. Therefore, although a consequence is always given for breaking a golden rule, the nature of the consequence is arrived at after considering various factors.*

The list of consequences/actions below provides a framework of steps which the school uses to respond to poor behaviour.

- Verbal reminder
- Use of 'traffic lights'
- Moving class seat
- Play ban (formerly known as 'walking around with an adult' but is the same thing)
- Detention – Reflection time
- Internal exclusion (usually to a team leader's class)
- Withdraw privileges (usually lunchtime or after school clubs, or representing the school in sports)
- Going on to report (Reflection Diaries)
- Set up a Behaviour Chronology
- Inform parents
- Lunchtime exclusion
- Fixed term exclusion
- Behaviour Improvement Plan/Behaviour Contract
- Pastoral Support Plan
- Permanent exclusion

We always give every child the opportunity to 'get back on track' as quickly as possible – but if this does not happen it becomes necessary to work through these steps quickly.

Factors we consider before issuing a consequence

- Severity of the incident
- Historic/recent behaviour of the child
- Age of the child
- If the child has a special educational need
- Mitigating circumstances (eg – if the child was provoked)
- The response of the child following the incident of poor behaviour
- Anything else which the child wishes to tell us

*It is an important distinction to make that these factors do not ever mean the poor behaviour is acceptable, instead they offer a context to the poor behaviour which must be considered before consequences are issued.*

### Behaviour Tracker

Since behaviour has improved considerably at school, we have suspended use of the Behaviour Tracker. Now we only track children who are getting to 'red' in each class. We do this for the following reasons:

- We have a clear picture of behaviour problems across the school at any given moment in time.
- We have the information necessary to make early interventions, to improve behaviour.
- We are able to show progress over time of behaviour generally, and of an individual child's behaviour.

### Behaviour Chronologies

A few children at school find it challenging to reach the behaviour expectations set by the school. These children will have a Behaviour Chronology, where incidents of poor behaviour will be recorded, along with the consequences given. We do this for the following reasons:

- We have a clear picture of behaviour problems across the school for our most challenging children.
- Sometimes the information makes facilitates early intervention.
- We have precise information for outside agencies.

### Team Teach

We have several staff trained in 'Team Teach'. We use de-escalation strategies continually at school, but on occasions it is necessary to intervene physically. This will only be the case for the following reasons:

- A child is placing himself or herself at harm.
  - A child is placing other children at harm.
  - A child is placing an adult at harm.
  - A child is willfully damaging or destroying property.
  - Other children's learning is being significantly disrupted.
- 
- Only trained staff will intervene physically.
  - Records of the intervention will be kept in a bound and numbered book.
  - Team Teach policy and guidelines will be followed.
  - Parents will be informed if physical intervention has been necessary
  - Parents of children who are at risk of physical intervention being necessary, will be ask to meet with school and complete a consent form. This provides an opportunity for school and parents to discuss strategies and for parents to ask any questions related to physical intervention.

### The responsibilities of lunchtime supervisors

- Provide excellent supervision of the children.
- Engage with children in a friendly, positive manner.
- Give a firm but friendly reminder for undesirable behaviour.

- Report any poor behaviour which includes refusal, disrespect to adults, violence, bullying, homophobia or racism to a member of staff.
- Report any persistent poor behaviour to a member of staff.
- If poor behaviour/attitude is not immediately corrected, ask the child to have time out and walk around with them.
- If a child is causing a concern with health and safety, or safeguarding, or refusing to follow instructions, a member of staff should be sent for.
- Attend short, regular briefings with the HT/DHT to discuss an issues occurring.

### Behaviour Contracts

The making of a 'contract' by negotiation is sometimes appropriate when trust and mutual respect have broken down between the teacher/pupil/parents. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation - this offers him/her responsibility and can lead to a heightened sense of self confidence and awareness for the pupil. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract. Behaviour Contracts will normally be issued as a routine, following a fixed term exclusion.

### Behaviour/Emotional Difficulties

School recognises that some children in school are affected by a lack of (or poor) discipline resulting of problems within the family unit. In addition some children are slower to develop social skills conducive to learning but these children are supported appropriately within school to reach the levels of behaviour expected.

Emotional and behavioural difficulties take many forms, i.e.

- A pupil may become withdrawn and unable to make friends;
- A pupil may be unable to concentrate on class work or homework;
- A pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher-pupil relationship and greater self-motivation. Close liaison with all concerned individuals and agencies, e.g. parents, teachers, E.W.O., Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.

### Health related causes of Behaviour/Emotional Difficulties

Many instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems such as hearing loss, visual impairment, depression, anorexia, or bulimia. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional/behavioural difficulties. This is often severe in the case of treatment for childhood cancers when treatment inevitably leads to prolonged periods away

from mainstream school. In such instances there must be close co-operation between the School, parents and the DHA if potential problems are to be minimised.

The School recognises the importance of staff training in this area.

### Outside agencies

All schools have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help, however on certain occasions help may need to be sought from outside agencies, including Educational Psychologist and Crisis Support. Temporary placements in specialised learning environments may sometimes best meet a child's need, for example, enhanced provision.

### Differentiated Approach

For most pupils, our Behaviour Policy and our stepped approach to poor behaviour works well. However, for some pupils, when we apply the Behaviour Policy, they are not always able to make successful corrections to their behaviour. For these pupils, the following differentiated approach should be used.

See flow chart below:



Poor Behaviour Occurs  
Ask the child to correct their behaviour.



The child responds positively. No further action needed.



Poor behaviour continues.  
*The child will then be given a choice of what to do next, for example:*  
*-a choice between getting on with their work, and moving to a quiet area in the classroom for a related activity.*  
*-a choice between coming in from the yard into class, and coming in from the yard and having a few quiet moments on the blue chairs.*  
*The teacher will spend approximately 5 minutes trying different strategies to help the child make a positive choice (traffic lights, distraction, praise and encouragement etc.)*



The child responds positively. No further action needed, unless the child has moved to 'red'.



Poor behaviour continues. LJ or TC should be called.  
*LJ/TC will ask the child to make a positive choice. If the child refuses, they will be removed from the classroom.*  
*LJ/TC will then spend approximately 15 minutes trying different strategies to help the child make a positive choice (distraction, praise and encouragement etc.)*



The child responds positively. A consequence may be given.  
The child may be returned to class.



Poor behaviour continues.  
*Parents will be called into school. The child will stay removed from class until parents are contacted and arrive at school.*  
*Parents will then spend a few minutes trying different strategies to help the child make a positive choice.*



The child responds positively. A consequence may be given.  
The child may be returned to class.



Poor behaviour continues.  
*The child may be issued with a fixed-term exclusion.*

Reviewed January 2016 by L Jones

Signed..... (Headteacher)

Signed..... (on behalf of the Governing Body)