

# **Keresley Grange Primary School**



## **Policy for Behaviour Management**

**Learning for life. Excellence for All**

# Keresley Grange Primary School

## INTRODUCTION

*A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.*

*Behaviour in general is the response of an individual to a specific situation or set of circumstances or to certain stimuli. Discipline is the control on that response either by the individual itself or by a third party.*

*The three main influences on a child's behaviour are home, the school and the peer group. In some instances the home and school standards may be similar and in some cases they are in conflict. It is probable that the codes of the peer group are in conflict with the home and the school.*

*Reducing (and understanding) bad behaviour is a realistic aim. Eliminating it completely is not. (Elton Report)*

The overall tone of this behaviour policy is positive and will be consistent in its application to ensure that it is supportive of children's needs.

In managing behaviour the school will consider three distinct areas:

### **1. The School Ethos**

The way in which children react and behave within a school has very much to do with the “ethos and “atmosphere” of the school. The policy on behaviour has a direct influence on this ethos and if it is to be effective needs to be relevant, consistent and understood by teachers’, support staff, parents and pupils alike.

### **2. Classroom Management**

The effectiveness of the teacher depends not only upon the respect the children have for him/her, but also upon the routines, the classroom arrangement, the lesson content and the levels of acceptable behaviour within the classroom. All of these will in some way affect the learning process.

### **3. The Child with Behaviour Problems**

There are children whose behaviour is not influenced by the school ethos and the degree of classroom management and whose behaviour is disruptive and unacceptable. These children need to be identified and their “special needs” given special attention

## **AIMS**

1. It is Keresley Grange's intention that all children will share a common educational experience within the common boundaries of what is and is not appropriate behaviour.
2. We will create an ethos based on tolerance and mutual respect which is conducive to the learning and social development of all pupils.
3. We will create an atmosphere in which the child feels confident and valued, where self-esteem is high.
4. There will be clearly stated expectations of pupil behaviour.
5. All adults will use rewards and sanctions consistently.
6. It will be made clear to parents and pupils how appropriate and inappropriate behaviour will be dealt with.
7. We will encourage a feeling of pride in the school.

## **OBJECTIVES**

At Keresley Grange we seek to ensure that every child will:

1. Have the opportunity to receive the National Curriculum in a well-ordered, pleasant and undisturbed environment.
2. Have the opportunity to develop his / her own self-esteem.
3. Have knowledge and understanding of the Golden Rules and the expected standards of behaviour.
4. Have an understanding of the processes he / she will face when showing good examples of behaviour
5. Have an understanding of the processes he / she will face when showing examples of behaviour that is not acceptable.

## **SCHOOL ETHOS**

We will encourage a caring attitude, which will make staff, and pupils feel part of a community. We will, in the main, approach all matters of behaviour positively and standards will be maintained consistently. Teachers will monitor behaviour in other areas of the school as well as in their classrooms

All children will be given clear guidance on the expected standards using the golden rules pack and the emphasis will be on recognising and praising good behaviour as well as dealing with bad or unacceptable behaviour. We recognise the importance of personal and social education as a means of promoting the values of mutual respect, self-discipline and social responsibilities, which underline good behaviour

We will inform parents when the child has behaved particularly well as well as when they have behaved badly, when it is deemed appropriate.

At Keresley Grange we recognise the importance of creating an ethos where children are allowed to learn from their mistakes. We aim to create an ethos that reduces stress and raises self-esteem so enabling children to work together to achieve their best.

- **Freedom from physical harm** – *to minimise violence, bullying and fighting*

- **The absence of intimidation and fear** – *Emotional and non-verbal teasing and bullying*
- **Recognising individuals** – *Each child feels that they are seen as an individual and they have their own place within the school*
- **Belonging** – *No pupil will feel alienated from what the school offers*
- **Able to learn** – *No pupil will feel a sense of failure and everyone should feel capable of achieving*
- **The future** – *Life has to have some kind of meaning and pupils should have goals beyond school*

## **CLASSROOM MANAGEMENT**

Teachers and Teaching Assistants should seek to establish a positive relationship with their classes based on mutual respect. When children are treated positively they learn to be positive. Children need to be “**Caught Being Good**”.

### ***Classrooms should be:***

*Physically comfortable*

*Welcoming*

*Relaxing*

*Reassuring and emotionally safe*

*Stimulating and motivating*

*Informative*

*Interactive*

*Attractive and cheerful*

*Surprising*

Teachers should recognise the importance of classroom management as a vital element to good behaviour and good discipline and should ensure that:

- There is good, clear communication
- Equipment is readily available
- Work is set at an appropriate level
- The parameters of behaviour are explained and known to the children
- The golden rules are explained clearly and the choices that are available
- Their awareness, teaching position, movement round the room, monitoring of groups is carefully planned to gain the most effective working atmosphere
- There is a controlled movement of pupils around the room
- Reward good behaviour with immediate and positive feedback. A smile, nod or a few quick words of encouragement
- Look out for minor behaviour problems and tackle them immediately. It is better to discuss any minor infringements privately rather than have any kind of public confrontation.
- Be aware of hidden signals of fidgeting or boredom
- Investigate why a particular pupil has broken a rule. Talk to individual pupils after the lesson on a one-to-one basis or at a mutually appropriate time.

Teachers will identify “danger points” when bad behaviour is likely to occur and monitor them with vigilance. These might include:

- Children entering the classroom after playtime
- Unexpected visitors
- Queues – waiting for work to be marked or to ask for help
- A shortage of equipment
- Pupils finishing work earlier than expected
- Accidents or illness

Teachers’ management strategies should be geared to teaching the children to be independent.

## **ROUTINES**

These will be established with the class at the beginning of the school year and quality time will be given to ensure that these are clear, consistent and well understood.

These routines will include:

- Methods of learning
- Tidying
- Ways of seeking help
- Signals for attention
- Routines when tasks are complete
- Entering and leaving the classroom
- Teachers will use circle time to involve children in discussing standards of acceptable behaviour and routines.

## **CHILDREN WITH BEHAVIOUR PROBLEMS**

Children whose behaviour is often deemed to be extreme and who do not respond consistently to the school ethos or classroom management are children with special needs.

In identifying these children it is necessary to identify the cause of their misbehaviour. Remembering that there may be more than one cause and that negative labels could be misguided, the following factors could be considered:

- Problems at home
- Emotional problems resulting from an experience
- Relationship problems with peers
- Breakdown of relationship with teacher
- Work which is too difficult or too easy
- Lack of confidence
- Low self-esteem

***REMEMBER – All behaviour is a communication of a need.***

For children whose behaviour is persistently causing concern and are not responding to the Golden Rules, Rewards and Sanctions it may be necessary to produce an Individual Education Plan that highlights particular strategies for managing the behaviour.

If a child's behaviour is deteriorating unexpectedly it is very important to talk to the parents to see if there may be an underlying issue.

### ***WREN (Working to Reinforce, Enrich and Nurture) room***

Where a child has been identified as having social, emotional or behavioural difficulties through a comprehensive assessment procedure, an identified period of time within the WREN room will help support an individual child's difficulties.

The safe, secure and structured ethos of the WREN room can provide an environment, which allows children with social, emotional and behavioural problems to flourish. Small group work and a focus on the skills needed to help them learn can help support the learning of children with short and long term problems.

## ***Very Serious Behaviour***

A senior member of staff will deal with very serious behaviour. In the first instance this will either be the Head Teacher or Deputy Head Teacher, in their absence a member of the Senior Management Team.

The incident will be fully investigated before a decision is made and once the full facts are known appropriate action will be taken in response to all parties involved.

All classrooms are in possession of a red card to alert members of staff to the seriousness of the incident.

### ***Criteria for very serious behaviour includes:***

- Deliberate defiance
- Deliberate verbal or physical abuse including that of a racist or sexist nature
- Deliberate damage to property
- Violent attack on another person

### ***These actions could result in:***

- Playtimes / lunchtimes being taken away for a period of time
- Parents being contacted
- Child being sent home for the remainder of the day
- Fixed term exclusion
- Permanent exclusion

If a fixed term exclusion is used the child will return to school under strict guidelines. This may be in the form of a contract or if the child is on the Special Needs Register a multi-agency meeting may be necessary to discuss the way forward before the child returns to full time education.

## **BULLYING**

Teachers recognise:

- That there are children with tendencies to bully the vulnerable in all schools
- That although there tend to be characteristics attributed to bullies, not all bullies are identified by these characteristics
- That not all bullying is physical
- The importance of identifying the victim as well as the bully
- That not all acts of bad behaviour are bullying

Teachers will work towards eradicating bullying before it occurs, by:

- Directing some of the PSHE work towards this issue
- Teaching social skills and helping children to cope with disappointments
- Ensuring a positive attitude in the classroom
- Working towards raising all pupils self-esteem
- Distributing jobs and responsibilities fairly around all pupils
- Ensuring an equal distribution of praise
- Monitoring all activities and areas where the potential bully may seek an advantage
- By making sure that group dynamics within the classroom do not enhance the activities of the bully or give him / her advantage

Teachers will also seek to prevent bullying by encouraging and listening to children talking about or giving evidence of bullying and then acting on the information given.

In instances of bullying teachers should take one or two or all of the following steps depending upon the gravity of the bullying:

- a. Meet with the victim(s) separately and if thought appropriate have them write down what happened
- b. Meet with the bully (ies) also separately and if possible have them too write down what happened
- c. Discuss with the bully (ies) how they/he/she have/has broken the Golden Rules and decide with him/her/them if there are any penalties to be involved e.g. loss of privileges, restriction of movement, a written contract of behaviour
- d. Raise a file on the bullying with all statements and penalties
- e. In serious cases discuss with the Head Teacher if parents need to be involved
- f. Teachers need to be aware that the bullying may be as a response to apparently "passive" bystanders and this may need to be addressed, particularly in view of the power of peer group pressure.

## **Positive Behaviour Management**

*Be very clear about the behaviours that are acceptable and in some cases provide the role model from which the children can learn.*

### **Seating Arrangements**

- Make sure that you are in charge of where pupils sit.
- Have at least one isolation space.
- No put down zone
- Do not allow any sneers, laughs or giggles about what other children say or do.

### **Punctuality**

- Try to make sure this is the norm in the classroom. You must arrive on time and so must your class.

### **Marking**

- Use this as a means to raise self-esteem. Where possible refer to the child by name.

### **Displaying Work**

- Displays should be stimulating and relevant to the learning that is going on in the classroom
- Make sure over a period of a term everyone has had a piece of work displayed
- Try where possible to display a variety of subjects

### **Noise Level**

- Be clear about your expectation here and be consistent – remember a noisy teacher means a noisy classroom

### **A Happy Learning Environment**

- Children who are happy are less likely to be disruptive
- Ask the children how you could make the classroom a happier place to be

### **Distractions and Diversions**

- Speak to the children using their name
- Stop speaking to gain attention
- Send to do a job
- Change activities
- Eye contact
- Non-verbal signs – body language
- Tone of voice

### **Tactical Ignoring**

- Ignore secondary behaviours

### **Non-Verbal or Privately Understood Messages**

- Nod, wink, shake head, thumbs up, written/picture message

### **Rule Reminders**

- Reminder or reinstatement of the Golden Rules
- Highlight positive/negative rewards/sanctions

