

Behaviour Policy

July 2015



**The Learning
Pathways Trust**

Learning Pathways Academy Trust is committed to positive behaviour management as part of a whole school policy. We believe that being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline. Reinforcing positive behaviour helps our children feel good about themselves and creates an enabling environment for learning. Learning to behave appropriately is a developmental task that requires support, encouragement, teaching and setting the correct example.

Aims of this policy

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

We consider that:

- Children have the right to learn and play in a friendly, helpful and safe environment.
- Parents have a right to feel welcome and that their children are safe and well cared for.
- Staff have a right to feel safe and to be treated with courtesy and respect.

We believe:

- Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- Learning to behave appropriately and to gain social skills is a very important part of children's social, personal and emotional development.
- Learning in this area supports all other forms of learning, and builds sociability, confidence and independence.

Children are encouraged to:

- To be considerate towards and value and respect others
- To show consideration for their surroundings and property.
- To work hard and do their best.

This is summed up in – Be safe; Be kind; Be responsible. Children and staff alike are encouraged to support the ‘Fish’ philosophy – where, every day, adults make it **F**un, **I**ndividuals (**I**) choose their attitude, and try to make someone feel **S**pecial and everyone tries to be **H**ere, fully involved in the moment!

Rules, and expectations, which are mainly concerned with safety and enabling every child to feel secure, are

- explained to the child so that they understand what is expected of them, and why;
- explained to parents
- modelled by practitioners so that children can observe and hear how to behave.
- supported by routines and positive expectations and an engaging learning environment (indoor and out) which is organised in a way that encourages appropriate behaviour and meets children’s needs and interests.

‘Rules’ are reinforced by:

- praise, attention and rewards for positive actions, effort, co-operation and caring attitudes.
- management methods that are developmentally appropriate
- consistency – children learn to trust adults who do what they say – even when they don’t always like it!

Rules are displayed and referred to often – Children ‘caught keeping rules’ are praised. Group effort and team work and co-operation may also be rewarded.

Children may have strong emotions and need to learn self-control. Staff:

- will try to support children to recognise and talk about these feelings
- will try to guide children to deal with problems and feelings in non-aggressive ways
- will encourage children to see the consequences of any negative actions and to learn/understand why they are unacceptable.
- will make suggestions for alternative ways to act and children will be given choices so that they begin to learn that they have ownership of their behaviour
- use nondiscriminatory, non personal strategies to explore and teach the desired behaviours e.g. circle and bubble time; persona dolls; bubblegum group; 'experience' picture books and DVDs.

Rewards use for positive reinforcement include:

- praise
- Celebration assembly – Celebrations will also be linked to other important school values, such as, effort and resilience.
- In EY and KS1 - Buzzy Bee tokens which children will collect for making good decisions based on behaviour, effort and resilience.
- In Key stage 2 - class points/rewards for making good decisions based on behaviour, effort and resilience
- Stickers from teacher in circumstances where an immediate reward is most appropriate
- Certificates

Where behaviour is unacceptable:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. All strategies will be non-oppressive and support the child's developing self-esteem and self-image.

- It must be clear why there is a consequence
- It must be clear what changes in behaviour could avoid consequence

- Group consequences should be avoided as they breed resentment
- There should be a clear distinction between major and minor offences
- It is the behaviour not the child that is met with disapproval

Consequences in order of a stepped approach:

Step one (deploy from the following in order to achieve the most positive outcome):

- Employ tactical ignoring where appropriate and reward the positives.
- Establish eye contact
- Have a personal quiet word
- Verbal warning system using traffic lights. Children are moved from green to amber to red for infringement of class rules. Occasionally, at the amber stage, children may need a few minutes of 'time out' to reflect. This will take place within the classroom and the child will sit quietly away from the activities to think about their behaviour. They will then be able to return to the class activity
- When exceeding a red light there may be a need for a time out in another class – usually around five minutes. They will then return to class to continue with normal activities after having talked to their teacher about how they intend to change their behaviour
- If children have been out of class for a time out, parents would be informed
- Traffic lights work in both directions so children can work towards having their name moved towards green. If this happens before reaching red there is no consequence. If this happens after reaching red then a time out is put in place and then the child starts afresh
- If a child's behaviour is regarded by the class teacher as serious (biting, kicking, hitting) they will immediately be sent to the Phase leader or Head teacher and the child's parents will be spoken to.
- In KS1 and 2, If the behavior is unacceptable during break times or lunch times then the child will attend 'Think it through' club which is a time for the child to reflect on why they have not followed the school rules of Be Kind, Be Safe and Be Responsible. Each visit to Think it Through will be recorded in the Think it Through record book.

Step two – when a child has not responded to the measures in step one

- Internal exclusion: A morning or afternoon in another class with work. Before returning to the class they will be encouraged to think about the positive way of behaving in a similar situation, and if possible to describe this. Time out will be appropriate for the child's age and stage of development and proportionate to the incident. The decision about the type and duration of time out can be made by the teacher in consultation with a member of the SLT.
- If behaviour is escalating and becomes unsafe or highly disruptive, staff will seek support from the SLT who can determine any further action necessary.
- In the event of physical assault, serious verbal abuse or serious disruption/non-compliance, it may be deemed appropriate by senior leaders to implement a fixed term exclusion. This should be agreed with the headteacher and the school exclusion procedures should be followed.

Where anti-social, disruptive or aggressive behaviour is frequent consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

Parents are involved:

- Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it.
- Children are more secure and confident when there is consistency between the child care setting and their home. Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be established.
- Parents who agree that additional support will be beneficial may also be offered advice on, and signposting, to 'outside' services.

Positive handling

Learning Pathways Academy Trust is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents, **and only use positive handling as a last resort** in line with DfES guidelines. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. Where possible a child would be given at least one warning that if their behaviour persists there may need to be positive handling. Should it be necessary to use positive handling to ensure the safety of pupils, property or to maintain the discipline of the class, a record of the incident will be produced and parents informed.

Finally

By positively promoting good behaviour together we hope to lay the foundations from which children will flourish into confident, caring, happy and responsible members of the school community. Safeguarding *all* children's physical and emotional well-being will be a priority of positive behaviour management.