



CONNECTED LEARNING

Behaviour Improvement Policy

Document Detail	
Category:	Curriculum Management
Authorised By:	CL Board of Trustees
Status:	APPROVED
Date Approved:	4.10.18
Next Review Date:	Annually

Each academy school must enter details as relevant to them where indicated in red or elsewhere if required



CONNECTED LEARNING

Behaviour Improvement Policy

"A good self-image is the most valuable psychological possession of a human being"
[John Powell 1976]

"We must move toward developing competency and self-worth, accompanied by responsible decision making and helping one another. In this atmosphere schools can empower young people with courage, confidence and life skills instead of burdening them with feelings of fear and inadequacy."
[Nelson, Lott and Glenn]

A commitment to the continual improvement of behaviour underpins the structure of the schools within the Trust and all members of staff should follow the Trust's approach to behaviour improvement.

Whole school agreement on improving behaviour generates high morale amongst staff and children. The children know behaviour improvement will be consistent throughout the school and this in turn generates security.

When members of the community work together to create a learning environment that enables everyone to feel comfortable and successful inconsiderate behaviours will be reduced.

A well-structured and consistent set of procedures will be supportive to new members of staff, covering teachers and new pupils.

All behaviour improvement in schools within the MAT concentrates on raising self-esteem, encouraging self-discipline and engendering a community identity. The existence of a Behaviour Team, with special responsibility for the development of behaviour systems and procedures, is an indication of the importance attached to this area.

Every Child Matters

Within the MAT schools we work to ensure that the following principles, which are fundamental to all aspects of school life, are a high priority:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic wellbeing

Aims of this policy

Within the schools within the MAT we aim to:

- Provide a structured, stimulating and secure environment where all children feel safe, respected and free to learn.
- Create a climate for mutual respect where all members of the school community are listened to, taken seriously and work together for the benefit of all.

Our goals for behaviour improvement are

- To raise the children's self-esteem
- To allow the children ownership of their behaviour by developing self-discipline and self-control.
- To encourage the children to respect the rights of others and be confident in the fact that they in turn will be treated with respect.
- To ensure the children are able to learn without disruption.

To achieve these goals, we have developed a structured, consistent and, above all, a positive approach to behaviour improvement, based on rules, rights and responsibilities.

Rights for All

Our rights are an expression of the fundamental values that we, as a community, encourage, teach and promote. To ensure everyone's rights are protected; members of the community must abide by the 'fair' school rules and accept the responsibility of their own behaviour.

Values held by our schools' communities

- A healthy school is a successful school
- Equality of opportunity and treatment regardless of gender and race
- Caring and tolerance by all members of the community to all members of the community
- Justice and fairness
- Personal responsibility
- To be happy and successful
- Co-operation and participation

We all have the right to

- Learn or teach
- Be safe
- Be treated with respect

Our responsibilities are

- To respect the rights of others
- To have ownership of our behaviour
- To follow the class codes of conduct
- To respect our school environment

Strategies and procedures for promoting acceptable behaviour and working habits within our schools

The *Elton Report [1989]*¹ suggests that, when considering the requirements for effective school behaviour improvement, the following three needs should be addressed

~~ ***'a clear code of conduct'***

~~ ***'a balanced combination of rewards and consequences'***

~~ ***'a positive community atmosphere'***

It is believed that the schools within the MAT have addressed these three needs very effectively in the procedures and strategies that are already in place to promote acceptable behaviour and working habits.

¹ DES (1989) The Elton Report (Discipline in Schools) <http://www.educationengland.org.uk/documents/elton/elton1989.html>

Whole school procedures and ways of celebrating achievement within the school

School rules

School rules serve to protect the rights of all members of the school community. These rules are displayed in a prominent position in every classroom. They are revisited at regular intervals throughout the school year and the children are encouraged to show responsibility in abiding by them. All procedures and strategies are based on these 'fair' rules.

Codes of Conduct

At the beginning of each new school year the class teacher and children will formulate a class code of conduct to operate alongside the school rules. This will be the basis for all classroom behaviour improvement. The children and staff from each class in the year group, then get together to formulate their Code of Conduct for the year. See Establishment Procedures for details. These rules will be revisited at regular intervals throughout the school year.

Mindset Targets

Each week the children decide to work towards a target that is based on social skills. This can be related to behaviour issues, friendship issues or working together in class.

Circle Time

Circle Time or class meetings provide a structured forum for class discussions. They give teachers great insight into pupils' attitudes, concerns and opinions on school topics. Within this framework topics such as making rules and behaviour can be discussed in an open, democratic way. Circle Time promotes group co-operation and cohesion as well as raising self-esteem.

There is a set format to follow with definite rules:

- **only one person can speak at a time [eg. a special object might be passed round the circle and a person can only speak if he/she is holding the object]**
- **everyone has the right to contribute or not to the discussion**
- **all comments about each other have to be positive.**

Circle Time can be very rewarding for both staff and pupils as they build up trust with one another. It is essential to ensure that all participants in Circle Time feel comfortable. There are many 'warm-up' activities that can be used to achieve this.

Celebration of Achievement

The whole school approach to behaviour improvement is a positive approach and the celebration of achievement is an essential part of this. The more valued a child feels the more positive is their self-image. When children feel their efforts and achievements are recognised by the other children and adults within a school, they will strive to achieve more. Fundamental to any whole school, positive approach to behaviour improvement is the support of the Head of School.

The Head of School's Input

Promotion of a positive system of behaviour improvement must begin with the Head of School. It is essential that he/she has a very active and high profile participation in the celebration of achievement. At **xxxx** this happens through:

Head of School awards/stickers

The Head of School has a collection of special stickers that the children can choose from when they bring examples of excellent work [for that child]. The sticker is attached to the work and initialled by the Head of School; a copy may be taken to send home for parents/carers.

Head of School certificates

These certificates are awarded for participation in special events or contributing to school life in a special way. These can be individual or class awards [e.g. participation in District Sports, Music Festival]. These are often presented at a whole school assembly.

Pupil of the Week certificates and stickers

At the end of each week a whole school assembly is held to celebrate the special achievement of one child from each class. The Head of School leads this assembly and class teachers explain to the whole school how and why the child has been nominated for the award.

Ambassador of the Week

Each week one child will be nominated by their peers as 'Ambassador of the Week'. They will consistently have been a good ambassador for the school, within their class, on the playground and around the whole school site. Children receive certificates, which are presented during Ambassador Assembly.

Contact with Parents

Staff often inform parents personally of their child's special achievement, by telephone, before or after school and through the Home School books or emails.

House System

Children are awarded House Points to acknowledge a wide variety of achievements or successes. This includes acts of kindness to others; good manners, offering questions or answers in class; identifying mistakes in their work and using this as a learning opportunity. Every child belongs to one of the three houses and the House Captains count and record the total number of House Points for each house weekly. An announcement is made after Ambassador assembly and the winning house has their house ribbons attached to the House Trophy, which is displayed in the entrance. There are regular House Assemblies and the children vote for which charity they want to support and discuss strategies and ideas to raise money for their nominated charity.

Walkabouts

The Senior Leadership Team spend time in classes, observing and talking to children, looking at work and celebrating individual/class successes. This is very supportive for Class Teachers and indicates to the children that the senior management of the school take an active interest in their classroom activities. Positive comments show appreciation of the hard work resulting in a good classroom atmosphere.

WOW work

Each classroom has a designated area for the children's WOW work. This is a piece of work, selected by the child, which they are particularly proud of.

MDA stickers

MDAs on the playground award stickers and/or House Points for a number of reasons including appropriate behaviour, good choices and for having a healthy lunch. This helps the children have a sense of continuity and consistently all through the day.

Classroom procedures

The Elton Report suggested that classroom management skills were perhaps the 'single *most important factor in achieving good standards of classroom behaviour.*'

Classroom management

Class teachers, HLSAs and LSAs should plan very carefully to ensure their lessons run efficiently and effectively at all times.

All classrooms should be organised so that the children have adequate working space and easy access to equipment. Books and other resources should be displayed to create an attractive, stimulating work environment.

Class teachers should take much time on displaying children's work, demonstrating how this work is valued. All children should have work displayed over the year.

Planning

Work planned by the class teacher should be differentiated to cater for the individual children's abilities and needs. Teaching of activities should be very varied so the children experience a wide range of teaching styles and stimuli. Support staff should work alongside the class teacher to support individual children or small groups.

Establishment procedures

Establishment

It is essential that all class teachers follow this procedure as it establishes their own and the Trust's expectations of behaviour management.

- **Revisiting or introducing the school rules**
All children must have access to a copy of the school rules. These must be read through carefully and discussed to ensure understanding, particularly the ***rights and responsibilities***
- **Draft suggestions for year group Code of Conduct.**
This explains the purpose of the year group Code of Conduct and the relationship of these to the school rules. In groups children formulate suggestions for 4-5 'rules' for the Code of Conduct. Each group presents to the rest of the class. All suggestions are discussed and then 4-5 'rules' are chosen to go forward to the year group meeting. The class also decides who will present the suggestions.
- **Year group meeting**
The whole year group meets in the Hall and suggestions from each class are put forward and discussed. The whole year group then votes for the rules they wish to adopt. Members of staff must explain the importance of these negotiated Codes and the fact that they will be the basis for all behaviour management throughout the year. The children also need to know that all members of staff that teach them will be aware of their Code.
- **Acknowledgement of the code**
All children will sign their Codes of Conduct and the signed copy will be displayed in the classroom. A copy will also go home to the parents. During the first week of the school year the Code should be referred to, and revisited regularly, so the children become very familiar with it as do we all!
- **Consequences and rewards**
Once the above have been accomplished the children must understand the consequences and reward systems that accompany the Codes of Conduct. Time Out and Reward times must be carefully explained. The children must be clear about the following:
 - ***Where they take class Time Out.***
 - ***Who their Paired Time Out teacher is.***
 - ***Why they are taking Time Out.***

Time Out and Paired Teachers

If a child fails to respond to classroom procedures, they may have to be isolated from the rest of the group for a specified time. Each class has a designated Time Out area for this purpose.

If the child refuses to take Time Out within their classroom, or continues to be disruptive, they will be asked to take themselves to another class teacher to take Paired Time Out in their area.

If the child refuses to leave, the class teacher will send for the paired teacher, who will come and remove the child. If the child still refuses, the Behaviour Lead will be called to remove the child. Parents will be called to discuss the child's behaviour. All children who have had 3 (or more warnings), Time Out or Paired Time Out, receive a letter informing their parents, which the child completes after discussion with the Behaviour Lead in the Break/Lunchtime Room. This should be signed and returned. In extreme cases the child may be internally secluded or excluded for a few days.

Every incident of Time Out is recorded and followed up by the Behaviour Lead.

Consistent Improvement Plans

Identified children may have a Consistent Improvement Plan. These outline the school's main areas of concern, set targets for the children and record how progress towards these targets will

be achieved. The programmes are implemented by all adults involved with the teaching and learning for the child. Parents receive a copy and are encouraged to come into school and discuss their child's progress. To support the child with their difficulties during this time, they will have a Monitoring Chart. At the beginning of each week they will spend time with the Behaviour Lead discussing an individual target; which will be their focus for the week. Each session an adult and the child talk about how well they have worked towards this target and each record their decision. At break and lunchtime the child will go to **xxxxx** to discuss their progress; again parents are encouraged to come in each week and look over the chart with their child and the Behaviour Lead and talk about next steps.

Playground Procedures

Morning Breaktime

The members of staff on duty monitor behaviour on the playground. At the end of playtime, a member of staff blows a whistle. All children stand still and silent. They are then given a verbal instruction to walk to their lessons. This is to encourage a calm end to play ready to begin the next work session. All incidents of inappropriate behaviour are dealt with initially by members of staff on duty but if the situation escalates the child/children involved in the incident will be sent to the **xxxx** Room. If an incident needs further action all involved will come back at lunchtime to discuss further.

Lunchtime

Lunchtimes can, at times, present difficulties for some children. It is very important for the children to have some unstructured time, when they organise their own play. [**Although soft play equipment is provided**]. This can lead to disagreements and tempers can become frayed. All schools within the Trust should evolve a set of procedures to help children take responsibility for their behaviour. All midday staff must have a very positive, supportive approach to the children, which will then help make the lunchtime procedures so successful.

Minor incidents at lunchtime are dealt with on the playground **by the MDAs** who record the incident in the record books. These record books are collected each lunchtime and all incidents and/or issues reviewed by the Behaviour Lead. If a child's name begins to appear regularly in these records he/she is asked to come to the **xxxx** Room to discuss their behaviour and the consequences of continued problems. They will be given the opportunity to have respite from the playground if they wish to spend time playing inside during these times.

XXXX Room

This is a designated classroom, where the children can take themselves or be taken should they need 'time out' from the playground. The area is supervised by the Behaviour Lead or another member of the Leadership Team.

If a serious incident occurs at lunchtime all concerned will be directed to **XXXX** Room. If the child refuses to follow these procedures, they will be collected and removed from the playground.

The child/children will be spoken to and the incident logged and recorded. All children involved will be given the opportunity to write/tell their side of the story. Once the incident has been dealt with to the satisfaction of all concerned the child/children may then return to the playground or possibly spend some time playing inside.

In addition, this room is also used for 'make-up' time [see Time Out procedures] and for those children unable to go onto the playground for medical reasons. Any child who is not wearing correct school uniform will also play in here. **Xxxx Room** may be very popular with children and they may want to spend a bit of time inside playing. There should be a large stock of toys and children will often ask to play in with a friend. Sometimes they just want a break from the playground or to spend some quiet time in the tent reading or drawing. If a child has an illness or injury, that prevent them from doing PE, they may play in **xxxx** with a friend until well enough to go back outside.

Eating Arrangements

A high standard of behaviour is expected of the children when eating. The Lunchtime staff monitor this.

If a child's behaviour is inappropriate he/she will be spoken to. If the behaviour persists, the child may be asked to eat in the **xxxx** Room.

Those children that experience problems regularly at lunchtime are paired with **a named MDA**. Success is rewarded with certificates/stickers.

Simple steps towards effective behaviour management

- Establish a positive supportive relationship with the children.
- Ensure that children are stimulated and working on purposeful activities. Well-motivated children rarely cause problems!
- Regularly reward positive behaviour, with attention, praise and encouragement.
- Identify problem areas/sessions and try to divert or modify the child's behaviour before there is a need for disciplinary measures.
- Be very familiar with the school rules. Use rules reminders, and be clear, polite, consistent and firm about the behaviour boundaries.
- Always remain calm when speaking to children. This helps maintain authority and confidence. It also preserves the positive relationship with the child/children. Whenever possible, ensure that the child is calm and reasonably receptive before you discuss behavioural issues.
- Avoid discussing behaviour incidents in public. If the child feels humiliated in front of his/her peers the reaction will often be more extreme, than in a more private setting.
- Try to avoid confrontation. If this is impossible, ensure a respectful approach is always used. Always focus on the behaviour rather than the individual.
- Be consistent in using school procedures, so staff can support each other in addressing individual children's behavioural needs and the needs of the whole school.

Raising children self-esteem is the most effective way of improving their behaviour. If the child spends much of his/her time with adults who concentrate on their failings, their self-esteem or self-image may be damaged. Their emotional, social and academic development could be blighted. If, however, a child experiences respect for their opinions, has appropriate behaviour reinforced and is given time and approval, they will develop a sense of security, identity, belonging and competence. The best way to enhance a pupil's self-esteem is to, verbally and through actions, makes them feel special.

***If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns to be guilty.
If a child lives with tolerance.
He learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance,
He learns to find love in the world.***

**"A good self-image is the most valuable psychological possession of a human being"
[John Powell 1976]**

Policy for management of bullying: Appendix to Behaviour Policy

“Bullies are found in every age group and they learn that their behaviour gets them what they want. Like aggression, bullying is a learned behaviour.” [Besag 1989]²

Definition of bullying

Bullying is the intention to hurt, frighten or intimidate another person. Bullying can manifest itself in many forms and can be difficult to identify, because serious sustained bullying is very secretive. It is also deliberate and persistent. It is not isolated incidents.

Common forms of bullying

- **physical intimidation:** pushing, poking, tripping, punching, kicking, hair pulling, pinching
- **verbal intimidation:** name calling, threats of violence
- **social isolation:** no participation in games or friendship groups, no partners in school activities,
- **emotional abuse:** withdrawal of affection, taunting with affections, emotional isolation, “no one loves you” (predominantly family members),
- **abuse of property:** hiding items, destroying items, ‘trashing’ items
- **cyber intimidation:** bullying by e-mail, text, on line communication [Face book, MSN, My Space]
- **homophobic bullying:** bullying motivated by a prejudice against a person’s sexuality; against a person who may not act like other boys and girls; verbal abuse, eg. “those trainers are so gay”
- **racial abuse:** verbal abuse, derogatory language, ridicule, threats, stereotyping comments.

Signs that a child is being bullied are

- withdrawn behaviour
- failure to thrive [academically and socially]
- lack of interest and motivation
- loss of self-confidence
- unwillingness to go to school [headaches, stomach aches]
- displaying ‘retaliation’ behaviour [adopting ‘bullying’ behaviour but at random]
- attention seeking behaviour as a cry for help

The Trust’s Policy for Behaviour and Discipline states that the MAT schools aim to provide a structured, stimulating and secure environment where all children feel safe, respected and free to learn.

Bullying will not be tolerated because a child who is being bullied does not feel safe, respected or free to learn. Our schools should take all reported cases of bullying-type behaviour very seriously. All staff must be very vigilant and the Behaviour Team is responsible for all procedures dealing with this.

Pupil voice should be given a very high priority and this is very apparent in all systems and procedures, including those in place for bullying.

PSHE lessons for all year groups tackle bullying and children are consulted when formulating an anti-bullying policy.

Information for Parents/Children

A ‘Who can help’ information leaflet should be made available which identifies members of staff who have responsibility for dealing with behavioural issues, including bullying

The Behaviour improvement sheet should outline procedures within the school and should

² Besag, V. E. (1989). Bullies and victims in schools. Britain: Open University Press

encourage parents to come in.

Information should also be included in the school prospectus and newsletters.

Procedures used in the management of bullying at Powers Hall Academy

During Establishment at the beginning of each academic year the procedures for all behaviour issues should be explained to the children so they are aware of where to go and who to talk to if they have concerns; this should be reinforced throughout the year. This procedure is revisited and discussed regularly throughout the year with children.

Children should be taught to understand the definition of bullying and should be taught to understand that it refers to persistent incidents and not one-off friendship disputes.

The school is part of the Peer Mediation Scheme, whereby children in Year 5 undergo training in dealing with minor friendship issues. Very often children find it easier in the first instance to share concerns with their peers.

'The Victim'

When a child informs us they are experiencing difficulties with a certain child or children:

- He/she talks with an adult experienced in dealing with these difficulties.
- Friends are detailed to 'keep an eye' on the him/her, and to ensure they always have someone to play with, sit with at lunchtimes etc.
- An MDA is detailed to monitor him/her, ensuring he/she is safe at all times on the playground at lunchtimes.
- **ALL** staff receive a message, explaining that he/she needs to be monitored for a set period. Any incidents involving him/her will be reported to a member of the Behaviour Team
- Meetings are arranged with his/her parents, where all procedures are explained, anxieties allayed and confidence boosted.
- Parents are given regular updates of developments.

Talk sessions with members of staff

These are vitally important in helping children cope with bullying because they:

- **reassure the child that the bullying WILL stop**
- **show the child that someone will listen and take their problems seriously**
- **allow the child's fears and frustrations to be expressed in a non-threatening situation.**
- **gives the child increased self-confidence to face the situation**
- **allows the child to talk through the bullying with an experienced member of staff who can offer strategies to make the bullying irrelevant.**

During these sessions the member of staff will work on raising the child's self-esteem by reinforcing their strengths and talents. The taunts and abuse are discussed and the child is made to believe they are irrelevant and must be rejected. It is explained that if the bully sees a 'submissive' reaction to his/her taunts it gives the message that even the 'victim' in a way believes the taunts. Once the victim is able to reject them the bully has lost his/her strength.

The 'victim' is also offered the opportunity to 'face the bully', to express face to face how they feel. [This is very carefully supervised by experienced staff]

'The Bully'

When a child has been identified as a bully:

- he/she will be interviewed by a member of staff, experienced in dealing with this type of behaviour. [see separate section]
- it is possible he/she will be removed from the playground at break and lunchtime until we feel it is safe for him/her to be re-introduced [this is the Head of School's decision]. They will be able to socialise with chosen peers in the Break/Lunchtime Room during this time.
- when re-introduced to the playground, he/she will be monitored for a set period by a designated **MDA**.
- all staff are notified that he/she needs to be carefully monitored for a set period.
- his/her parents may be asked to attend a meeting, where all procedures and consequences are explained.
- if deemed necessary, he/she will be delivered to and collected from the school office/class teacher by parents each day.
- he/she will attend a 'face to face' session with the victim [at the victim's request] to LISTEN to how the victim feels.
- If the 'bullying' has affected a large number of children within a class and there is group responsibility, the 'leader' of the group will be identified and measures taken to stop the bullying. If necessary the 'leader' may be isolated from the rest of the class for a set period, and the other members of the group given strategies to resist the control.

Interviewing the bully

Bullies are often very unhappy, insecure individuals, who bully others to make themselves feel more powerful. They often choose victims that have abilities or attributes that they would love to have themselves. It is therefore vital to raise the bully's self-esteem so there is no longer the need to bully.

At the interview the bully will:

- be told the bullying WILL stop and procedures and consequences explained.
- discuss the effects of his/her bullying on the victim and ways he/she can help that person feel safe again.
- have a 'face to face' session explained
- be allowed to talk about why he/she feels the need to bully.

Questions will be asked to determine whether the he/she is being bullied inside or outside school. The member of staff will spend time looking at the positive qualities of the bully, and how these can be used in a positive way, [to raise the bully's self-esteem].