

Behaviour Management Policy



1. Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

Rationale

Our policy for managing pupil behaviour is based upon Assertive Discipline. Staff were trained in this approach in 2009, and this training is ongoing. We have tailored Assertive Discipline to match our own circumstances in school. In introducing Assertive Discipline, as well as the staff discussions that took place, we held discussion sessions with governors, pupils and parents/carers. We also incorporate restorative approaches.

“Young people need the structure and guidance that appropriate classroom expectations and rules provide. When students learn to behave responsibly, their self-esteem rises and their motivation to achieve increases”.

Lee Canter, founder of Assertive Discipline

2. Main Principles of Assertive Discipline (AD)

AD aims to teach pupils to choose responsible behaviour and in so doing raise their self-esteem and increase their academic success. AD is based on clear expectations, consistent follow-through and positive relationship building. The belief that teachers have a right to teach and pupils have a right to learn is the key and is empowering to all concerned.

3. The assertive teacher

Canter defines this person as "one who clearly and firmly communicates his/her behavioural expectations to their pupils, and is prepared to reinforce their words with appropriate actions". Assertive teachers constantly seek out the positive in their pupils. Teachers aim to: "Catch them being good".

4. Aims of our AD / Behaviour Management Policy

- To raise academic & personal achievement
- To make boundaries of acceptable behaviour clear
- To establish a calm, purposeful and happy atmosphere within the school
- To establish increasing independence & self-discipline so that each pupil learns to accept responsibility for their behaviour
- To have a consistent approach to behaviour throughout the school
- To gain the cooperation & involvement of parents/carers

5. Our school is a place:

- Which belongs to all of us and where everyone has a right to feel that they can learn / play, teach, manage, lead
- Where we all learn to work together
- Where people will listen to us and be polite to us
- Which is free from vandalism and harsh words/actions, where we feel safe and where the buildings, equipment and our own belongings are cared for.

6. As a school we value:

- Teaching and learning
- Working hard, and achieving to the best of our ability
- Cooperation
- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being kind
- Helping others
- Self- discipline
- Courtesy
- Facing up to the consequences of what we do.

7. We will not tolerate:

- Rudeness
- Bullying
- Lying
- Name-calling
- Answering back
- Violence
- Dishonesty
- Discrimination or prejudice of any kind.

8. Responsibilities

As a community we all accept that we all have responsibilities - children, teachers, parents and carers.

(i) Children's Responsibilities

- To work to the best of their ability and allow others to do the same
- To treat others and their work with respect
- To follow the directions of all adults that work in the school
- To make appropriate choices
- To take care of property and the environment in and outside of school
- To be on time and not waste time in school.

(ii) Staff Responsibilities

- To treat all children fairly
- To provide challenging, relevant and stimulating work
- To use rewards and consequences clearly and consistently
- To challenge unacceptable behaviour whenever it happens.

(iii) Parents and Carers Responsibilities

- To support the school
- To help their child/children come to school every day and on time
- To come to meetings, such as SEN reviews
- To take an interest in their child/children's learning and give support in any way they can.

9. A Classroom Discipline Plan

A system which allows the teacher to clarify behaviours which are expected from pupils and what they can expect from the teacher in return. The aim of the plan is to have a fair and consistent way to establish a safe, orderly, positive classroom in which teachers teach and pupils learn. The plan consists of the three parts:

Rules that pupils must follow at all times

Supportive Feedback (rewards) that pupils will receive for following the rules

Corrective Actions (consequences) that result when pupils choose not to follow the rules.

(i) Classroom Rules (each class follows the school rules but also negotiate agreed class rules).

- Walk in school
- Keep hands feet and unkind words to yourself.
- Respect yourself, each other and the school environment.
- Follow the directions/instructions of all adults in school.
- Use quiet voices inside school and no voices when it is time to listen.

(ii) Supportive Feedback

Who, traditionally, has been given the most attention in classrooms, the disruptive or the well-behaved pupil? We all know that it's easy to ignore the "good" child while expending energy on the pupil who's causing problems. With the effective use of positive recognition this situation can be turned around. Pupils need to be assured that they'll receive attention and recognition when they do their work and when they behave appropriately.

If we make Good Choices we get Supportive Feedback:

- Verbal recognition (specific)
- A smile!
- Thumbs up
- Positive note (apple letters) or call / speak to parents/carers
- Achievers Certificate
- Sent to Year group partner /Key Stage Leader / DHT / HT for praise.
- A post card home.

(iii) Consequences

Children deserve structure and need limits and boundaries. There is perhaps nothing more harmful that we can do to children than allow them to disrupt or misbehave without showing them we care enough to let them know their behaviour is unacceptable. Pupils need to learn that inappropriate behaviour carries with it very real consequences. These consequences:

- must be something that children do not like but that is never physically or psychologically harmful

- are a **CHOICE**
- do not have to be severe to be effective
- must be easy to implement
- must be appropriate for the pupils

Key Stage 1

Making Poor Choices in behaviour will result in:

- Reminder
- Time out
- Longer time out
- Time out in another class
- Letter home
- Sent to Head/Deputy- contact parents
- Exclusion internally
- Exclusion

Severe clause

The 'severe clause' covers two possible scenarios:

- 'Serious flashpoint' incidents of misbehaviour such as fighting, vandalism / destroying property, defying a teacher / refusing, physical/verbal abuse of child/teacher. In these cases, the teacher uses her/his professional judgement to decide whether the Head, Deputy or a Senior Colleague should be asked to intervene immediately.
- Persistent disruptive behaviour that has a negative effect on teaching and learning. In these cases the Head, Deputy or other senior teacher will become involved at an earlier stage and the consequence could involve a longer internal exclusion from their class or
- from school. In addition to this, consequences may include a letter home to parents/carers to arrange a meeting where targets for improvement will be set over 1 to 3 weeks.

Before issuing sanctions, and if the behaviour is off task but non-disruptive, teachers use various pupil management techniques, for example:

- Eye contact
- Gesture
- Proximity
- Supportive feedback to a pupil nearby

External exclusion of Pupils

Decisions relating to fixed-term and/or permanent exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances surrounding the incident in question, with full regard for and in line with the DfES Guidance on Pupil Exclusions.

Special Educational Needs

Should a child's behaviour over time raise concern it will be considered with parents/carers whether they may need to be placed on the Special Educational

Needs register. At this stage a behaviour contract is written with the child and shared with parents/carers. This is reviewed termly. (see SEN policy)

Monitoring

The policy is reviewed regularly by senior staff in school. All incidents recorded are monitored by the senior leadership team on a termly basis. Exclusions and racist / homophobic incidences are reported to Governors on a termly basis.

Appendices

1. Reduced size versions of our posters showing Rules, Rewards and Consequences
2. Quick Note Home (these have become known as the 'apple letters')
3. Classroom Behaviour Recording sheet
4. Think Sheet
5. Letter home to parent/carer (stage 5 of behaviour ladder)

Linked Policies and Documents

- Anti-Bullying Policy
- Home-School Agreement
- PHSE Policy
- DfES Exclusions Guidance (copies in school, & also available online at TeacherNet).

Equality Statement

A disability equality assessment has been carried out on the policy and the guidance contained in it. Implementing this policy ensures that the same opportunities are provided to all pupils and supports Equality and Diversity.

Reviewed: Spring 2020

Next review: Spring 2022

S.Robson