WINGROVE PRIMARY SCHOOL

Policy Statement and Guidance for

Behaviour Management

First formulated: 2002
Last Review: December 2017

Rationale

…"School processes and the atmosphere which they produce can have a substantial influence on pupils' behaviour… perhaps the most important characteristic of schools with a positive atmosphere is that pupils, teachers and other staff feel that they are known and valued members of the school community." (Discipline in Schools: The Elton Report, 1989)

The positive atmosphere within Wingrove school is underpinned by high, yet achievable standards and expectations in both work and conduct. **Respect** for self, for other people and for property, including equipment and materials, is encouraged from the very beginning of a child's school career. This is exemplified in relationships between the staff themselves – being shown in consideration and consultation, and in the attitudes towards, responses to and relationships with the children we teach, their parents and the wider community.

Care and communication are central features of this positive atmosphere.

1. As both individual teachers and as a whole staff we seek to create and sustain a positive, supportive and secure environment. Well prepared lessons delivered in an imaginative and stimulating way generate good behaviour and earn respect. We expect to:
    - Arrive before the lesson and begin on time
    - Be well prepared
    - Keep everyone interested and occupied
    - Motivate and extend all pupils
    - Mark all work promptly and constructively according to the agreed procedures
    - Set, where appropriate, regular homework that is meaningful and achievable
    - Create and maintain an attractive working environment which both stimulates the children and celebrates their achievements
    - Know the children we teach as individuals

2. Quality relationships are the key to success. We seek to take the initiative and to:
    - Respect every person and treat them as an individual
    - Greet and be greeted
    - Speak and be spoken to
    - Smile and relate
    - Communicate quietly and effectively
    - Set high standards for ourselves and for others
    - Enjoy the company of children

Aims

At Wingrove we aim to promote and maintain a positive and happy working environment for all our children. We take steps to ensure that children conduct themselves in a manner which:

- Is conducive to their own academic development and personal well-being
- Shows care and respect for the rights of others – children and adults – both physically and with regard ideas, feelings and opinions
- Enables sharing and displays the care of materials and equipment
- Takes account of the needs of others and shows a growing preparedness to act as a member of the group

Equal Opportunities

All children attending Wingrove, whatever their cultural background, gender or special need, have the right to enjoy the benefits of the educational provision offered here to the fullest possible extent.

In order to maximise these benefits, children will be educated in an environment which:

- Is safe and caring
- Provides motivating and stimulating challenges but is non threatening
- Encourages children to feel secure and confident
- Values children as individuals and as members of the group
- Values individual opinions and ideas
- Shows an awareness of children's individual needs and makes every attempt to meet them

Guidelines for Action

We reinforce the positive and reward the *child.* We recognise the negative, provide consequences for and seek to change the *behaviour.*

When recognising unacceptable behaviours and seeking to identify the cause, it is important, initially, to confirm the following:

- That the work is well matched to the child's ability and provides sufficient interest and challenge
- That the child knows and understands what is expected in terms of both the process and the outcome
- That the necessary resources are available
- That the organisation in terms of seating (or work area) is appropriate to the task (e.g. individual, pair, group; sedentary, mobile
- That there is adequate teacher interaction, including 'reminders' and 'enablers', in the form of behaviour sweeps and proximity praise, thus allowing for frequent observation and intervention where necessary

It may be that, in some cases, the cause of the behaviour lies within one of the above and, therefore, can be easily rectified. However, when this is not the case, then further strategies must be devised.

The strategy chosen must be appropriate to the behaviour it seeks to change and to the child for whom it is chosen. It avoids open and public confrontation, and should seek to build on the positive aspects of the child's actions. It does not dwell on the negative but rather targets the positive.

For example:

In the case of a child always being last / late in class, do not say

'I don't want you to be late again next lesson'

Do say

'I' d like you to be first in next lesson and I shall be here already to see you come in'

In cases where the behaviour is likely to be exhibited outside the classroom, it is important that all staff and adults concerned are made aware, by the class teacher, of the strategies to be employed so that a consistent response is maintained. Application of agreed classroom and whole school discipline programmes ensure that this is so.

Everything possible is done to address the problem. Remember:

- Avoid confrontation
- Be assertive
- Keep calm
- Use a quiet voice
- Use humour
- Listen
- Be positive and build relationships

- Know child as individual
- Establish the facts
- Judge only when certain
- Carry out any actions promised
- Follow up problems to their conclusion
- Be consistent

If it is necessary to separate a child from the peer group, always send or take (depending on age and responsibility) him / her to another member of staff. Do not leave a child outside any room unsupervised as this may well further complicate the problem rather than solving it.

Some strategies for dealing with unacceptable behaviour are:

- Planned ignoring of low-level disruption … to reinforce insignificance of the behaviour and affirm teacher leadership; example: child is constantly muttering or commenting during direct teaching, ignore child and remove potential audience attention by concentrating questions towards the children in the immediate surrounding group. Reinforce with instruction such as ' all eyes on me'.
- Counter conditioning / proximity praise … the encouragement or targeting of positive behaviour which is the opposite of that which is being acted out; examples: a child who is untidy / makes a mess / refuses to clear up becomes a class monitor with status and agreed duties; child who is known to have taken something belonging to another is asked specifically to help find the article with emphasis on its safe return and disappointment at the original loss. It may be appropriate for teacher / pupil / parent to enter into a contract of positive behaviour, within the school's discipline programme, which has a specific focus. With older children this written and signed contract increases ownership and emphasises responsibility.
- Adaptation of teaching technique … giving short, clear direction for limited assignments, immediate follow up and setting of next task; example: for a child who leaves seat to wander, tasks are linked to place and are time specific. Outcome is checked rigorously by teacher then next task set, and so on
- Seating variables … example: where a child constantly disrupts the regular working group, he / she is moved to another with positive role models and the situation monitored so that the original level of working is maintained
- Specifying classroom rules, the rewards and consequences (classroom discipline plan) to lessen manipulation by the child, ensure fairness and a consistent approach. N.B. This may need to be enhanced / broken down into smaller, more specific steps, for children experiencing greater or more frequent difficulties (individual behaviour contract – see above). The rules are displayed in classes and contracts are signed by all staff and children
- Reinforcement of desirable behaviour
- Encouraging peer group reinforcement of positive and taking way the audience / the kudos of negative behaviour … use of circle time and role play
- Assignment to a 'buddy' … an effective tool for controlling behaviour and providing a leadership role for another child; example: a child who indulges in fighting or bullying is paired with another who has not been affected. The pair is given specific tasks to carry out at playtime / lunchtime and are specifically monitored by duty staff. When the pairing is established, the task specification is removed but the monitoring remains in place to encourage acceptable social interactions once more.
- Consistency in approach and response (school discipline programme) from the teachers and all adults working in the school. (rewards and sanctions are in places and can be seen in classrooms)

Most instances of unacceptable or challenging behaviour are dealt with ' on the spot' by the teacher or supervising adult. They are dealt with in the context of the school and classroom discipline plans which have been agreed following full staff participation and are appended to this policy.

In cases of a serious nature a wider response is needed. This may involve other agencies such as Educational Welfare, SENTASS, Educational Psychologist, Social Services, Child and Family Health, working with school staff, the child and the parents to seek solutions to the difficulties exhibited. In severe cases exclusion from school may result. In this event, Wingrove School conforms to LEA, DCSF and statutory guidance.
Wingrove school maintains incident records by which referral of children can made to the appropriate teacher or to the headteacher. The records detail:

- Incidents involving a person who is a pupil, or is employed at the school, which result in injury to that same or any other person
- Incidents involving damage to property
- Loss or theft of property which is reported to staff
- Other incidents deemed by the supervising adult to be of a serious nature

In serious cases the appropriate staff member or the headteacher makes a written record of the steps taken following the incident.

Involvement of parents
At Wingrove we aim to work in partnership with parents to benefit the academic, personal and social education of the child. Actions to involve parents can be both effective and rewarding for the children and promotes a co-operative relationship between the school and the home.

In many cases it is both important and desirable to inform and involve parents from an early stage so that an agreed system of consistent responses to the child's behaviour can be operated. This is planned for, and parents informed of the plan, within the school's discipline programme. In some cases a system of home-based reinforcement is desirable. This involves the keeping and passing of a message book between parent and teacher on a daily basis and is based on an agreed set of target behaviours. This is supported by regular, face to face meetings between teacher, child and parent.

Remember:
' … most conflicts occur when the powerful and powerless meet … conflict resolution is about resolving such situations fairly and, as far as possible, so that all parties may benefit.' (World Studies 8-13: Fisher and Hicks, 1985)

See Behaviour Log

See records on CPOMs

See Anti-Bullying Policy