Darley Primary School: Policy for Behaviour Management

Policy completed: January 2009

Co-ordinator responsible: Mr Nick Coates

Date of next review: January 2016, January 2017

How this Policy was Developed
This policy was developed from consultation with staff, governors, parents and various external bodies. It takes full account of the school's legal obligations, noted in DFE and other materials.

School Context
Darley Primary School has around 50 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community. The school population is made up of British, American and a small minority of ethnic children. Many of our children's parents work on the nearby RAF base at Menwith Hill and are often here on a three year tour of duty. This however can change due to global military need and as a result many of our children are highly mobile.

Definition
Briefly, we define 'behaviour management' as:
the **promotion of positive behaviour** ie behaviour which follows the Radley Code (see Values, below) and therefore contributes to a happy, safe and effective environment;
and conversely as the **discouragement of negative behaviour** ie behaviour which breaks from the Radley Code.

As such, this policy is as concerned with praise, rewards and encouragement as it is with sanctions.

Values
The aims and objectives of Darley Primary School form the values which underpin all teaching and learning, of which behaviour management is an integral part. These aims and objectives are referred to as the Radley Code:

E: excitement = to create excitement in our learning.

F: friendship = to show friendship to all members of our school community

H: happiness = to show happiness in our learning and in our school

C: co-operation= to work with each other in our school

D: determination = to try our hardest in everything we do

The Radley Code is used as our reference point when referring to behaviour:
positive behaviour follows some or all of the points in the Radley Code and therefore is praised and promoted;
negative behaviour is discouraged because it deviates from the Radley Code in such a way as to undermine our school values.

(The Radley Code corresponds with the National Curriculum Values, Aims and Purposes and the Five Key Outcomes in Every Child Matters.)

Aims and Rationale

The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and in the community. It should develop their ability to relate to others and work for the common good.

DfEE / QCA (1999)

Our school aims to provide an effective teaching and learning environment. All learners should feel valued, cared for and safe. This happens if everyone is behaving in a way which contributes to a positive learning environment.

Our school values (above) are an integral part of this environment and the vast majority of pupils do support and contribute to these values by making positive choices and behaving appropriately.

However, as in many schools, there are individuals who, for a variety of complex reasons, have difficulty following the rules and present more challenging behaviour. Generally, these pupils require a wide range of approaches to help support them in school.

It is important to create and maintain as far as possible a purposeful, orderly and safe learning environment for all pupils, including those with social, emotional and behavioural difficulties.

Best practice focuses on positive approaches to behaviour management.

Social and Emotional Aspects of Learning (SEAL)
Social and emotional aspects of learning are qualities and skills which help us to manage life and learning effectively. There are five social and emotional aspects of learning:
    self-awareness
    managing feelings
    motivation
    empathy
    social skills

It is important to develop these aspects of learning as doing so underlies almost every aspect of our lives, including how we behave. The five aspects enable us to learn effectively, get on with others and be responsible citizens.

Positive Behaviour and Rewards
At Darley Primary School, we recognise different levels of reward; they all act as **incentives** to continue or (for others) to follow and as tangible means to recognise, appreciate and **praise** behaviours which exemplify the Radley Code.

There is no whole-school approach to reward in a particular way; this is because rewards can be an integral part of a teacher's classroom environment.

Individuals:
Pupils may, for example, be rewarded through stickers, stars and small prizes.
Certificates are handed out during class and during Monday assemblies a review of the previous week takes place, during which time the Headteacher hands out a Radley Award to individuals who perform particularly well in relation to the Radley Code. These individuals are recognised through the whole-school and their photos displayed for the forth-coming week.

Groups:
Individuals may be grouped into a number of teams, especially in Key Stage 2, in order to promote co-operation and mutual support. Groups may be rewarded in a similar way to individuals.

Classes:
Some classes may be rewarded Privilege Time if they have achieved a particular target in the week; Privilege Time on a Friday is a period of time spent on an enjoyable activity eg sport, art.

Rewards and Sanctions:

- Headteacher contacts parents

- Receive Radley Award in Radley Assembly and receive prize, certificate and have photo displayed

- Receive class stickers / awards from teacher

- Receive praise from teacher

- Receive warning from teacher

- Receive second warning and spend 5mins reflection time in another class

- Receive third warning, spend 15mins reflection time with headteacher

- Headteacher contacts parents

Equality of Opportunity

Darley Primary School strives to ensure equality of opportunity in all that it does. 'Equality' does not, however, involve the application of rewards and sanctions in a blanket, equal way.

As such, we believe that individuals and their behaviours must be treated with reference to the 'whole picture' in order to give our pupils true equality of opportunity in life.

Roles and Responsibilities

A factor which determines how effectively children actually learn social and emotional competencies and experience well-being is the behaviour and attitudes of their teachers and carers. These behaviours and attitudes are transmitted, through direct teaching, through the quality of the relationship set up, and through the way in which the school is managed and run.
All adults in school act as role-models for our pupils. Following the Radley Code values in their own conduct will prove a fundamental force in the development of children's social and emotional skills.

The Headteacher

The Headteacher has responsibility for the management of all aspects of the school's work and this includes behaviour management.
The Headteacher's responsibilities in respect of behaviour are to:
　　follow the Radley Code values in his own conduct
　　promote high standards of behaviour at all times and in all contexts
　　ensure the quality of accommodation is welcoming, stimulating and well-maintained
　　support colleagues and pupils by listening about behaviour concerns and responding appropriately
　　ensure pupil voice eg inviting contributions in assemblies, integrating School Council into School
　　　　Development
　　underline the need for consistency in the way expectations of behaviour are set and maintained
　　　　across time
　　keep the governing body fully informed of significant behaviour issues
　　act upon any serious incidents or concerns which may arise
　　provide additional training in managing and improving the behaviour of more difficult pupils
　　monitor and evaluate behaviour management strategies
　　ensure that new staff are very familiar with the behaviour management policy and procedures

The Special Educational Needs Coordinator (SENCO)

The SENCO is part of Darley Primary School's Senior Leadership Team and as such should:

1. support the Headteacher in the above roles and responsibilities
2. take on the roles and responsibilities in the absence of the Headteacher maintain strong effective, established partnerships with external agencies
3. provide staff with practical support and informal advice or guidance
4. with the Headteacher (above), track academic and social development and use information to inform behaviour management strategies

The Governing Body
The Governing body, in co-operation with the Headteacher and Senior Leadership Team, determines / agrees the school's general policy and approach to behaviour management for all pupils. They are also required to form a sub-committee to respond to any critical incidents.

The Teacher and Teaching Assistant
It is the responsibility of all staff to promote high standards of behaviour in line with the principles and statements set out in this policy. Teachers and TAs will:

follow the Radley Code values in their own conduct

provide a welcoming, stimulating and organised classroom environment and learning experience that engage learners

ensure the quality of their teaching engages all pupils eg providing activities which cater for visual, auditory and kinaesthetic learning styles

be confident to adapt the curriculum to motivate and engage pupils eg through planning greater time spent on ICT, art, PE – important motivators for some children

aim to develop literacy skills of all pupils, including more difficult pupils, to improve concentration

aim to develop emotional literacy and social skills through Personal, Social and Health Education (PSHE), circle times and Social and Emotional Aspects of Learning (SEAL)

establish and regularly reinforce clear expectations through 'class contracts' or class rules at the start of the year (these should be on display)

establish and regularly reinforce clear expectations through clear routines and procedures (see Appendix 1)

recognise positive behaviour and reinforce this behaviour on an individual, group or class level

identify negative behaviour and follow the 4-step plan

ensure that everyone has a clear understanding of behavioural expectations, rewards and sanctions

be consistent in the way expectations of behaviour are set and maintained **across time**, but not necessarily consistent amongst all pupils, all the time (see Equality of Opportunities, below)

create a constructive relationship with parents / guardians

The Parents / Guardians
At Darley Primary School, a high priority is working with parents. Parents are encouraged to become involved in the life of the school and are kept fully informed of the school's policies, actions and events.

They have a legal right to view this policy. Parents are encouraged to support us in the behaviour management processes.

Related Areas
Behaviour is an issue which underpins all aspects of the teaching and learning process. Consequently, reference to behaviour should be frequent and regular in all teaching.

However, policies which directly relate are those for Personal, Social, Health and Citizenship Education (PSHCE), Sex and Relationship Education and Drug Education.

We also recognise concerns about bullying expressed on a national level amongst pupils, parents and other interested groups. Clearly bullying is unacceptable and any instance of such would deviate markedly from the Radley Code.

See Appendix 2 for further information.

The Use of Force to Control or Restrain Pupils in School – A Policy Summary for Darley School

- Authorised staff in school now have the power to use appropriate force to control or restrain pupils but only in very exceptional circumstances.
- We will always seek to defuse any potentially aggressive or dangerous situations without the use of such force.
- This policy does not authorise the use of force as corporal punishment nor does it in any way encourage the use of force.
- There may be circumstances where it is necessary to physically assist pupils – eg after a fall in the playground, a disabled child tackling stairs or the toilet, a child requiring support for a more difficult PE movement eg a vault, a music teacher demonstrating how to hold an instrument or a member of staff assisting a pupil in adventurous outdoor activities. This policy is not intended to cover such physical contact and staff will always be aware that any such contact can be misconstrued by pupils and parents.
- **This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the force absolutely necessary to prevent injury to the pupil or any other pupils or member of staff, to prevent a pupil causing damage to property or behaving in a manner which is severely disruptive of pupils' work, or to prevent a pupil committing a crime.**
- Authorised staff are those who are employed to work with children in the classroom. Lunchtime staff or volunteers are not authorised to use any force unless in the event of an **immediate emergency** eg a child about to throw a dangerous object at another person or a child on a trip about to step into a busy road.
- The force used must be appropriate in the sense that a "reasonable adult" would think it a proportionate or suitable response in the circumstances. It should always be the last resort and in no circumstances be used in anger or to inflict pain. **Any force used must always be the minimum needed to address the situation.**
- Any use of force must always be reported to the Headteacher and where possible, the parents will be notified before the child gets home. If that proves impossible, the parents will be notified as soon as is possible. The name of the pupil and staff concerned and details of the incident will be logged in school.
- In the event of a complaint, issues should be raised initially with the Headteacher. If parents do not feel satisfied with the responses, issues should be taken to the Governing Body Complaints Committee.
- All responsible adults will be made aware, as part of their induction, of the professional response that is expected in the school in relation to behaviour of pupils.

Appendix 1:

Routines

The following list is adapted from secondary school guidance. It contains a series of prompts for teachers and teaching assistants to consider (not necessarily to follow). Some of the prompts, particularly those relating to entry and exit, should be discussed with colleagues to maintain consistency in Y1/2, Y3/4 and Y5/6

Entry – 'Wake up work'
 ╲ **So that children are in the classroom and ready for learning as soon as possible**

Have you established entry routines with children?
Where are you when the pupils arrive?
How do you meet and greet pupils as they enter the room?
How are children expected to behave in the cloakrooms? Is their behaviour in cloakrooms ever monitored?
What do pupils do during registration?
Do you need to use an 'engager' activity?
Do the pupils have assigned seats?
Have you explained how the day is going to be structured (with timings)?
Have you got all the necessary equipment for the session / day organised and available?
Is the temperature of the room comfortable?
Have you established procedures for collecting / checking homework?
How do you acknowledge latecomers?

Starter activity
 ╲ **For lively, engaging starts to lessons, a connection phase designed to focus pupils on learning**

- 'learning by getting ready'

Have you established a routine for getting the attention of the learners?
Have you planned a short starter activity?
Have you established the purpose of the activity:
    to establish early teaching point?
    to re-visit or practise skills?
    to consolidate knowledge?
Is the starter activity related to subject content or development of a behaviour or other skill?
Have you considered the range of whole-class interactive teaching skills that could be used?
Have you considered how you will time the activity and draw it to a close?

Introduction
 ╲ **To share objectives and expectations and to locate the lesson in the context of previous and**

future learning
(May come before or follow the starter activity)
Are you clear about the objectives / activities / behaviour expectations for the lesson?
Have you shared these with the learners?
Are they written in appropriate language?
Does the learning objective need to be differentiated?
Have you located the lesson in the context of previous and future learning?
Have you explained how the lesson is going to be structured (with timings)?
Would it be useful to use a key question?

New learning or introduction of task
 ╲ **To introduce new learning by teacher input**

(May be a single period of teacher input or a series of inputs during the lesson, each followed by a period of development)

Have you drawn on a range of strategies or techniques to engage learners (questioning, modelling,

explaining, ICT, VAK)?
Have you considered the learners' concentration span when deciding the length of teacher input?
Have you planned specific questions that promote higher order thinking skills? Do you use probing questions to encourage learners to extend their answers?
Does questioning involve the whole class?
How are children with SEN supported?
What is the role of the TA?
How do you respond to learners' answers, both correct and incorrect?
Have you developed routines for whole class teaching (eg with a wipeboard - '1…2…3…Show'; talk partners; hands up without interrupting)?
Do you model what learners are expected to do?

Development:
   ╲ **So that learners can use new knowledge, understanding or skills;**

to actively engage pupils in the specific types of thinking you want - 'learning by doing'
(May be implemented as a series of shorter, more varied episodes)

Have you chosen activities and resources that are suitable for the group's ability and level of engagement (as well as meeting the learning objective)?
Have you considered what needs to be recorded and how?
Have you considered how you will use written and oral feedback to help learners to improve their learning?
Have you developed routines and expectations for:
     communication, noise levels, getting adult attention, working with a partner / group?
     movement around the room, access to resources?
     mutual respect, problem solving, conflict resolution?
Have you considered arrangements for:
     seating and grouping?
     ability?
     mixed gender?
     level of engagement?
Have you built in opportunity for peer and self-assessment?
Have you built in opportunities for praise and reward, linked to learning and to the Radley Code?
Do you refer to the Radley Code, expectations (including those set as part of lesson objective), rules (including the classroom contract) and routines?
Do you refer to the 4-Step Plan for negative behaviour?
Have you considered how you will time each activity, draw it to a close and move between episodes?
Have you planned extension activities for early finishers?

Plenary
   ╲ **So that pupils review learning, make connections to things they know about or possible areas**

of application and reflect on the learning process itself;
this is the consolidation phase - 'learning by reflection and thinking ahead'
(These periods may be short, or there may be a series of shorter plenaries
throughout the lesson)

Does the plenary review the lesson's objectives and link these to the outcomes?
Does the plenary draw together the learning of the whole group and of the individual?
Does the plenary consolidate and extend learning?
Does the plenary highlight not only *what* has been learned but also *how* it has been learned?
Does the plenary acknowledge pupils' behaviour?
Does the plenary refer to the SEAL topic (eg during *Getting On*, how have learners worked with others)?
Does the plenary direct pupils to the next phase of learning?
Could you include a 'cliffhanger' aspect that will make them look forward to the next lesson?
Have you considered the range of whole-class interactive teaching skills that could be used?
Do you need to use a single plenary at the end of the session or a series of shorter plenaries at different points of the lesson?

Exit
⟍ So that the session / day ends in an organised and controlled way that encourages pupils to leave the school in a calm manner

Have you developed clear routines for the end of sessions and is everyone aware of these routines:
    packing up equipment?
    coats and bags?
    leaving the room / cloakroom?
How do you communicate to pupils that the session is ending?
Do you round off the lesson or review the lesson with any acknowledgement of the student behaviour or with reference to the SEAL topic?
Where are you when the pupils leave?

Appendix 2:
Bullying
It is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Our aim must be to enable children to develop the skills to allow them to deal with situations that they may encounter.

What do we mean by bullying?
Definitions of bullying typically include three parameters:
    repetitive, prolonged over time
    an imbalance of power
    physical, verbal, emotional, racist or sexual

Identifying the problem
Children who are being bullied at school will not always be prepared to tell those in authority. It is important therefore that staff can recognise specific behaviour patterns in children. Signs of bullying might include:
    unwillingness to come to school
    withdrawn, isolated behaviour
    complaining about missing possessions
    refusal to talk about the problem
    easily distressed
    damaged or incomplete work

Staff will be able to use their knowledge of their pupils to identify changes in their behaviour that might indicate bullying.

Staff should regularly remind children that problems can be discussed confidentially at their request.

General issues about bullying can be raised during lessons, assemblies, circle time etc. However, individuals should never be discussed or raised.

How do we prevent bullying?
We strive to thoroughly embed the Radley Code amongst all children and therefore create a supportive climate.

Darley Primary School does not tolerate bullying and any incidents will be treated seriously and investigated thoroughly:
    bullies and victims are interviewed separately
    witness information should be obtained wherever possible
    written record of the incident, investigation and outcomes is kept

Whole school assemblies are devoted to providing strategies for children to use if they are being bullied or see someone being bullied. (These strategies are focused on telling an adult who they trust).

The bullied individual must be supported. Victims of bullying often feel powerless and vulnerable. It is important to raise self-esteem and build self confidence.

The bully should be supported in recognising their unsociable behaviour and given support to modify that behaviour.
Action should be taken to prevent further incidents. This may include:
    the imposition of sanctions
    obtaining an apology
    inform parents of both bully and bullied

Parents concerns are taken seriously and dealt with accordingly.

(Also refer to Equal Opportunities Policy: one of the specific staff roles is to report incidents of name-calling, jokes, graffiti, emotional comments, bullying or refusal to mix or co-operate with certain pupils / adults to the Headteacher, and stress the need for pupils to do so also.)

Appendix 3:
References
This policy was compiled with reference to:

Ofsted (2005) **Managing challenging behaviour**
NYCC (2006) Secondary Strategy Behaviour and Attendance Summer Network 2006 **Structuring Learning**
Jensen, Eric (1998) **Teaching with the Brain in Mind**
DfEE / QCA (1999) **The National Curriculum Handbook**
Weare, Katherine (2003) **What works in developing children's emotional and social competence and well-being?**
DfEE / QCA (2005) **Social and Emotional Aspects of Learning – a quick guide to these materials**