

POSITIVE BEHAVIOUR MANAGEMENT POLICY

September 2021

Aims

- To foster an environment which encourages appropriate and positive behaviour
- Staff, pupils, parents and governors are aware of the expectations, rules, and rewards, and work in partnership to achieve consistency.
- To help pupils reach a level of self-regulation, which provides them with security, a sense of achievement, a feeling of being valued and encourages positive behaviour in social settings, respecting themselves and others.
- To ensure that our school rules and rewards implemented consistently and fairly throughout the school.

Partnership with Parents and Carers

A strong and positive working relationship with parents/carers will benefit pupils when they realise that we are working towards the same goals.

Contact can be developed and maintained through home/school diaries, phone calls, letters, meetings, reviews and parent /carer home school behaviour plans.

Positive Behaviour Management

At Haymerle School, we follow a positive behaviour management programme, rewarding good behaviour and managing off task or inappropriate behaviour in a variety of ways according to the incident.

The four school rules apply wherever the child is in the school.

- 1. Keep hands, feet and objects to yourself.**
- 2. Follow instructions at school.**
- 3. Listen to adults**
- 4. Ask for help**

Class teams may introduce / include some class specific rules.

Often this works best when done in consultation / discussion with the children.

School rules will be reinforced with the children every day.

Staff will create numerous opportunities throughout the school's curriculum to help the pupils explore and develop positive attitude towards behaviour e.g.

e.g.

- Part of the PSHE Curriculum,
- plenary sessions - staff praise good behaviour as well and good work,
- during assemblies

Use motivators to help pupils make good decisions about their behaviour and work.

Offer pupils alternatives if there is an escalation towards inappropriate behaviour, give pupils space and time to self-regulate, offer diversions and distraction to help pupils calm and become refocused.

Consistently praise and reward good behaviour through agreed rewards strategies for acceptable behaviour.

Using Let's Make a Deal

At Haymerle all staff are committed to 'catch the children being good' through the day and to let them know that this makes everyone very happy.

To support all of our pupils we use a '**Let's Make a Deal**' strategy consistently with verbal and non-verbal pupils. Staff will identify positive motivators to encourage pupils to engage positively with the school day and offer positive feedback consistently and regularly through the day.

All staff will ensure that they have identified **appropriate** motivators and allow pupils to **choose** the preferred motivator for their Let's make a Deal. Staff will be able to remind pupils using LMAD that there is a positive reward they are working towards to help pupils build their focus and on task behaviour.

Staff will regularly review motivators with pupils to ensure they are effective.

LMAD is a positive reinforcement Strategy therefore...staff may not tell pupils a preferred motivator will be removed because of unwanted behaviour. - tokens will not be deducted as a 'consequence' or 'sanction'.

(More information on LMAD is available in the PEC's Handbook.)

Some Possible Rewards

1. Verbal praise (including peer praise)
2. Using LMAD to catch pupils being Good
3. Wow moments or Wow certificates
4. Notes or phone calls home about the good behaviour.
5. Working towards strategies , collecting tokens or stars for longer term rewards (end of week, end of term, whole class rewards)
6. Stamps, stars, stickers, head teacher certificate and merit awards (to be collected towards certificates or book awards - negotiated with the child as appropriate)
7. Certificates
8. Gift Token- (at the end of every term)
9. Star of the Week Assembly – peer praise

Strategies for Calming and De-escalating (also read 'Physical Intervention and Physical Contact Policy' for further ideas and strategies)

1. Verbal warning, checks
2. 'Quiet time' - 1 minute, 2 minutes
(The frequency and time allocation will vary dependant on the strategies in place for each pupil and will be evident on each pupils care plan as needed)
3. Paired teacher - 15 minutes
4. See the Head teacher or Deputy Head teacher
5. Letter or phone-call home by Class teacher or from SMT

6. Review pupil care or behaviour plan, meet with your staff team and review what is the possible cause of the behaviour.
7. Use ABC record to help staff see the bigger picture- keep good records and data – this will help you and colleagues begin to develop strategies to support
8. Try introducing self-regulation strategy (e.g. Zones of Regulation) to help pupils begin to recognise their own feelings

Pupil motivators, preferred rewards and most effective behaviour management strategies identified for each **pupil in their care plan** (or behaviour plan for some pupils).

Parents and Carers

Good relations and communication with parents and carers is essential.

Using the Home School contact book and / or telephone conversations to share goals, targets and sanctions can be very effective. It is essential to share good behaviour and positive information about a child's work and engagement in school with parents and carers to ensure that praise and rewards enjoyed accordingly.

In line with Southwark's policy, corporal punishment does not form part of our behavioural policy.

Physical punishment of children is never appropriate and considered an act of assault, which will always lead to the implementation of disciplinary procedures.

Shouting or 'angry voice' is not an acceptable strategy. Pupils need to feel safe and know they can trust the adults supporting them in school. Staff will always use a calm speaking voice when talking to / directing pupils.

Dealing with violent or aggressive behaviour from pupils can be stressful and challenging. Staff are advised follow the guidelines set out in the **Physical Intervention and Physical Contact Policy** when managing this kind of behaviour at school. Work with your colleagues make time to calm after an incident

Asking for Help and Support

Never be afraid to ask for help when supporting pupil behaviour we work as a team in our duty of care to the pupils and to each other.

Your team leader will make time at the end of every day to discuss any concerns or plan new strategies to solve ongoing concerns or difficulties

Boundaries and supporting Self-Regulation

Our standards need to be consistent if children are to have the security of knowing what behaviour is acceptable or unacceptable.

We will not accept the following:

- Violent, Bullying, racist or sexist behaviour (always to be logged in the incident books in the Head's office).

- Fighting or violent behaviour (towards staff or pupils).
- Threatening other children.
- Destroying property.
- Taking things without asking
- Swearing (use your discretion!)
- Leaving class without permission

Assaults on staff or repeated assaults on other pupils may result in fixed term exclusion to ensure there is a safe environment for staff and pupils.

We should always respond clearly and consistently if pupils cross well-established expectations of behaviour. We cannot let a child constantly disrupt lessons and have a detrimental impact on the learning opportunities of the other pupils.

We will always react sympathetically and bear in mind the specific difficulties our children have when we are responding to challenging behaviour.

Remember that for many of our children, school is a safe place to be angry.

- **Give positive reinforcement - children respond well to praise and most really want to please you.**
 - **Be clear and positive about the kind of behaviour we want to encourage.**
 - **Ensure you and your team catch the children when they are behaving as you would like and reward this to reinforce this with the children-**
 - **Look out for and praise...**
- Good manners.
 - Children using '**Help**' card to gain attention in class
 - Kindness, thoughtfulness by the pupils
 - Respect for other people
 - Good time keeping.
 - Good school attendance.
 - Sharing
 - Pride in schoolwork and their environment
 - Self-discipline and self-motivation

All staff will model appropriate behaviour to the pupils and will praise and reward good / desired behaviour and respond calmly and consistently when managing inappropriate behaviour.

Staff will ensure they have appropriate communication support and motivators with them through the day and will communicate with or instruct the pupils in an appropriate manner without shouting / using a raised voice.

It is important to reward good behaviour frequently (LMAD positive reinforcement and other strategies), therefore avoiding the build up of potentially unacceptable behaviour, and to provide good peer role models for the children.

To be reviewed September 2022