Dame Ellen Pinsent School
Behaviour for Learning Policy

Where children develop independence and confidence; learning through curiosity, play and enquiring

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<th>Last Review:</th>
<th>July 2016</th>
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<td>To be Reviewed</td>
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Dame Ellen Pinsent School Policy for the Positive Management of Behaviour

1. Rationale

The Governors and staff of Dame Ellen Pinsent School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. The School acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning. The Governors and Staff also recognise that difficulties in controlling behaviour or understanding social interaction or norms may form an intrinsic aspect of some SEN. Through positive management strategies, the curriculum, individual educational and behaviour programmes all pupils, whatever their Special Education Need and Disability (SEND), are supported to access all aspects of the school community.

2. Aims & Objectives

- To provide a safe and secure environment for all.
- To promote the positive behaviour of all pupils.
- To support the positive access of all pupils, whatever their SEND, to all aspects of the school community.
- To provide a safe and positive environment that promotes positive behaviour in order to support children in achieving to the best of their ability.

- To create a holistic and whole school approach to behaviour management, which encourages and reinforces positive behaviour. At Dame Ellen we follow our Golden Rules and use these alongside behaviour zone boards in every classroom.
- To approach the management of behaviour in a positive non-confrontational way that is supported through learning and environmental structures and routines.
- To clearly define whole school expectations and standards of behaviour through Golden Rules and class zone boards.
- To promote self-esteem, self control and positive relationships.
- To plan and implement individual behaviour management programmes for pupils for whom behaviour management is a priority area.
- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.
- To support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.
- To provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and challenging behaviour.
• To analyse and discuss behaviour regularly in order to implement interventions and/or strategies when necessary.
• Where and when required, identify specific behavioural management support plans (IBP’s). These may lead to a child having a Positive Handling Plan (PHP).

3. **School Expectations**

The Governors and Staff acknowledge that the standards of behaviour set by the School are goals to work towards and therefore are not identified in terms of what pupils can or cannot do. Thus the School has a central role to play in supporting the pupils’ social, emotional and moral development just as it does in their intellectual development. The School also takes into consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational needs and disabilities and differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of mutual respect, consideration, caring and responsibility for oneself and others and honesty. We are also a ‘No Outsiders’ school and we will be respecting and celebrating the diversity in our school and the world around us.

4. **School Ethos**

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we aim to:

- Create a positive climate with realistic, but challenging individual expectations for pupils.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example and the teaching of ‘No Outsiders’, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or SEND.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure, acknowledge and celebrate the achievements, efforts and contribution of all
5. **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning that builds on the pupil’s present development, contributes to positive behaviour. In addition, specific aspects of the curriculum will support the development of communication, interactive, social, personal and positive behaviour skills and be practised in a range of cross-curricular activities and environments. Specific behaviour management programmes for individual pupils will be identified through associated individual behaviour management support plans (IBP’s). All learning programmes will involve the teaching of alternative, appropriate methods of behaviour to replace inappropriate ones and the development of other areas of learning to support positive behaviour, eg alternative methods of communication, or intensive interaction. Additional expertise will be sought from appropriate multi-agencies, professionals and parents/carers to ensure a holistic approach to the pupils’ learning and behaviour management. Additional support will be obtained to extend the knowledge and expertise of all, eg educational psychologist, community nurse, social services, specialised medical and educational consultants.

6. **Classroom Management**

The School believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils’ behaviour. The classroom environment may be designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued. Classrooms should be organised to support pupil access to learning, on task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources should be arranged to aid communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruptions, eg object/picture timetables or TEACCH schedules. Transition from activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour. Displays should help develop self-esteem through demonstrating the value of every individual’s contribution, and overall the classroom should provide a welcoming environment. Teaching methods should reflect differentiation and support active participation. Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils’ learning programmes. To ensure consistency across the school all classes use Class Dojo to re-enforce the Golden Rules, as well as each class having a zone board that makes our expectations clear and child-friendly. Expected behaviour results in children participating in Golden Time with their peers.
7. **Rules and Procedures**

The School believes that rules and procedures that form part of clear structures and routines are clearly defined and when consistently applied help the pupils to understand what is expected of them. The following principles will underpin the formation of rules:

- They will be kept to a necessary minimum.
- They will be positively stated, telling/showing the children what to do rather than what not to do.
- Everyone will be actively encouraged to take part in the development of the rules.
- Rules and procedures will have a clear rationale, which is made explicit to all.
- Rules and procedures would promote the idea that every member of the school community has responsibilities towards the whole.
- Rules should ensure the safety of the pupils themselves and others and support a learning culture.

8. **Rewards**

Our emphasis is on rewards to reinforce appropriate rather than inappropriate behaviour. Rewards for individual pupils will vary. Appropriate motivating rewards for individual pupils will be identified through observations and reward assessments. Rewards may be immediate or delayed, basic or complex and may need to be changed frequently to maintain their motivational value. Some examples of rewards are: food, an object or activity, privileges, verbal and non-verbal praise, stickers, tokens, whole class reward schemes, daily or weekly nominations related to good work or behaviour, achievements celebrated in a school assembly, special certificates, good news slips sent home, staff or pupil telephoning parents. The whole school uses Class Dojo (a computer points system relating to the Golden Rules & House points) to re-enforce expected behaviour. Children following the Golden Rules receive 10 minutes of Golden Time per day where children get to choose their preferred activity. All children start each new session on green zone.

9. **Sanctions**

Although the School sees rewards as central to the reinforcement of appropriate behaviour, realistically there is a need for pupils to develop an understanding of the consequences of their actions. This may involve sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use and type of sanctions applied will depend on the individual needs of the pupils and their level of conceptual development. In
general, appropriate sanctions will form part of the overall management plans for individual pupils and may include removal of adult attention through tactical ignoring of inappropriate behaviour, disapproval of inappropriate behaviour or withdrawal of privileges. Children not following the Golden Rules will lose some of their Golden Time. This is in small steps starting off with 1 minute, 2 minute etc. For pupils who have individual programmes the management of inappropriate behaviour will be clearly set down in their IBP and agreed, in writing, by everyone concerned with the care and education of the pupil. At all times it should be the inappropriate behaviour, not the person that is identified. **Corporal punishment is never allowed.**

10. **Communication and Parental & Multi-agency Partnership**

We give high priority to two-way communication within the School and to a positive partnership with parents / carers since we believe that these are crucial in promoting and maintaining positive behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil’s welfare. Early warning of concerns should be communicated to Miss Kerry Parker (Behaviour Management Co-Ordinator) and the Head Teacher.

**When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform everyone at a staff meeting so that all staff may implement a continuity of approach.**

11. **Procedures for the Management of Inappropriate Behaviour**

- Any concerns regarding behaviour must be reported to the appropriate staff (Line Manager). Consultation will then occur with the Behaviour Co-ordinator to identify possible strategies to be implemented.
- Staff to follow behaviour flow chart and use ‘Buddy’ class if appropriate.
- Observation schedules will be implemented to identify possible functions or reasons for behaviour. Support will be requested from other professionals if required.
- Intervention programmes will be produced, agreed, implemented, monitored and reviewed on a regular basis by all parties concerned.
- An IBP will be produced to support some children struggling with appropriate behaviour. If staff feel it necessary, this will lead to a PHP to support children and keep both the children and staff safe from harm and destruction of property. These are produced as a result of consultations with the class teacher, Behaviour co-coordinator and Leadership. A PHP will then be discussed with parents then generated.
and sent home for parents to agree and sign. If any more clarification is needed parents/carers are to contact school and speak to the class teacher. Parents / carers will be invited to take an active role in discussions and, if appropriate, practical implementation of any behaviour programmes within the home situation.

- A whole school computer system has been implemented in school to monitor both negative and positive behaviour (Solar)
- Staff will record inappropriate behaviour onto Solar.
- Records must also be maintained if harm occurs to the pupil, others or property on an incident / accident form and written in the incident / accident book. Where incidents are very frequent, records will be kept within the classroom on a daily basis and typed up as an end of day summary.
- Monitoring and evaluation of behaviour programmes is the responsibility of the class teacher and Behaviour Management Coordinator.
- If physical support / management including restrictive interventions of the behaviour is required, parents / carers will be asked to agree in writing to the use of the most appropriate approach.
- Every incident of restrictive physical intervention must be recorded on the system.
- Physical management of behaviour will only be used as a last resort, as part of the pupil’s overall PHP and implemented by trained staff. (Please see school policy on Care and Control).
- The School will maintain its Team Teach qualified status by providing annual training for staff in line with LA requirements.
- Please refer to our Anti Bullying Policy for other information.

12. Key Principles of Behaviour Summary

Policy
- Ensure absolute clarity about the expected standard of pupils’ behaviour.
- Ensure that the behaviour policy is clearly understood by all staff, parents and pupils.
- Display school behaviour expectations in all classes, teaching rooms and corridors.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display reward charts in classes.
- All staff to have access to the behaviour flow chart at DEP

Leadership
- Model the behaviour you want to see from your staff and children
Building
- Monitor the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that all Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check the building is clean and well maintained.

Staff
- Know the names of all staff.
- Praise good performance.
- Support staff who need help to maintain consistency of the objectives in the Behaviour for Learning policy.
- Support all new staff to implement the behaviour policies.

Children
- Praise good behaviour.
- Celebrate success.

Teaching
- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand the special needs of pupils’.

Individual Pupils
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents
- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour Checklist for Teachers

Classroom
- Display school behaviour expectations DEP Golden Rules in all classes, teaching rooms and corridor.
- Know the names and roles of any adults in class.
• Meet and greet pupils when they come into the classroom.
• Display Golden Rules and Golden Time/zone boards display in the class and ensure that the pupils and staff know what they are.
• Use Class Dojo to reinforce expected behaviour.
• Have a system in place to follow through with all sanctions.
• Use behaviour flowchart – remember to use ‘Buddy’ class if appropriate.
• Display reward charts/zone boards in the class.
• Have a system in place to follow through with all rewards.
• Have a visual timetable on the wall.
• Follow the school Behaviour for Learning policy.
• Record any children coming into classes as part of the ‘Buddy System’ on tick sheets provided in classrooms and management offices.

Pupils

• Know the names of children.
• Have an Individual Behaviour Plan for children who are likely to demonstrate challenging behaviour.
• Have a Positive Handling Plan in place for children who are may require physical intervention in order to keep them safe.
• Ensure other adults in the class know the plan.
• Understand the pupils’ special educational needs.
• Record incidents on Solar in line with the Behaviour Policy.
• Alert Kerry Parker on Solar to behaviour incidents via e-mail.

Teaching

• Ensure that all resources are prepared in advance.
• Re-enforce the class rules and expectations.
• Praise the behaviour you want to see more of.
• Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
• Differentiate.
• Stay calm and keep voice at an appropriate level.
• Have clear routines for transitions and for stopping the class.
• Teach children the class routines.

Parents

• Give feedback to parents about their child’s behaviour – let them know about the good days as well as the bad ones.