

## **Behaviour Management Policy 2023-24**

### **Rationale**

At Lewannick Primary School, we believe strongly that every child, irrespective of background, ability or life circumstance has the right to learn in a calm and positive environment where their needs are met and they are fully respected.

Our approach is grounded in establishing and maintaining positive, effective relationships. Through modelling, teaching, promoting and supporting all stakeholders, we enable children and adults alike to make positive choices that enable all to success and feel safe, valued, respected and supported.

We believe that where the expectations that facilitate these outcomes are articulated clearly, children thrive and succeed. We also believe that all children who meet these expectations, at any time, should be acknowledged and praised accordingly.

We also believe that within these expectations, there is a clear communication to each and every child and adult of their responsibility in ensuring all children have access to their right to; learn, feel safe and feel respected for their achievements and who they are.

***Our approach is based on three fundamental aspects:***

- ***The promotion and sharing of respect of ourselves and of others – both as people and learners***
- ***Positive acknowledgement of positive behaviour is more impactful than addressing negative behaviour***
- ***All behaviour is communication and understanding this is fundamental to supporting and amending it***

If a choice is made that is not promoting positive relational behaviours or learning behaviours, we believe that consequences should be: educative, proportionate and always reparatory. If needed, we utilise consequences that are clear and escalate in a way that is understood by all and incorporates opportunity to make changes to behaviour and re-engage positive and appropriate relational and leaning behaviours.

When following the procedures outlined further in the policy, there will ALWAYS be the following principles underpinning the approach:

- ***Respect and dignity for the child being supported at ALL times***
- ***A clear communication that it is the behaviour that is being discussed NOT the child***
- ***The language of choice and consequence will be used***
- ***The principles of emotional coaching and attunement will be central to the language and approach being taken***
- ***The focus will be de-escalative – including time within each stage for the child to respond***

Where a child has additional needs or is finding making positive choices challenging, we will take a supportive and inclusive approach and adapt ways to support them with care, respect and positivity.

## **The Expectations**

These are the expectations that are shared with all children and form our 'School Expectations'. We do not refer to them as rules, as they are more fundamental to our school as ways we want our community to be. They apply to ALL children, staff, volunteers and visitors:

- We all make sure we are behaving in a way that is making our school a happy, safe place where we can all learn and enjoy school to its very best
- We support and encourage each other by using words and actions that are positive and encouraging to all
- At times, we will get sad or upset or angry, when we do feel these, we find positive words to ask for help from others to support us
- If we make mistakes, we accept that we have made them. We tell the truth and we work with others to learn how to not make those mistakes again and we act on this
- We talk to and act towards others as we would want them to talk to or act towards us

Each class takes these 5 key expectations and turns them into their own class agreement. These take different forms dependent on appropriateness for age. All agreements will outline these 5 expectations.

## **Positive Reinforcement Stages**

These stages are based around the principle of pointing out and acknowledging children who are showing behaviours that are meeting the expectations and positively contributing to our school being able to thrive and succeed.

These behaviours are discussed and shared with the children at regular assemblies, class sessions and throughout and across the entire school day.

Behaviours that we promote and acknowledge are:

- Politeness – please, thank you, holding doors etc
- Care – looking out for others, ensuring people are OK etc
- Focus and listening behaviour – attentive, responding to questions, effort etc
- Perseverance – never giving up, embracing mistakes, always learning etc
- Positivity – self recognition, recognition of others, encouragement etc
- Kindness, empathy and compassion – aware of others, looking out for others etc
- Supporting and helping – adults and children, offering support, offering help etc
- Respect – for self, for others, for the school, for differences etc

Stage 1:

- A 'thank you' accompanied by a clear outline of why their behaviour is being thanked. E.g. "Thank you for encouraging your friend to stick at the task when they were finding it

difficult.” “Thank you for holding the door open when you noticed I had a pile of books in my hand, that was very kind and helpful.”

- A house point, again accompanied with an explanation, “House point to X, you were really caring and helped Y up when they fell over.” “House point to Table 3, I can see they are showing fantastic listening behaviours and are ready to learn.”

These should be in evidence in daily practice and is to be used by ALL staff irrespective of role to promote the behaviours that evidence positive, productive and successful relationships.

Stage 2:

- Star of the Week Award – can be given in celebration assembly on Thursday to highlight children who consistently demonstrate excellent, positive behaviour.
- The child visiting another teacher and explaining what they have done

Stage 3:

- A Head of School certificate addressed personally to the child acknowledging exemplary behaviour and positive attitude. This can be nominated by another member of staff.

This is the main focus of our approach to behaviour – emphasize and acknowledge the positive.

### **Managing Behaviour**

As a school we recognise that there may be times where children will make choices that lead to behaviour that is not conducive to learning or enabling positive relationships. As a result, clearly defined and articulated consequences are carried out with consistency, clarity and with a view to educate to avoid repetition of inappropriate behaviour and bring reparation to relationships if needed.

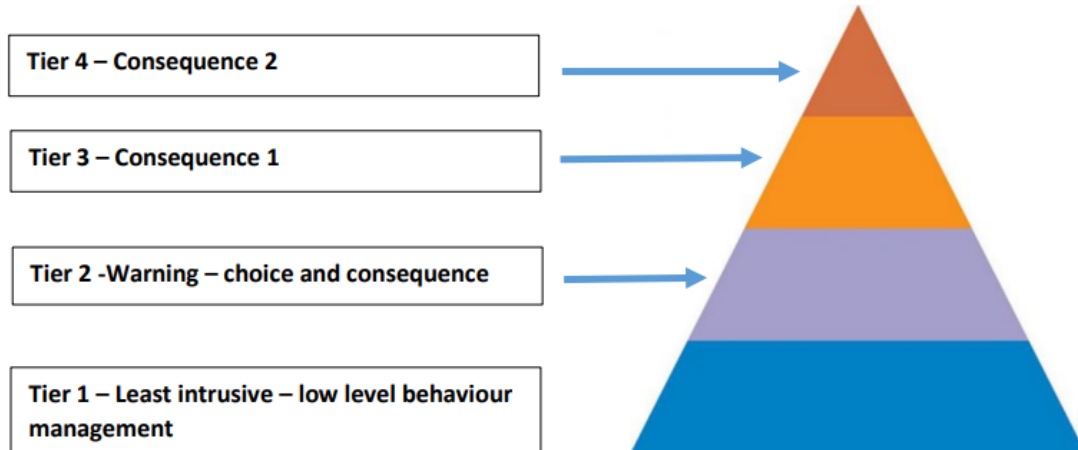
We do not punish or sanction children. There are simply consequences to the choices and actions that we as individuals take. Our policy and approach is based on educating children that there are responsibilities that come with choice making and consequences both positive and negative.

We as a school, recognise that frustration, annoyance, anger, tiredness, embarrassment are just a few of the emotions that can drive emotive choice making. We aim to use our consequence system to educate children on HOW to manage these emotions and how to develop an effective way of communicating them.

When supporting a child to understand the consequences of their choices we will employ the following, graduated response. Between each stage, a child will be made clear as to what stage they have reached, what they need to do differently and they will be given age appropriate time to choose to correct their behaviour accordingly:



In order to support children in managing behaviour, we have a 'tiered' approach based on the principles of least intrusive as possible and reflective and educative:



Children will be supported and encouraged to make a good behaviour choice at each stage and the bulk of behaviour will be managed at Tier 1 and Tier 2.

#### **Some examples of Tier 1 management *could* include:**

- Non verbal – proximity, 'the look', hand gestures, eye line, encouraging reminder, catch the children making positive behaviour choices.
- Re-state the desired behaviour using proximity praise – thanking someone getting it right.
- Stopping – 'I am just waiting...', 'I can see we aren't all ready...'
- Pointing out the obvious – 'Some of us need to be listening', 'The learning is on the board'.

#### **Some examples of Tier 2 management *could* include:**

- Use of proximity – longer in time
- Use of name and direct reminders
- Positive behaviour reminders
- Distraction technique

We anticipate that simple use of Tier 1 and 2 supportive measures will enable the children to re-focus and make improved behaviour choices as appropriate. The list above is not exhaustive, but there is an expectation that ALL children will be supported at Tier 1 and 2 before any consequences or language of consequences is introduced.

Eg - 'If you choose to continue to ..... then you are choosing the consequence of..... I will give you 5 minutes to make the best choice.'

However, we recognise, that whilst extremely rare, there may be behaviour situations that need to have a consequence implemented. Where this is necessary, the consequence will be guided by the following principles:

- Appropriate
- Proportionate
- Supportive



From Tier 3 and above, the language of choice and consequence will be used. This is to enable the child to understand that they can turn the situation around and that they are able to make better behaviour decisions. It is acknowledged within this policy that where a child's additional needs makes this concept difficult, an adaptation appropriate to and sensitive of the individual's needs will be made.

### **Tier 3 – Consequence 1**

- Apology – where appropriate and meaningful
- Minutes off break time
- Minutes off lunchtime
- Phone call home
- Missing a club

It is important to note, that in Tier 3 consequences where minutes are lost, **NO** child will lose an entire playtime. The consequences **MUST** always be carried out by the member of staff who implemented it.

During a consequence, the discussion between staff and child will focus on:

- A shared understanding of why the consequence has happened
- What positive behaviour choices need to be seen instead or in future
- A clear understanding that once the consequence has been completed, the situation is resolved
- Ensuring that both staff and child are in a positive place

The consequence will be logged in the class behaviour log. Date, overview of behaviour and consequence implemented will be recorded. This is so that school can accurately track behaviour and ensure that in any necessary subsequent conversations with parents or senior leaders, it is both fact and evidenced based to inform supportive measures.

### **Tier 4 – Consequence 2**

In the unlikely event that a behaviour situation is not resolved in any of the previous Tier interventions, Tier 4 consequences will be implemented.

These will always be implemented by a senior leader within school and will usually be the Head Teacher. However, these interventions will **ALWAYS** be focussed on supporting the child to improve their choices in future and developing and growing.

Tier 4 consequences include:

Phone call home from Head Teacher or Senior Leader

Requesting a meeting between parents and Head Teacher or Senior Leader to discuss behaviour

Time out of the classroom to address behaviour choices

Throughout all implementation of these consequences, the clear message that the consequence is in regard to a child's behaviour NOT them as a person will be stressed. Separating these two aspects clearly is paramount.

The expectation is that the child will make positive future behaviour choices.

If none of the above consequences prove supportive or effective for the child, the school can employ the following consequences/approaches:

- Partner Class Time Out – child is sent to a partner class with work to think and consider how they might change their choices to improve the situation.
- Sent for Time Out with Head of School - as above.
- Parent Meeting called – this will be a proactive meeting between the parents of the child, the class teacher and either the Executive Head or Assistant Head.
- Targeted individualised support – individual reward schemes/charts etc, home-school book.
- Contacting support agencies – such as Educational Psychology Service and Behaviour Support

This is not an exhaustive list, but all of these approaches are there to support the child to achieve its best and be a positive part of our school community. The emphasis is on working with and educating the child and being inclusive despite challenges faced by the child, rather than punishing them.

### **Exclusion**

Exclusions are the most significant consequence that a school will implement. They are only ever decided upon by the Head of School. They must be formally documented and recorded and are never implemented without significant thought and assessment.

In the event of an exclusion being considered, this will only be of consideration in cases where:

- Behaviour is of an extremely violent or dangerous nature
- Behaviour is repeatedly disruptive and all other approaches and support have been exhausted
- There has been due consideration given to the safety and welfare for the child in the event of being excluded

The types of exclusion:

- Internal exclusion – significant time out of class supervised by Head Teacher or Senior Leader within the school and school day.
- Fixed Term Exclusion – time out of school, formal letter home and a reintegration meeting on return.
- Permanent Exclusion – a decision is taken to exclude the child from the school permanently.

Exclusions are incredibly rare. However, in the event of exclusion being either fixed term or permanent, a parent or carer has a right to appeal and have that appeal heard initially by a panel made up from the Local Governing Body.

If this does not provide a satisfactory outcome, further appeals can be made and the information for the services to support this are provided within the initial notification of exclusion paperwork.