



Behaviour Management Policy 2019 – 2020

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.

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***

For the majority of the children at the school, this approach will be effective in ensuring that they continually demonstrate positive learning behaviours.

However, we acknowledge that at times and in certain circumstances, a child may need a more structured approach to supporting them to amend their behaviour. 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***

We also believe that in exceptional circumstances, a child may need specific, targeted support in terms of an amendment to supporting them amend their behaviour. We believe that, since not all children the same, it is fair that some children will have different needs. All children will have this approach clarified to them to avoid any confusion or perceived preferential treatment.



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.

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 Friday to highlight children who consistently demonstrate excellent, positive behaviour.
- Class Teacher phone call home – a class teacher may choose to phone home to pass on to parents where a child's behaviour has been significantly positive and an example to others.



Stage 3:

- A letter home from the Executive Headteacher addressed personally to the parents and child. This can be nominated by another member of staff and will be a hand written letter.
- An invitation to tea and cake with the Executive Headteacher. Every three weeks children are nominated to attend a thank you tea party with the Executive Headteacher to thank them for their behaviour.
- Peer to Peer Thank You award – class members can choose to give a child this award who they consider to be an exemplary member of their class/school alongside a clear rationale.

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

This approach is supplemented by a weekly assembly by the EHT where behaviour is discussed and stories and examples are used to model to the children what the expected behaviour looks, sounds and feels like.

Consequences

As a school we recognise that there may be times where expectations may not be met . As a result, clearly defined and articulated consequences are carried out if necessary 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:

Stage 1:

- A non-verbal cue – a ‘look’, proximity reminder, positioning of adults in the room
- A behaviour reminder – a restatement of the expectation of behaviour for the benefit of all the learners in the room
- A task reminder – a restatement of the task that needs to be completed and the time that is left in which to do so



Stage 2:

- Language of Choice and Consequence – (1:1 basis) a private, clear statement that the choice being made by the child is one that is not meeting the expectations of the classroom and that, if the child continues to choose not to meet the expectation there will be a consequence that their **behaviour** (not them) is disturbing the learning of others e.g. “If you choose to continue to call out and disturb the lesson, you will be choosing to receive a consequence of that choice.”

Stage 3:

- Consequence 1: 5 minute playtime loss. If a child cannot make the choice to meet classroom expectations, the consequence will be given of 5 minute playtime loss. This cannot be earned back, but if the child amends their choice of behaviour, they will be praised and thanked for making the right choice in that scenario. E.g. “X, you have chosen to continue to call out, you have therefore chosen a 5 minute playtime loss. This is your chance to make sure that you choose to not have further consequences. I know you can make the right choice, thank you.”

Stage 4:

- Consequence 2: 10 minute playtime loss. If a child cannot make the choice to meet classroom expectations, a consequence will be given of 10 minute playtime loss. This cannot be earned back, but if the child amends their choice of behaviour, they will be praised and thanked for making the right choice in that scenario.

At this stage, a child may be getting frustrated or angry at the escalation of consequences. We will use emotional coaching and attunement strategies to de-escalate the situation for the child:

- Name the emotion – “It looks like you are finding this difficult because I can see you are getting frustrated. Would you like my help with that?”
- Understand the rising emotion and explain that its ok to feel that, but it’s what you do now to manage that emotion that is important – explain and model what to do with the emotion.
- Re-state that the outcome is in their control, “You can prevent the consequence going further by choosing the right behaviour, would you like my help with that?”
- Once calm, re-explain the choices they made leading to this point and that, whilst the consequence will happen, it is their chance to think and discuss what they could do differently next time.
- Praise all positive responses and efforts to amend the situation.

Stage 5:

- Consequence 3 – if a child, after support and help, cannot make the right choices, they will lose the subsequent playtime up to and not exceeding 20 minutes in duration. During this time, the member of staff issuing the consequence will talk the child through the choices they made and support them to think about how they would do it differently next time to avoid such consequence.



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 Assistant Head – as above.
- Sent for Time Out with Executive Head - 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

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

Any exclusion will be at the discretion of the Executive Headteacher and will be carried out in line with Cornwall County Council guidance and direction. An exclusion is an extremely serious consequence and as a school we are committed to working proactively to avoid the need for this consequence to be implemented unless absolutely necessary.

Peer on Peer Abuse – see policy relating to this

Bullying – see Anti-Bullying Policy

