



## Behaviour Policy

### The aim of the policy is:

- a) to encourage appropriate behaviour,
- b) to reduce conflict and confrontation.

### The policy is based on the following philosophy:

1. *Mutual Respect.*

At Stapleford, we believe that every person is equally important and that no one has a right to harass, insult or cause offence to any other person for any reason. We find the words "only" and "just" in support of inappropriate behaviour particularly offensive.

2. *Rewarding appropriate behaviour is the most effective way to increase incidence of appropriate behaviour.*

There needs to be a healthy balance between the consequences of behaviour management and rewards for appropriate behaviour. At the same time the children should all be aware that inappropriate behaviour is dealt with by adults and has its own consequences.

3. *Whole groups taking on the consequences of inappropriate behaviour is ineffective.*

It is seen as unfair by pupils, as the innocent are affected along with the guilty. It damages the atmosphere in the school.

4. *Children with behaviour problems have a low self-esteem.*

Raising that self-esteem is an important building block in removing the problem of inappropriate behaviour.

4. *Humiliation of pupils is avoided.*

This reduces self-esteem and increases anger.

5. *Bullying, racial and sexual harassment are serious forms of bad behaviour.*

The children should learn that it is their responsibility to share any knowledge of the above with staff in confidence.

6. *The problem is separated from the child.*

The child is to be encouraged to assist in finding the way forward to obliterate the problem.

7. *Inappropriate behaviour often stems from a desire for attention.*

### Teaching Strategies to help with General Behaviour Issues:

1. Clear simple instructions
2. Think carefully of the need for any direct rule
3. Enforce all rules you do decide upon
4. Ensure there are clear consequences for any broken rules on every occasion
5. Think of each member of your class when creating a discipline plan
6. Involve children in creating class rules each year
7. Talk about the children's choices, i.e. 'You are making the right/wrong choice'.
8. Allow children to choose to leave classroom for a cool-off period, as well as directing children there yourself
9. Use preventative action

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## **Instruction Giving:**

- ❖ Use the child's name first
- ❖ One clear instruction at a time
- ❖ Add pace to instructions – move swiftly onto the next
- ❖ Set expectation e.g. 'now'
- ❖ Don't wait endlessly – see deviants at the end of the lesson
- ❖ Be firm and clear
- ❖ Develop poor listening skills e.g. ask children to listen carefully and then tell others (use a positive tone!)

## **Short term action for Inappropriate Behaviour:**

1. Tactical ignoring where appropriate
2. Highlighting a child who is following appropriate rule
3. Give a simple brief direction, accompanied by a "thanks", e.g. "Put the letter on the cupboard, thanks".
4. Remind the child of the rule.
5. Offer a simple choice: "On the table or in the cupboard".
6. Casual or direct question, avoid why questions: "What are you doing? What should you be doing? What is the rule?"
7. Make the consequences clear.
8. Direct the child to work away from other children.
9. Offer a cool-off time.
10. Time-out. Child can have the opportunity to think about his/her actions and the effects of that action. This should not involve humiliation.
11. Child should observe the consequences of his/her actions, i.e. observe the victim's wounds being dressed.

## **Strategies to use for children with particular behaviour problems:**

1. Teaching the child Problem-solving Techniques, such as the 'cloud' technique, 'I like you, but I don't like it when .....
2. Behaviour Modification and Contracts
3. Examining the curriculum diet offered to the child
4. Increasing opportunities for the child to be successful
5. Increasing opportunities for the child to receive attention through appropriate behaviour
6. Focusing on appropriate behaviour and ignore inappropriate behaviour where it is not harming other children. It is important not to change tack when the behaviour gets worse, which it may do in order to get the attention.
7. Developing a special relationship
8. Creating an Action Plan.
9. Involving the child in recording their progress
10. The PSHE programme
11. Enabling the child to understand the consequences of inappropriate behaviour
12. Paying special attention to the first meeting of the day, ensuring the child is greeted pleasantly and individually by adults. The child may need individual attention particularly at this time.
13. Concentrating on "I can ....." (sit still etc.)" statements.
14. Focusing on academic achievement.

## **Developing Self Esteem:**

- ❖ Using the child's name positively
- ❖ Choosing the child to help with specific tasks
- ❖ Asking the child's opinion of advice
- ❖ Smiling
- ❖ Using other appropriate non-verbal signals
- ❖ Complimenting the child on, e.g. clothes, sense of humour, being helpful
- ❖ Listening
- ❖ Giving rewards
- ❖ Taking the blame for failure on yourself
- ❖ Sharing good news with parents or carers
- ❖ Planning for success Praise PSHE curriculum Friendship skills Challenges etc.

## **Making an Action Plan:**

1. Observe the child
2. Decide on one item of behaviour it is hoped to change
3. Itemise a plan of action
4. Communicate to staff and parents

## **Rewards for appropriate behaviour can take the form of:**

- a letter-card home itemising behaviour
- a verbal commendation
- using the child and the behaviour as the focus of an assembly
- a certificate - for children with a particularly low self-esteem
- children working together for a class reward – marbles awarded and when the jar is full the class earn their reward
- smiley face stickers added to child's individual incentive chart
- verbally telling parents about the child's achievements
- Head Teacher's award celebrated in Friday sharing assembly
- Star of The Week commendation nominated by class teacher

## **Sanctions available are:**

1. Withdrawing child from group to work at a separate table or space
2. Sitting in the Privacy Zone with work given by the teacher
3. Staying in at playtimes
4. Staying in at lunchtimes
5. Withdrawal from privilege times
6. Staying in for two of more lunchtimes
7. Formal interview with parents, in which a contract is created.
8. Involvement of outside agencies.
9. Fixed or permanent exclusion.

## **Factors to consider regarding Punishments and/or Sanctions:**

1. They can and should be used to immediately control the problem behaviour.
2. They have the effect of suppressing the behaviour problem for the time being.
3. They will not change the behaviour problem fundamentally over time.
4. Any anger or irritation expressed by adults may be used by the child as a model.
5. Wherever possible, the sanction should be negotiated with the child. The child needs to discuss what they feel is fair and what will put right inappropriate behaviour

## **Contracts**

Contracts can usefully be created in picture form. The child can be shown the type of behaviour which is required to be changed. This can involve role modelling. The adult can exhibit the behaviour and the child can try to react as one of his peer group. "What does Justin feel like now?" It is essential this is done in private and does not involve humiliation.

The contract can consist of a picture of the inappropriate behaviour with a large cross through it and the peer group looking sad. Underneath this can be a picture of the required behaviour with the peer group looking happy and a big tick. Under this can be a group of boxes to be filled with ticks on each occasion the child exhibits the required behaviour. Any reward which is offered for completion of ticks must also be available for all the children in the class. The ticks can be a reward in itself.

## **Dealing with distressed and angry Children:**

You will probably make things worse if:

- ❖ You rush – this may threaten the child - think first
- ❖ You jump to conclusions
- ❖ You don't listen

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- ❖ You lose your temper
- ❖ You make threats or frighten him/her – avoid ruling by fear
- ❖ You back him/her into a corner or give an ultimatum
- ❖ You make him/her feel powerless
- ❖ You attack his/her self-esteem or public image
- ❖ You demand an apology – this may not be appropriate straight away. A proper apology the next day would be more successful
- ❖ You are sarcastic
- ❖ You allow yourself to be side-tracked

## **School Rules**

All children should obey and be aware of the School Rules (displayed around the school- appendix 1). Their purpose is to ensure the safety of all the children at school, to create a learning environment and to reinforce the school values of caring for and respecting each other.

## **Appendix 1**

### **Stapleford School Rules**

- We walk in school
- We talk quietly
- We allow each other to work well and safely
- We care about each others' feelings
- We talk about disagreements together
- We are polite to each other and visitors

#### ***Playground Safety Rules***

- We stop playing football when visitors enter the playground
- Leather balls are only allowed on the field
- The climbing frame can only be used when supervised by an adult
- Be very careful when moving close to the climbing frame.

#### ***Rules for Toys in School***

- Precious toys are not allowed in school.
- Your child must be prepared to share any toy he/she brings to school.
- Guns and play weapons of any kind are not allowed in school under any circumstances.

#### ***Rules for Social Media***

- Children are not permitted to use social media at school.
- Children should not make contact with school staff using social media.

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