

Danesholme Infant Academy Positive Behaviour Management Policy



GREENWOOD DALE FOUNDATION TRUST

REVIEW PROCESS	
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Next Review	July 2019

Mission Statement

At Danesholme Infant Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. Children have respect for themselves, other people and the Academy environment. All members of the Academy model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

Expectations and shared responsibility

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in the Academy and what the consequences of different types of behaviour might be.

We aim to teach the children at Danesholme Infant Academy how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in the Academy, on an educational visit or visiting places, with or on behalf of the Academy.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the Academy, and between adults and children. All adults who work at Danesholme Infant Academy have a responsibility for behaviour. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher. For incidents which have been addressed by members of staff who are not the child's class teacher, a note explaining the incident and actions taken should be given to the class teacher for their records.

All supply teachers are expected to fully adhere to the guidance of this policy. Children are more likely to behave well in the Academy when they know that their parents are involved with and supportive of what the Academy is trying to do. We want the Academy and parents to work together to ensure consistent expectations.

Academy Rules

We expect all children at Danesholme Infant Academy to follow the behaviours which are captured in our Academy's rules: -

We show respect

We try our best in our learning

We have good manners

We are honest

We make good choices

We listen

Strategies for promoting positive behaviour:

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them.

Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the Academy to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write to their teacher in the class worry box, this will be looked at by each child's class teacher and a written or verbal response will be given.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

Your position in class

Your proximity to disruptive children

Your facial expression

Your tone of voice

Your posture

Your choice of words

The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Positive rewards

At Danesholme Infant Academy we want to reward the vast majority of our pupils who make good choices about their behaviour every day. We want to ensure that attention is placed, rightly, on positive behaviour and choices rather than negative ones. We have a progressive system of rewards and sanctions which is displayed in all classes.

- Praise
- House Points
- Extra playtimes
- Star of the Week
- Super Stickers
- Fun trip at end of year funded by Academy – 1 child per class.

Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- not humiliating to the child
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents when deemed appropriate
- involve apology and restitution when appropriate

Responsibility, Apology and Restitution

In many cases of unacceptable behaviour restitution, or making amends, should be a key part of the sanction. Children should be encouraged to understand the effect that their behaviour has on others. In some cases children should make a verbal **apology**, in others a written apology would be appropriate. Replacing broken equipment or returning stolen goods are also examples of **restitution**. Children should feel that they can make amends and move forward from a negative situation, but that they also have to take **responsibility** for their actions.

Sanctions in class

Using coloured card system:

This classroom card system is intended to support good behaviour in all **lesson-based** contexts. This system provides teachers with an easy way of recognising good behaviour. When children can see their rewards in a tangible way, they are motivated to behave well and those who find it hard to manage their behaviour, soon see the positive impact of making good choices. Each classroom will display a wallet containing every child's name. In the wallet next to each child's name will be placed a green card. The wallet will also contain 2 other cards: yellow and red.

(All on Green at start of day)

Children should get up and change their card on request from an adult. The children need to take a physical consequence, i.e. “turning the card” for inappropriate behaviour, so that they can truly “feel” the effect of this.

If a child changes a card without an adult’s permission it results in an immediate red card.

First warning from adult.

Second warning

Move to yellow – 10 mins golden time removed

Move to red – time out with a timer and all golden time lost. Recorded in behaviour book.

Obviously some behaviour will carry other sanctions with them as well as those listed above. For example swearing at an adult may result in a fixed term exclusion. The behaviours listed below will help with issuing cards for specific behaviour; however a child may also make their way through the cards for consistently exhibiting low level behaviours – which ultimately affect the learning of the child and others. If a child loses all their golden time early in the week for reaching a red card the class teacher may enable that child to earn back their time. This should act as an incentive to the child to behave better. All children who do not need to change their card during the week will keep their green ‘star’ card and receive a reward at the end of the week.

New day – new start! It is important to us that every day is a new day, a new chance to do well. All of the cards are returned to green at the end of day, so that children know that they have another opportunity to make good choices tomorrow.

Classifying Behaviour

Undesirable behaviours have been classified into three categories: low, medium and high. The following examples of behaviour can act as a guide to teachers but is not intended to be a definitive list.

Low level classroom behaviours:

(Could result in a warning and move to a yellow card, especially if repeated)

Talking

Distracting others

Turning around to talk to friends

Swinging on chair

Getting out of chair repeatedly

Fiddling with equipment

Not sharing equipment

Moderate level classroom behaviours:

Move to YELLOW

Repeating any of the behaviours above after warnings

Answering back

Arguing
Leaving the room without permission
Breaking equipment
Using inappropriate language

High level classroom behaviours:
Immediate RED card and time out

Violence to others
Swearing that an adult hears or is to an adult
Racism or other overt forms of verbal abuse
Stealing
Non-compliance (after take up time)
Disrupting the whole class, resulting in removal from the lesson.

High level behaviours should also be passed onto the SLT. If a child reaches a Red card it should be recorded in the class behaviour book with details, times and dated. Any other significant behaviours should also be recorded in this book. Each behaviour book will be collected monthly and be passed to the Family Support Worker who will record all incidents on the school system.

This system of sanctions can also be used by teachers covering lessons. These teachers should note down any card changes and make the pupils carry them out once back in class. It is vital that pupils see that all adults teaching them deserve the same respect and that sanctions are consistent in all lesson settings.

Sanctions at Playtime and Lunchtime

The coloured card system is not intended to support behaviour outside of the classroom and a separate set of sanctions exists for lunchtimes and playtimes. This is to ensure sanctions are immediate and related to the actions of the child. A child may have had an incident in the playground, and they will be sanctioned for this, but it hasn't affected their positive class behaviour. Again, the following examples of behaviour can act as a guide to teachers and lunchtime supervisors but is not intended to be a definitive list.

Low level playtime/lunchtime behaviour:
Should only be warning and then 5 minutes on the bench.

Not sharing
Not taking turns
Ruining someone else's game
Pushing
Taking someone else's ball
Low level name calling
Leaving someone out
Climbing on benches or wall

Moderate level playtime/lunchtime behaviour:

Should result in time out on bench – 10mins

Not following instructions
Entering the Academy without permission
Throwing equipment
Spitting
Arguing/answering back

High level playtime/lunchtime behaviour:

These behaviours will result in a missed Lunch or Break- to sit on bench outside

- Swearing an adult hears.
- Fighting
- Physical violence
- Using an object as a weapon
- Breaking equipment or serious vandalism
- Inappropriate use of the toilet

These behaviours should be reported to the Principal or Deputy Principal:

- Swearing – AT an adult
- Racist or homophobic abuse
- Evidence of bullying (several times on purpose) – time out 5 days and report to principal and recorded.
- Serious fighting

Lunchtimes

Lunchtime supervisors will record and pass on any serious incidents to class teachers or the SLT. They will be expected to complete an incident sheet with specific details of the event and actions taken. Class teachers should then stick this sheet into their class behaviour book. Lunchtime supervisors should refer to the behaviour categories when deciding on sanctions.

Summary of lunchtime sanctions:

- Low level behaviour – first warning from adult.
- Repeated low level behaviour – 5 mins on bench at playtime
- Moderate level behaviour – incident report card to teacher – 10 mins on bench at playtime

- High level – Incident report card to SLT or principal –immediate missed break time or lunch time.

SEN

Children who have a full Statement of Special Educational Needs, or identified special needs in terms of behaviour, may need the whole Academy behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the Academy and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

Exclusion from trips or visits outside the Academy building

Whilst the Academy recognise all children have a right to a broad and balanced curriculum, at times it may be necessary to stop a child from going on a trip for personal safety reasons – which is always the priority in these situations. As with other sanctions in this policy, children should be given the chance to earn back this privilege. For any of the serious behaviours below an Academy term without incident is seen as sufficient to gain back the chance to attend outside events and trips. However it may still be necessary to provide additional supervision.

These Behaviours and sanctions are sufficiently serious to warrant exclusion from Academy trips, including sporting events, for at least one term:

- Academy exclusions for violence - both physical and verbal.
- Pupils who are on part-time timetables due to their behaviour in Academy.
- Pupils who have been restrained or removed from class due to their behaviour.
- Children who are flight risks – those who have run away from Academy.
- Consistently refusing adult instructions.

Pupils and parents should be aware of these guidelines and all decisions should be clear, fair and transparent.

These measures will be reviewed termly on an individual basis. Other key behaviour indicators such as time spent in detention at lunchtime will also be taken into account. In situations where a decision is to be made about an individual earning back this privilege, the head of year and principal must be consulted. The Principal has ultimate discretion in these matters, and will always take a decision that ensures the safety of all those involved.

Children who have a full Statement of Special Educational Needs, or identified special needs in terms of behaviour, may need this system to be modified to fairly meet their needs.

Use of Reasonable force

Occasionally it is necessary to use reasonable force if a child is posing a risk to themselves or others. The Academy follows the guidelines laid down by the Dfe in their advice issued in July 2013. This advice is summarised here.

- ‘School staff have the power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.’

Training

Danesholme Infant Academy ensures that all relevant staff receive the necessary training so that they are able to act safely when a pupil needs to be restrained. They are also taught the need where possible for de-escalation and to carefully assess the need for restraint or reasonable force. Records of all training are held by the Academy office.

What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.’

Who can use reasonable force?

- ‘All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.’

When can reasonable force be used?

- ‘Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.’
- ‘In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Teachers or other staff will physically separate pupils found fighting. If a pupil refuses to leave a room when instructed to do so, they will be physically removed. The school does not require parental consent to use reasonable force on a student.

Danesholme Infant Academy acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).’

Schools can use reasonable force to:

- ‘Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.’

Power to search pupils without consent

In addition to the general power to use reasonable force described above, principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the Academy;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Monitoring and evaluation

If a child receives a red card 3 times in a month class teachers will arrange to meet with parents to discuss their child's behaviour. If a child receives 2 red cards within one month, they will have a meeting with a member of the senior leadership team. The parents will be informed and the Principal, Deputy Principal may be also be involved. At this stage the Academy will try to work closely with parents to establish systems that effectively build a partnership between home and Academy, this may include placing the child on a daily behaviour book to set targets for improvement and to monitor behaviour more closely. Parents will be expected to come with their child to Academy to show support for our behaviour management strategies. Some children's behaviour may warrant an individual behaviour plan which will be drawn up with the SENCO or Family Support Worker.

All staff will be responsible for monitoring behaviour at Danesholme Infant Academy, however the Principal, Deputy Principal, Family Support Worker and SENCO will also use contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported regularly to the governing body.

Review date – July 2019