



Agreed: April 2018
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Studlands Rise First School Behaviour Policy

Ethos of Studlands Rise School

The governing principle of this policy endorsed by all staff at Studlands Rise School is to enable children to develop a sense of belonging and a sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and the deal with the consequences of the choices they make. The staff work as a team to create a positive climate within the school between members of staff and children which recognises and praises appropriate behaviour and engagement in learning as it happens in all areas of the school.

Aims and Values

- Studlands Rise is a caring community which values the self-esteem of both children and staff
- Relationships are based upon trust, honesty and mutual respect between all members of the school
- All the children's achievements are valued and celebrated by the school
- Self-discipline is an important part of teaching and learning
- Every child is encouraged to fulfil his/her potential through being given access to every educational opportunity
- Whatever each person whether child, teacher or other adult, brings to the school should be respected regardless of learning ability, social, religious or ethnic background
- Good classroom management is the key to effective learning

Rewards

Many behaviour problems can be overcome or their effects reduced by use of positive reinforcement for good behaviour. The following are examples:-

- Using positive language and visual representations to recognise and prompt good behaviours
- Notifying parents of good / improved behaviours
- Noticing and praising appropriate behaviours
- Praise from staff and their peers
- Being given responsibility
- Showing good work to the Headteacher or other member of staff
- Showing good work and sharing achievements in assembly
- Choosing motivational activities at appropriate times during the day or week
- Choosing a favourite activity during 'Golden Time'
- Spending time with a positive role model as a reward
- Stars, rubber stamps, Headteacher stickers, Deputy Head stickers
- Certificates
- Adding their achievements to the achievement wall.

Classroom Management

- Staff at Studlands Rise First are aware that good classroom management and promoting a positive atmosphere are the key to effective learning. Consistency of expectations and application of behaviour management strategies (effective communication) Staff have agreed that the following principles which are currently in operation at the school provide a sound foundation on which to build effective classroom management.



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All staff undertake:-

- to share the learning objective with the children
- to help them to develop success criteria so that they know how to succeed
- to communicate with children with clarity and assertiveness. The use of signing and symbols is an important consideration.
- to be punctual and to conduct lessons in ways that are conducive to effective and appropriate child engagement and to set high expectations for behaviour at all times,
- to plan and prepare lessons taking into account of environmental factors such as time of day, disposition of class, physical and other factors which might impinge on the learning situation.
- to prepare lesson content taking into account the requirements of the National Curriculum and the individual learning characteristics of children
- to maintain a pace in lessons that is appropriate to the social, emotional and behavioural characteristics of all students and the requirements of the task
- to review the activity being undertaken – it is meaningful, relevant and matched to the child's ability
- to ensure that help is readily available for children who need it
- to present tasks clearly, stating task structure and task requirements, ensuring they are clear about the ground rules and organization
- to evaluate their own performance as classroom managers through their own perceptions and in collaboration with colleagues and children
- to create a positive classroom climate that rewards and thus reinforces positive social behaviour and appropriate engagement in the learning process by suggesting desired behaviour rather than commenting on negative behaviour
- where appropriate to involve the child in the process of managing their own behaviour and creating behaviour management strategies
- to ensure closure to all issues and demonstrate and communicate this to make sure that the child understands that this is the case

Formulation of rules and their implementation

All staff undertake:-

- To develop a set of rules through a process of collaboration and negotiation with children at a level appropriate to their understanding, that make clear the expectations that are held for social conduct, and that are explicitly related to the social, emotional and learning needs of the children
- To be willing to discuss with children the values underpinning and justification for specific rules
- To respond positively and effectively when adult intervention is needed
- To use consequences that are directly linked to the actions or incident that has taken place and that provides a learning opportunity which that child will understand.
- To relate to children in one-to-one situations in ways that convey respect, concern, competence and authority
- To treat all children equally, irrespective of gender, race or religion
- To recognise that all children are individuals and may need person specific approaches.
- To play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour



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- To have a responsibility to model the type of behaviour felt to be acceptable
- To be alert to signs of bullying and racial harassment and to deal with it immediately
- To record any incident of bullying sexual or racial harassment
- To deal sensitively with children in distress and to listen to them
- To support each other in maintaining good behaviour in the school
- To ensure that appropriate information is passed to other staff in a timely manner.

Code of Conduct

Staff are expected to apply behaviour management strategies appropriately sound standards of discipline within the school and to support and promote a respectful ethos of sound discipline throughout the school. Adults must ensure that school is an orderly, safe place for children and staff. Staff must maintain a consistent and unified approach to behaviour management otherwise the children will become confused. This relates not only to the behaviour management in the classroom but also in the wider settings such as:-

- the playground – particularly at the start and end of breaks when children are expected to be escorted through their cloakrooms and collected from the playground by members of staff once they are waiting in an orderly manner.
- the dining hall
- the hall – this is particularly important during whole school assemblies

Types of unacceptable behaviour

It will be up to each class to consider what standards of behaviour to accept, taking into account the ages and abilities of the children. The following list should, therefore be modified in the light of this discussion:-

- inciting bad behaviour in others
- biting, spitting, hitting, kicking and pushing and throwing objects
- offensive language and swearing
- making unkind remarks
- damaging property
- aggression to an adult or to peers
- stealing
- racist, sexualised or homophobic comments
- bullying or coercive behaviour

Strategies for Intervention and Remediation

At Studlands Rise First School these strategies are based around the principles outlined in Hertfordshire Steps. This recognises that part of the role of a school is to 'teach' behaviour and that we are responsible for growing 'internal discipline' in the children whom we teach.

Teaching behaviour is about:

Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.

Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.

Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.

Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.



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Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.

Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.

(Roots and Fruits diagram - Appendices)

Reward and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded. (Catch them being good!)

Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

The important principle is that we ANALYSE children's behaviour and not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

In most cases a quiet firm reminder from a familiar adult, introducing an element of choice about the outcome is expected to be sufficient to modify the behaviour. It is important to give positive choices and highlight possible outcomes so that the child has the ownership of their behaviour and the control over the consequence. For some children a change of adult or tactical ignoring can be successful. Adults should be conscious of when they need to offer an 'olive branch' and recognise when a child is offering the same.

Other strategies that may be useful are:

In school

- deflection and redirection techniques
- highlight acceptable behaviour demonstrated by others – name the good behaviours
- communication and support to ensure that the child feels safe and understands what is happening.
- thinking time supported with visual support and timers
- social stories
- the loss of a break time or lunch time to make up work or to make up work missed.
- the loss of a period of Golden Hour (5 minute intervals for each unacceptable incident)
- sharing incidents of negative behaviour with significant adults
- removal from the scene of the incident until ready to return to planned activities
- working in another class or quiet room, with different teacher or teaching assistant (no more than 2 year groups above or below)
- working inside/outside the classroom
- time away

In the playground

Play leaders, MSAs and other adults provide positive role models and support children to participate in play activities.

Other strategies that may be useful are:

- play time books – monitoring
- alternative play spaces or times
- early pick up for those who find transitions difficult
- discussions at staff meetings to ensure consistent approaches and share ideas.



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- time out – child is made to sit on seat or go to another area of the playground for a set period of time
- made to play in another area of the playground (i.e. not allowed on apparatus)
- taken inside for a cooling off period.

Consequences need to be put in place as close as possible to the incident and should be regarded as finished at the end of each day. They should not be carried over to another day, or be of a longer duration without discussion with. After any consequence is applied it is important to repair and rebuild the relationship between the adult and the child.

Behaviour Plans

Any child who needs ongoing behavioural support (including positive physical management) should be the subject of a Behaviour Plan. This is informed by a Roots and Fruits diagram and consists of a Studlands Rise Behaviour Plan which sets out long and short term goals and an Action and Strategies Grid which outlines how we are going to respond to a particular behaviour in a classroom to avoid any escalation of negative behaviour. These are formulated by the class teacher and the department head and should be shared with all staff who have a part in implementing it. Parents may be included in its design and implementation in some cases and will, in all cases be given a copy of the Studlands Rise First School plan. Behaviour Plans are regularly monitored and reviewed by the Senior Leadership Team and should be updated to reflect the current needs of the child.

Parent/Carers

Parents have a vital role to play in promoting good behaviour in school and effective home/school liaison is important. The school has a right to expect parents to give their support in dealing with behaviour problems and to keep us informed of any difficulties they may be experiencing at home. Studlands Rise First School also expects that parents and carers should work with the school to implement agreed strategies to support the plan. They should also be expected to keep the school informed of any changes at home that could have an effect on the child in school.

The school will endeavour to achieve good home school liaison by:-

- promoting a welcoming environment within the school
- giving parents and carers regular and positive comment on their child's work and behaviour
- keeping parents informed by letters, newsletter etc.
- holding consultation evenings each term
- being ready to respond to parents' worries and problems by letter or telephone

Parents should be informed if ongoing poor behaviour becomes an issue. Persistent poor behaviour may lead to the temporary exclusion of a child from school. Extreme and persistent poor behaviour may eventually lead to permanent exclusion.

Positive Physical Management

Most staff in the school have received Step On training which focuses on how to teach and develop 'internal control' in pupils. Knowing that staff can safely, calmly and confidently deal with challenging behaviour has a reassuring and calming influence on individuals. It is used as a very last resort, parents and carers will be informed and the appropriate paperwork will be completed.



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Pupils with Special Educational Needs

The ultimate success of the school's discipline procedure lies in its equitable application across all year groups including all pupils. All staff are fully aware of the importance of communicating rules and expectations in a manner that is meaningful to children with special educational needs and make a conscious effort to do so. Appropriate modifications are made to the implementation of the system to include the needs of SEN pupils and adjustments made accordingly. On such occasions the matter would be discussed with parents

However, at all times, the rights of all members of the school community are central to the decision making process.