

Lansbury Lawrence Primary School



Behaviour Management

Reviewed January 2017

To be reviewed December 2017

Lansbury Lawrence Primary school promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline.

Aims of the Behaviour Policy

- To develop a sense of pride in children's learning, their school and the wider community.
- To foster a caring, nurturing and supportive environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community is valued and respected and behaves in a considerate way towards others.
- To create an environment where excellent behaviour is expected, encouraged and reinforced.
- To promote self-esteem, self-discipline and positive relationships between everyone in the school community.
- To ensure that the school's high expectations and strategies for leading behaviour are widely known, understood and used consistently for both positive and unacceptable behaviour.

Our Four Goals when managing behaviour

- a. Engage behaviour awareness
- b. Move the child towards behaviour ownership
- c. Emphasise awareness of others' rights: to feel safe; and to learn without undue distraction; and to give and expect respect and fairness in our relationships with others
- d. Seek to build workable relationships and a cooperative learning environment

Roles and responsibilities

All Staff

- To provide highly effective behaviour management at all times; as described by the policy and in line with teacher standards
- To create a learning climate where all children know that they are valued as members of the class and school community and where relationships between all pupils and between staff and pupils are exemplary
- To have high expectations of behaviour and apply them clearly, fairly and consistently
- To implement, support and monitor agreed individual child behaviour plans
- For behaviour management strategies to meet all children's needs; including those with SEND
- To provide clear rules and routines for pupils that are carried out in a calm and orderly manner
- To treat all pupils with respect; and modelling appropriate behaviour at all times
- To maintain a calm authority when dealing with inappropriate behaviour
- To form positive relationships with parents, informing them of expectations of behaviour

Senior staff share all of the roles and responsibilities listed above alongside:

- To Ensure the Behaviour Management policy is implemented by all staff
- Insisting that all staff are consistent in their approach to behaviour management.
- To support teachers in implementing individual pupil behaviour plans and monitor for their success
- To deal with and follow up major incidents (all incidents of fighting and discriminatory behaviour to come to head teacher)

- To ensure that all members of the school community – pupils, staff, parents and visitors are made aware of the school's behaviour policy

Additionally, all teachers also need to adhere to the Teacher Standards:

to manage behaviour effectively to ensure a good and safe learning environment

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

(from the Teachers' Standards 2013)

School rules

At the start of the school year, each class discusses the school rules and creates their Class Contract together. The Class Contract must be displayed in language appropriate to the age of the children and worded positively (e.g. Use DOs and not DON'Ts). It must be clearly visible at the front of the classroom and revisited regularly.

The Class Contract is formed as part of each class's commitment to the whole school rules. All adults play a vital role in ensuring that the children are regularly reminded of the rules and supported in applying them effectively.

- We treat everybody with equal respect.
- We are kind and helpful at work and at play.
- We work hard and we never give up.
- We tell the truth.
- We are responsible for our own behaviour and the choices we make.
- We respect school equipment and the belongings of others.
- We are calm and sensible when moving around the school.
- We do as an adult asks straight away.
- We are ambassadors for the school at all times.

There is a weekly class assembly where positive behaviour and contributing to a happy and successful class and school community should be discussed. This may also take the form of a circle time or Philosophy for Children session (P4C).

Playground and Dining hall rules

Playground rules	Dining hall & lunchtime behaviour
<ul style="list-style-type: none">• We play with each other and have fun.• If someone looks lonely or sad we take care of them.• We share the playground equipment.• We look after the playground equipment.• At the end of playtime, we return all equipment to the correct place.• We line up ready for our adults to collect us.• We respect each other and all adults.	<ul style="list-style-type: none">• We walk in the dining room, and wait calmly in the line.• We talk quietly and happily to our friends.• We sit down at the table while we eat, and use good table manners.• We help the adults clear the table and keep our dining room clean.• We say please and thank you.• We respect each other and all adults.
We come in calmly and quietly; ready for learning.	

Minor, more serious and major incidents

	Examples of Behaviour	Behaviour management strategies
Minor incident	<ul style="list-style-type: none"> • Pushing in • Interrupting the teacher • Attention seeking • Clowning around • Spoiling games • Avoiding work • Time wasting • Being noisy • Running inside • Carrying unauthorised items, such as sweets or toys 	<p>These behaviours are dealt with by an adult present at the time and will largely be managed through low intrusion strategies.</p> <p><i>See Appendix 1 for our behaviour management framework</i></p> <p>Apply consequences, as necessary and appropriate - these consequences should be carried out by the teacher leading the class and used as an opportunity to meet our four goals of behaviour management.</p>
Serious incident	<ul style="list-style-type: none"> • Repeated minor incidents • Arguing back with an adult • Refusal to follow instructions • Deliberately upsetting a peer through rudeness • Name calling/ Teasing • Spitting (deliberately) • Refusal to follow instructions • Swearing • Leaving the room without permission • Not taking responsibility for their own behaviour / including lying • Interfering with other pupils' work • Telling lies • Goaded another pupil • Excluding a classmate • Passing notes • Throwing objects • Pushing or shoving 	<p>These are always dealt with by the teacher leading the class. Where this is not the class teacher, they will always need to be informed about the behaviour and the follow up action.</p> <p>Serious incidents should never be overlooked and the children need to know that there is a certainty of consequence.</p> <ul style="list-style-type: none"> • Choose the right place and moment and give the child the opportunity to explain what happened, or what triggered the behaviour. The right place and moment will usually be once the situation is calm and away from peers. • Require that the child articulate why the behaviour was inappropriate and unacceptable. • Be clear about the impact on the other children • Put in place the consequences emphasising the rights of other children to feel safe and/or learn without disruption. • Make it clear to the child that inappropriate behaviour is their choice and they are responsible for it. They are in control of change. • Follow up with the child(ren) at the earliest opportunity to re-establish a positive working relationship. • Throughout discussions and follow up actions we must engage the child with our four goals of behaviour management: <p>Our Four Goals when managing behaviour</p> <ul style="list-style-type: none"> ○ Engage behaviour awareness ○ Move the child towards behaviour ownership ○ Emphasise awareness of others' rights: to feel safe; and to learn without undue distraction; and to give and expect respect and fairness in our relationships with others ○ Seek to build workable relationships and a cooperative learning environment <p>Apply consequences, as necessary and appropriate - these consequences should be carried out by the teacher leading the class and used as an opportunity to meet our four goals of behaviour management.</p>

<p style="text-align: center;">Major incident</p>	<ul style="list-style-type: none"> • Repeated serious incidents • Extortion (getting money from peers) • Vandalism / damaging school equipment deliberately • Fighting* • Striking another child (Hand or Foot) • Verbal abuse of staff including swearing • Striking a member of staff* • Graffiti • Stealing • Bullying (also see anti-bullying policy) • Racist incidents* • Bringing dangerous items into school • Sexually aggressive swearing* • Anything that puts the safety of a child at risk <p>* Head Teacher must be kept informed following the investigation</p>	<p>A major incident is one that is deemed to be putting the physical or emotional welfare of a child, including the perpetrator at risk or jeopardises the learning in a class.</p> <p>The information should be shared with a member of the senior leadership team at the earliest appropriate opportunity, who will investigate and decide upon consequences and follow up action.</p> <ul style="list-style-type: none"> • The adult should share the information with SLT without a child present. • The senior member of staff will investigate the incident with the child(ren), including talking with any perceived victim. • Determine the actions to be taken to rectify the problem, address any on-going concerns and consider any consequences and/or restorative actions that are to be taken (e.g. reflection room or football slot) • A major incident will always be recorded online as an incident. This should be completed by the person who carried out the investigation. Usually the member of SLT. It should be recorded following the ABC structure (Activity/trigger that led to the incident; Behaviour that occurred; Consequences of bad behaviour) Any consequence should also be recorded. • SLT will usually share the incident and outcomes with the parents. • Where appropriate, design and implement a personalised behaviour contract with a target Sheet and tracker (with the support of SLT) <p>Apply consequences, as necessary and appropriate - these consequences should be carried out by the teacher leading the class and used as an opportunity to meet our four goals of behaviour management.</p> <p><i>In an emergency (i.e. a child needs to be removed from a situation) SLT should be called for support as soon as possible.</i></p>
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Framework for Behaviour management:

- **Tactical ignoring** – attend to the child when they are on task, ignoring aspects of secondary behaviours. Note; we never ignore any repeated disruptive behaviour, safety issues or harassment.
- **Tactical Pausing** – briefly pausing in a spoken direction or reminder. This conveys expectation and demands attention and focus.
- Make use of **non-verbal gestures and body language** – palms facing down to sit; a gentle tap on the table to remind a child to get back to their work; eye-contact with a raised eyebrow or a smile.
- **Change the Teacher Zone** – moving around the classroom can affect the dynamics and the behaviours within it.
- **Praise** and acknowledge children who are behaving appropriately
- **Behavioural Direction** – always focus on the required behaviour and use positive instruction. This is an instruction not a request so please is unnecessary or even appropriate. Keep it brief and move on (*see take-up time*)
- **Rule reminder** of the expected behaviour to the class or individual(s) – e.g. “Remember our rules for lining up” or “XXX, this is silent working time”. Refer to the Class Contract to reinforce the rule.
- **Prefacing** – most useful during task time. Focus on a positive issue before engaging the discipline. For example, talk about how they are finding the work before reminding them that it is quiet work time. “XXX how are you getting on? Has the toolkit been useful? Remember that this is quiet time now, so finish your work without talking .
- **Redirect the child or children involved** – remind them of the rule and the impact on their learning or the learning of others and redirect them. E.g. “XXX this is quiet work time and you are talking, you are distracting other children from their work, get back on with your work now.”
- **Take-up time** – having given a direction or reminder move away or return to addressing the class. This conveys a belief and expectation that the child will cooperate.
- **Direct questions** – questioning is a way of engaging behaviour awareness but the keep the questions closed and focused on the rules. For example, “What should you be doing?” Or “What is the rule for?”. You can also use direct questions to move towards behaviour ownership. “You need to finish your work in a way that doesn’t distract others. How are you going to do that?” Avoid open questions such as why are you being silly?
- **Deferred consequence or choice** – e.g. “If you continue to disturb your partner, you’ll need to sit with me.”
- **Blocking and refocusing** – children will occasionally try to justify or negotiate their actions. We don’t enter into this dialogue. For example, a child tries to explain that they’re not the only ones talking. Signalling stop with a palm, it doesn’t matter who else was talking, I need you to stop talking. And with **Partial Agreement** - For example; your last teacher may well have allowed you to talk during writing time, but I need you to work quietly.
- **Disrespect and discourteousness** should be addressed briefly, clearly, decisively and calmly. Continued overt disrespect will always lead to consequences.
- **Commands** – always keep short and the first word should be said firmly and attract attention. Once eye contact has been established bring the noise level down. The command should be firm and assertive (not aggressive) and accompanied by non-verbal gestures to emphasise the command. Commands are unambiguous and there is an expectation of immediate compliance. For example, “XXX, Move away – Now.”

Consequences

Behaviour consequences should be chosen so as to link the disruptive or wrong behaviour of the child to an outcome that will emphasise fairness and justice and that teaches the child about accountability and responsibility. Behaviour consequences are a feature of a thoughtful disciplinary process that should not be used punitively.

Teachers leading a group of children should feel free to provide consequences that they see fit as long as they are using the consequence(s) as an opportunity to emphasise fairness and justice; teach accountability and responsibility; and engage the child(ren) with the four goals of behaviour management. It is very rare that a whole group of children would face a consequence as it is rare that an entire group of children break the rules. An exception to this might be when practicing routines but this should not be presented as punitive as many of the children will undoubtedly be observing the correct routines.

As with all behaviour management, there needs to be a progression from least intrusive strategies to significant intervention.

Reflection time

This will usually happen at break time or the first part of lunch for minor incidents and some serious incidents. The class teacher takes the opportunity to talk through the behaviours and seek to engage the child or children with our four goals. It may also be appropriate for reflection time to be combined with appropriate restorative action. For example, completing a piece of work or apologising to a classmate.

Reflection Room

For major incidents taking a lunchtime or several lunchtimes to reflect is often appropriate. Only Phase leaders and SLT can place a child in lunchtime reflection. Whoever places the child in reflection room needs to follow up to ensure that the child has engaged with our 4 goals of behaviour management. Again this should be combined with appropriate restorative action.

Reflection room for KS2 works as follows:

- The name of the child for reflection is written in a file in Monique's office (The behaviours will be recorded in more detail online as these will be major incidents.)
- The on duty Teaching Assistant will pick up the children from their class at 12:25 and take them for lunch.
- They complete their reflection sheet in the nominated classroom and then have quiet reflection time.
- The adult who put them in reflection always follows up and reflections, further action and restorative steps are recorded as an incident update.

In KS1, the member of the Senior Leadership Team on office duty will manage the reflection period.

See attached 'Sorting it out' sheets

Time out

Where behaviour is disrupting learning for other pupils a time out might become necessary. Time out is a behaviour consequence designed to engage the pupil with our behaviour goals. It is not an end in itself.

- **In class – sitting with the teacher or in an isolated part of the room**
- **Partner class for 5 minutes**
- **If behaviours persist then returned to partner class for 15 minutes**
- **Where behaviours continue to persist then they are removed by a member of SLT until lunchtime or the end of the day depending on the timing of the behaviours.**

A time out slip is completed and sent with the child. It is returned and kept in a box in the classroom. The slips are reviewed at the weekly safeguarding meeting and patterns evaluated.

See attached time out slips

Where a major incident occurs that is so significant that it might lead to an exclusion were it to be repeated, a day's timeout in a different class should be considered. A lengthy time out like this would always include a meeting with the parents to reinforce the significance of the behaviour and a reintegration meeting with the child designed to prevent a repeat of the behaviour. Only the head teacher can authorise a day's timeout. The child would be expected to complete work set by the their class teacher independently.

Exclusion

In the most significant incidents, for example where the safety of a child or a member of staff is put at significant risk, or following repeated major incidents, a fixed or permanent exclusion may be considered. The Chair of Governors will be notified in these circumstances and Tower Hamlets procedures followed.

SEND

Children with special educational needs or a disability, will often need an adjusted response when managing inappropriate behaviour. This is to make sure that the child is engaging with our 4 goals of behaviour management. Consequences may also need to be adjusted to support the child's specific needs. Specific strategies might be outlined in their Individual Plan which all adults working with that child will need to familiarise themselves with and apply consistently.

No consequence will be applied to a child as a result of their disability alone.

Appendix 2

Routines

Movement around the school

We should have very high expectations of how children move around the school. It is crucial that they arrive at their next session ready for learning. Our expectations for moving around the school are:

- Single file in a line, one behind the other, facing the correct direction
- Standing upright with hands by the sides
- Quiet
- Walking briskly
- Walk on the left
- A child near the front of the line holds the door open for their classmates

Where our expectations are not being met, the class must be stopped so that the expectations can be reinforced before returning to a brisk walk. A class may need to practice this at the beginning of the year to ensure a high standard throughout the year.

Getting changed for PE

KS1 – in Year 1 children do not get changed for PE; in Year 2 children work towards changing in their classroom. 5 minutes is the maximum time that should be required

KS2 – in Years 3-6 classes are paired for changing; usually with their year group partner. At the beginning of the two classes' PE lessons, the boys will get changed in one class and the girls the other. 3 minutes is a reasonable amount for a KS2 child to change into their PE kit.

Movement outside of the school

It is essential that classes behave impeccably when moving outside the school premises. This is to ensure that the children are safe and that they are outstanding ambassadors for the school. Our expectations for moving outside of school are:

- Walking in pairs
- The pair in front are able to follow clear instructions about where to wait while the trip leader attends to needs such as road crossing
- Children talking calmly with their partners
- The line remains tightly together
- A road or obstacle is crossed as a class
- The class should be stopped as required to ensure that these expectations are constantly adhered to

Assemblies and guest visitors

With all assembly and guest visitors, including regular guests such as strings tutors, the behaviour of the class remains the responsibility of the class teacher and they must be proactive in this duty.

- Walk silently into the space
- Talk quietly and calmly to a neighbour while waiting (not turning around)
- Staff and pupils always show respect to the speaker or guest teacher
- Silent while listening

Time Out Record

Name _____ Class _____

I need 5 / 15 minutes "Time Out" for breaking the rule
about _____

During "Time Out" child behaved: Well / Not well

Signed _____

Time Out Record

Name _____ Class _____

I need 5 / 15 minutes "Time Out" for breaking the rule
about _____

During "Time Out" child behaved: Well / Not well

Signed _____

Time Out Record

Name _____ Class _____

I need 5 / 15 minutes "Time Out" for breaking the rule
about _____

During "Time Out" child behaved: Well / Not well

Signed _____

Sorting it out sheet