



# Behaviour Practices & Procedures

Adopted: November 2015

*"Good behaviour is a necessary condition for effective teaching to take place."*

(DES 1987)

Emotional and learning behaviours is at the heart of our behaviour procedures and approaches. As a THRIVE school we use our understanding of social and emotional development and learning within all our approaches to behaviour.

Our expectations, the rules that underpin them, rewards and sanctions around behaviour are revisited, reviewed at regular intervals and agreed by all. This offers containment and safety.

## **School Ethos**

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn.

*'Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'*

**'Feel The Difference: Learning in an Emotionally Literate School'** Lynne Gerlach /Julia Bird (2006).

We value learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all its students, but

most particularly for its most vulnerable and challenging students. Our learning culture emphasises learning as process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone.

Responsibility for one's own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners are likely to have emotional needs sometimes- and these can be addressed as a part of promoting learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

*As adults we should aim to:*

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

## **Classroom Practice**

At the beginning of each academic year; class teachers (in consultation with the children) will establish the classroom rules and expectations.

Each class will also establish a 'bespoke' age-appropriate 'visual' behaviour chart. At EY/KS1 this could be in the form of a 'Sunshine / Rainbow/ Puddle' with the children's names being moved up/down as appropriate. At KS2, this could be in the form of a ladder.

## **Classroom Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

All adults work in partnership to model, reinforce and support our expectations. THRIVE is used to inform our understanding of social and emotional learning in a way that is developmentally and age appropriate.

Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

THRIVE, SEAL and the programmes of study in PSHE all provide example of skills and vocabulary for adult to use to encourage learning in this way.

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- ✦ Verbal feedback / praise
- ✦ Non-verbal feedback *e.g. thumbs up gesture, smile, pat on shoulder*
- ✦ Team points
- ✦ Team leader certificate
- ✦ Headteacher award
- ✦ Stickers
- ✦ Certificates
- ✦ Table points
- ✦ Good news postcards – posted to parents
- ✦ Notes in home/school diary
- ✦ Recognition in Newsletter
- ✦ Website
- ✦ Use of social media (Twitter) sending a 'Tweet'
- ✦ Additional playtime / walk on field
- ✦ Sent to other adults for positive reinforcement

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

## **Initial Responses**

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 15% of their waking hours in school, the teacher/learner relationship can be the key.

By contributing to a safe, structured, open-hearted and stimulating sequence of

interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

If any child breaks our behaviour agreements, initially they are given reflection time with an adult.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; *Headteacher, Deputy head, SENDCo, Learning Mentor, Class Teacher, Teaching assistant*. At every stage we will also maintain close communication with parents and carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. The Rainbow Room is our Thrive base and often used for this purpose.

That being said, there are non-negotiables i.e. situations that will provoke a set response from school:

If a child deliberately commits any of the following they may be given an immediate Fixed Term or Permanent Exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal where they will attend school but learn away from other pupils or an External Exclusion which requires the pupil to undertake their learning off site. In both cases the exclusion will be registered with the local authority.

Following exclusion the pupils and parents will be called to a meeting in school to agree a Pastoral Support Plan and set a review date.

Parents are always informed by standard letter if a Fixed Term Exclusion has been given.

Throughout all our responses to behaviour we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

A behaviour review will take place at least annually to scrutinise the effectiveness of the school's approaches.

*This procedure has been agreed by staff and Governors in the Autumn Term 2015 and will be reviewed in the Autumn Term 2016.*

\***THRIVE** - a programme offering appropriate development strategies and supportive approaches for children with social or emotional interruptions or difficulties

\***PSHE** – Personal, Social and Health Education

\***SEAL** – Social and Emotional Aspects of Learning