

Positive Behaviour Policy

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Positive Behaviour Policy

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1. Key Beliefs

At Wave we believe that:

- pupils want to behave well
- pupils can learn to improve their behaviour
- mistakes are part of the learning process
- all adults can learn strategies to support pupils to improve their behaviour

Adults can support our pupils by:

- the quality of our relationships with each other
- the quality of our relationships with our pupils
- the quality of our teaching
- the scaffolding we put in place

The scaffolding consists of:

- rights and responsibilities
- rules
- routines
- the language of choice
- rewards and consequences
- reparation
- descriptive praise

2. Key Beliefs Explained

At Wave we believe that

- a) Pupils want to behave well - we believe that our pupils are happy when they behave well and when that behaviour is recognised by adults and their peers.
- b) Pupils can learn to improve their behaviour - our pupils find learning difficult. Learning new behaviour is a task, just like learning to read or write.
- c) Mistakes are part of the learning process - we understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our pupils to get it right. Practice improves performance.
- d) Adults can learn strategies to support pupils to improve their behaviour - most adults have evolved ways of dealing with children's behaviour based usually on their experience of being parented or parenting. In most cases, these are either a barrier or not sufficiently thought through to be helpful in addressing challenging behaviour of our pupils. Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development. As for the child, constant practice improves performance.

Adults can support our pupils by

- a) The quality of our relationships with each other and them - our relationships with each other are supported and developed by the expectations of our conduct as laid out in our role profiles. They provide a framework to help us to provide good models of behaviour at all times for our pupils, many of whom may have less helpful relationship models in life outside of academy.
- b) The quality of our relationships with our pupils. These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:
- actively build trust and rapport – they have to be earned; they're not given
 - demonstrate belief in the pupil – that s/he **can** succeed. Let the pupil know this
 - treat the pupil with dignity and respect at all times
 - listen respectfully to the pupil, and make a judgement about how/when to respond
 - enjoy his/her company – have fun together, where and when appropriate
 - hear the message behind the word/behaviour; ask yourself **why** the pupil is behaving in this way – there will always be a reason; all behaviour is communication
 - see things through e.g. if pupils have to make up time, the teacher concerned must help them to do this during morning break/lunch time/after academy
 - keep our word – do whatever we say we will do
 - tell the truth at all times – **never** lie to a pupil
 - look for the good in the pupil – identify it with the child and build on it.
 - apologise if you make a mistake – you are modelling this for the pupil and you will earn respect
 - name and manage your own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
 - let go of your memory/feelings of a pupil's previous bad behaviour – it is unhelpful history. Focus instead on getting it right in the future
 - firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others. Adults remain in charge in a positive environment.
- c) The quality of the teaching we provide. If we are able to meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:
- accurately assess the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on
 - plan to meet the pupils' range of needs e.g. equipment, seating, groupings, use of support
 - know what the pupils **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly
 - know what motivates each pupil and use it to help him/her achieve
 - carefully plan lessons to ensure that we meet each pupil at his/her point of learning
 - include the pupils in the target setting and evaluation process, using appropriate language(self-assessment)
 - give the pupils feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
 - praise the pupils for their specific achievements i.e. descriptive praise
 - actively teach the pupils positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.

d) The scaffolding we put in place - by this we mean all the things we do to support our pupils to manage their own behaviour successfully.

The Scaffolding Consists of

Rights

- All our pupils have a right to:
 - learn, and to make demonstrable progress
 - feel physically and emotionally safe at all times
 - be treated with respect and dignity at all times
 - express their feelings in an appropriate way (emotional intelligence)
- All our staff have a right to:
 - learn how to improve their practice
 - feel physically and emotionally safe at all times
 - be treated with dignity and respect at all times
 - express their feelings in an appropriate way (emotional intelligence)

Responsibilities

- are linked to rights, and this should be made explicit to our pupils
- everyone in the AP Academy is responsible for their own behaviour.
- nobody makes us behave badly. We choose how to respond
- we can only change our own behaviour – not that of others. We can't make people do what they don't want to do
- we own our own feelings – others don't make us feel bad, angry etc

Rules

Rules support positive behaviour. They should be:

- few in number
- agreed with pupils
- written in a language the pupils can understand (including visual cues)
- stated in the positive
- regularly referred to by all staff with pupils
- prominently displayed in appropriate areas
- appropriate to the activity/place/age range

Routines

Routines support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities, including:

- the start/end of the day
- moving from classroom to elsewhere e.g. dining hall, break
- entering/leaving the classroom
- answering the register
- leaving the Hall after Assembly/PE lunch etc
- giving and receiving commendations in class/Assembly
- greeting visitors

- collecting equipment

The more consistency there is over routines, the easier it is for our pupils e.g. cross department, cross class – to learn them.

The Language of Choice

This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice. This language:

- increases pupils’ sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- helps them to manage their own behaviour
- increases their independence

Rewards and Consequences

Rewards

There can never be too many of these. They are part of the ‘language’ in this academy. They include:

- | | |
|---|----------------------|
| • nods, winks, smiles, |) social rewards |
| • descriptive praise |) |
| • stickers, merits, commendations, vouchers |) symbolic rewards |
| • letters/notes to parents |) |
| • ‘golden time’ (Primary dept) |) special activities |
| • special responsibilities/privileges |) |

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the pupil.

Reparation

This means repairing relationships, or ‘making good’ in some way. We believe that pupils should always be given the opportunity to repair, and that they want to do this. We support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

- 'I liked the way you lined up quietly'
- 'I noticed how kindly you supported _S_. Thank you'
- 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of our language.

3. Roles and Responsibilities

General

At Wave we all have a responsibility to:

- read this policy
- understand it
- ensure that our practice is in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

Specifically

a) Subject teacher

- quality of teaching and learning in the classroom – ensuring appropriate differentiation
- classroom climate – ensure that pupils feel emotionally and physically safe
- best planned use of teaching assistants, and other resources, to support learning and behaviour

b) Class teacher/tutor

as above, plus

- advise and support other staff on effective behaviour
- strategies, including IBP's (Individual Behaviour Plans) for particular pupils
- keep succinct, detailed records of incidents/improvements to monitor progress and to establish patterns
- develop positive relationships with parents to support pupil behaviour

c) Teaching assistants

- to support the teacher, with teaching and behaviour management at all times
- to support the children, with learning and behaviour management at all times
- to support the development and maintenance of a positive classroom climate
- to help pupils to manage their behaviour positively

d) Senior staff

Will, at a whole academy level:

- support teachers and teaching assistants to manage behaviour effectively through continuing professional development – **not** by doing it for staff
- support pupils with understanding the academy's approach to behaviour management
- support parents with understanding the academy's approach to behaviour management, and with behaviour management techniques

e) Pupils

As individuals, members of teams, members of the academy community:

- understand the academy's approach to behaviour management
- improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour
- support their peers to improve their behaviour, in line with our policy

f) Parents/Carers

Are expected to support the academy's approach to behaviour management, in line with this Policy

g) Leadership Team

- approve the academy's policy
- support the academy with its implementation
- hear the case for fixed term exclusions, and decide on the appropriate course of action.
- we use fixed term exclusions rarely, and only to mark inappropriate /unsafe behaviour exhibited by a pupil

4. Pupils Beyond

The majority of pupils in Wave respond positively when staff work within these guidelines. A small percentage of our pupils need additional support to improve their behaviour. We do this by:

- working in line with this Policy
- putting in more scaffolding, tailored to the specific needs of each pupil. This might include:
 - changing the class group/input from the TA/varying the classroom management
 - making the routines more detailed
 - drawing up an Individual Behaviour Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).

5. Bullying

We do not tolerate bullying in Wave and every instance needs to be addressed in line with this policy, with each pupil involved taking responsibility for his/her actions and agreeing to stop the behaviour causing concern. This agreement needs to be monitored by the class teacher/tutor to ensure that the bullying has ceased. Parents should be informed by the class teacher via his/her home/academy book or by telephone. Bullying should **never** be ignored and **all** instances of bullying must be recorded and reported to the LA and Leadership Team termly.

6. Racist Language/Incidents

Although quite rare, they are not acceptable in Wave and must be dealt with in line with this Policy. They **MUST** be recorded in the appropriate place and reported to the LA and Leadership Team termly.

Sexist, homophobic, disability abuse is also not acceptable and should be dealt with in line with this policy.

7 Restraint

This means the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property. It will:

- rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised up-to-date Team Teach training
- should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect
- be recorded in the academy's database
- an Individual Risk Assessment will need to be carried out – this might apply when an individual pupil/child needs physical interventions using Team Teach strategies as a part of an on-going behaviour management plan.
- staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviours occur
- if used, parent/carers should to be contacted before the child arrives home.

The Academy will update the pupil behaviour plan including the Team Teach physical interventions which have been successful and share with relevant colleagues.

8. Restricting Liberties

Wave pupils may **never** be

- locked up
- left alone/unattended
- deprived of food/drink
- denied access to a toilet

9. The 'Telling' Academy

We encourage pupils to tell an adult if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it's a good thing to do.

Any child/adult who witnesses inappropriate behaviour and says/does nothing is an accessory to that behaviour, is colluding with the wrong doing and giving permission to the perpetrator to do it. We do not tolerate the concept of "grassing is a bad thing"- instead, we encourage and applaud it.

10. Corporal Punishment

This is illegal and is never used in Wave.

11. Touching

This may be used *appropriately* e.g. pat on shoulder in a public place.

12. Holding

By this we mean providing physical direction e.g. pupil is led away by hand/arm/around shoulder (using Team Teach practices). It falls short of restraint, it is subject to considerations of sexual appropriateness and sensitivity. We recognise that it is subject to interpretation, so must be used with care.

13. Monitoring

We need consistent behaviour management throughout the Academy, appropriately adapted to the age/ability of the pupil and therefore we will observe and feedback to staff on observed good practice and areas for development.

14. Continuing Professional Development (CPD)

In order to further improve practice, staff can:

- apply to go on individual courses outside the workplace, as part of their individual CPD identified in their Performance Development meetings
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend whole academy and team training sessions on behaviour management.

16. In Conclusion

If each person in the Academy is effectively implementing this Policy, we will have a simple yet sophisticated technique for contributing to our Mission Statement. Furthermore, it will reduce stress levels on both staff and pupils and contribute to continuing to make it a privilege to work in this Academy.

17. Communicating the policy

Any changes to this policy will be communicated throughout the organisation using appropriate communication channels.

18. Evaluation and review

This Policy will be reviewed annually.

