



## Deighton Gates Primary School Behaviour Management Policy

This policy should be read in conjunction with our school statement of Broad Aims and Equal Opportunities.

### **Our Behaviour Management Policy**

**Our aim** in all behaviour management is to enable the pupil to own their behaviour in a way that respects the rights of others, both pupils and adults. We aim to do this in a way that enables a positive working relationship with the pupil. Every child will be in school alongside their peers.

This policy is based on the principles of Maslow's Hierarchy of Needs (see Appendix 1) which applies to everyone. The early needs of young children must first be met, to enable them to set high behavioural expectations for themselves. We aim to cultivate a positive environment through encouragement and support where children and their work are valued. All school staff will endeavour to be consistent in their dealing with behaviour of children, in order that only one message is delivered, resulting in an effective school in which children behave well and succeed both socially and academically.

Our whole school approach to Behaviour Management follows that advocated by Bill Rogers. (a respected education consultant who lectures worldwide on behaviour management in schools and colleges.) This approach recognises that effective behaviour management is essential to the smooth running of the school and that a balance between fundamental rights and responsibilities is at the heart of behaviour management. The behaviour of pupils is the shared responsibility of parents and teachers.

### **Bill Roger's Approach**

Bill Rogers advocates the following as the means to successful management of pupils' behaviour in school:

- 4Rs (Rights, Responsibilities, Rules and Routines) as a basis for management and discipline (see below)
- non confrontational focus
- emphasise behaviour as a choice, emphasise behaviour ownership
- least –to- most intrusive management style
- utilise related consequences
- develop positive corrective styles
- promote and support positive behaviour
- utilise principle of Time Out

## **Rights Responsibilities Rules and Routines**

### **Rights and Responsibilities**

These are inextricably linked. They refer to staff, children and parents and are the basis on which classroom relationships, teaching and learning are built. We all need to care about **ourselves, other people, belongings and our school.**

Teaching Staff Rights - to be able to teach without hindrance, to feel safe, to be supported by colleagues, to be listened to and have access to continued professional development.

Teaching Staff Responsibilities- to be consistent in their approach, to enable all children to learn, to seek and celebrate improvements in learning, to treat children with respect, to create a positive classroom environment in which children feel safe and able to learn.

Pupils' Rights -to be treated with respect, to be safe, to learn, to be listened to.

Pupils' Responsibilities- to be willing to learn, to allow others to learn, to respect and co-operate with staff and peers, to do their best.

Whole Staff Rights - to be able to work without hindrance, to feel safe, to be supported by colleagues, to be listened to and have access to continued professional development.

Whole Staff Responsibilities – to be consistent in their approach, to treat children with respect, to create an environment in which children feel safe and happy.

Parents' Rights – to feel welcome and able to communicate with the school, to know that their children work play and learn in a friendly, safe and helpful school where their child will achieve well.

Parents' Responsibilities- to encourage and support their child in their learning, to work with and support the school to develop independence, respect for others and self discipline within their child.

Governors' Rights - to feel welcome and able to communicate with the school.

Governors' Responsibilities – to work with the Headteacher and Senior Leadership Team to determine/ agree the school's general policy and approach to behaviour management for all pupils and to form a sub-committee to respond to any critical incidents.

## **Rules**

To help protect our rights and encourage responsibility we have basic rules for our classroom and times we are out of class.

### School rules

1. Be kind and polite.
2. Do as you're asked the first time, with a smile on your face.
3. Keep your hands, feet and unkind comments to yourself.

### Class expectations

Class expectations will be written by children and teachers at the start of each school year and will reflect the opinions and thoughts of every class on what they think behaviour should look like.

See Appendix 2 – For ideas on what to include in the Class Expectations

## **Routines**

These underpin the rules and reinforce the smooth running of the school. The more habitual the routines become the more likely they are to be used.

- Morning Ritual:
  - walk into the classroom independently
  - greeted by teacher or teaching assistant
  - morning task
- Assemblies:

Year 6 children organise the hall for assembly including seating, music and overhead projection. Children enter and leave assembly silently and sensibly. During assembly children are expected to behave well and listen courteously.
- Playground routines: (see Appendix 3)
- End of playtime procedure:

Following the whistle, children line up and are collected by their teacher before entering quietly in to school through their own classroom door.
- Lunchtime Routines (see Appendix 4)

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- Classroom routines (specific to each class)
- Movement around school:

Children to walk around school both quietly and courteously.

- Trips:  
Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 6 of the sanctions procedure, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which does not live up to the school's code of conduct.

### **Home / Parent links**

The behaviour of pupils is seen as the shared responsibility of parents and teachers. To facilitate this shared responsibility, the class expectations will be displayed on the school's website.

A copy of the school rules, a list of rewards and sanctions can be found on the school website.

A copy of the full behaviour management policy is available on request or on the school website.

### **You Own Your Own Behaviour - Choices and Consequences and Solving Conflicts**

Disruptive behaviour and rule breaking will not be excused, but dealt with from a positive corrective stance and appropriate use of problem solving procedures.

Children should be encouraged to make a choice about their behaviour and take responsibility for their own actions.

Children will know the consequences of their choices. Responsible choices lead to a positive consequence, whilst inappropriate choices lead to a known negative consequence.

Although numbered, the following rewards and sanctions do not have to be used in hierarchical order, but depending on circumstances, can be used as appropriate.

### **Rewards**

1. Positive praise.
2. Non verbal signals.
3. Class 'good' book/ladder of success/go for gold chart or alternative classroom routine.
4. Show and share work/reason for praise shared with other classes.
5. Free choosing time/5 minutes extra play.
6. Positive praise shared with parent verbally.
7. Send to Head/Deputy for praise.
8. Certificates /letter home to parents.
9. Rewards significant to the child's individual needs.
10. House points

### **Sanctions – using a traffic light format**

1. Reminder of the rules.
2. Move to amber and given time to reflect and make a choice about behaviour. (five minutes)
3. Move to red and miss five minutes from golden time.
4. If poor behaviour choices continue go to work in another class.
5. If on red three times or more within a week then go to senior management.
6. Parent contacted if required.

The staff will refer to these sanctions as **warnings** so that the children and staff are able to track children's behaviour and consistency can be up held across school.

Allowances should be made for those children with specific needs or certain conditions and it will be appropriate for some children to have their own **Individual Behaviour Programme (IBP)** with their own rewards and consequences.

**The Oasis Room** can be used by any member of the school community in need of a refuge. On occasion this includes children needing a quiet atmosphere to help them calm down.

For **exclusions** from school – see Exclusion Policy

### **Red card system**

At times incidents occur which require the attention of more than one member of staff. If assistance is required at any time, additional members of staff can be asked to attend the incident using the red card system. Each teacher has a named red card in their classroom which can be sent to any member of staff via a child rather than a verbal message to ask for help.

## **Resolving Conflicts**

When conflicts occur they are resolved using these **problem solving steps** which are consistent and common throughout the school. All staff follow the same steps so that the same message is communicated to the pupils.

- What happened? What went wrong?
- Share how you feel.
- What could you do differently next time to avoid this happening again?
- What will you do now?

Group problems are solved during Circle Time /Class Meetings, using the same steps as above.

Children talk with staff and/or fill in simple sheet to answer the following questions:

- What did I do against the rule?
  - What rules did it break?
  - What else can I do to fix it? Not just 'sorry' but strategies to use when a similar problem arises.
- Behaviour sheets will be retained to form a Behaviour Log.

## **Specific Behaviour Needs**

**Individual Behaviour Plans (IBPs)** are written for children with significant behaviour problems. They are specifically tailored to meet the needs of the individual and reviewed at least every half term. The purpose of these plans is to increase the pupil's self control skills and enable their social integration into school.

A behaviour log is maintained to record and monitor challenging behaviour. Often report cards/ reward charts are used to motivate and record good behaviour.

The behaviour of pupils is the shared responsibility of parents and teachers. Parents are informed of any individual behaviour plans written for their child and their support is actively sought through frequent pupil/parent/ teacher consultations. These may be informal or more formal multi agency meetings.

**Policy written by:**

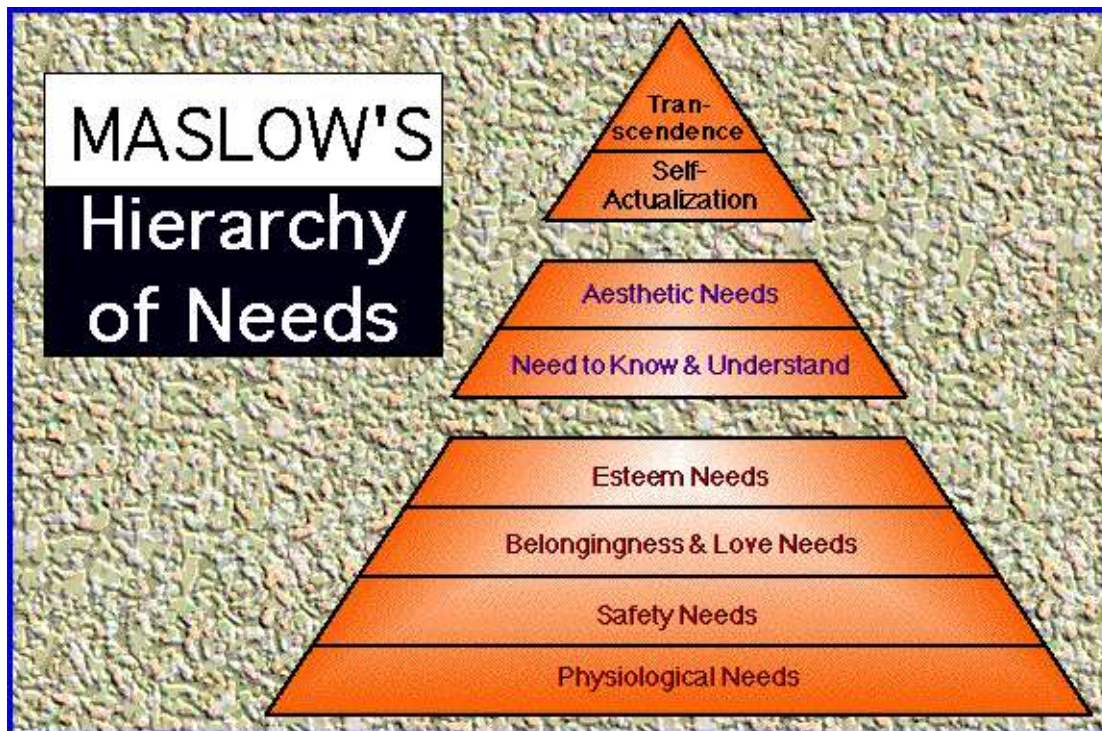
Helena Bellido and Staff 2015

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## Appendix 1

[Abraham Maslow](#) (1954) proposed a [hierarchy of human needs](#) based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are:

- 1) Physiological: hunger, thirst, bodily comforts, etc.
- 2) Safety/security: out of danger;
- 3) Belongingness and Love: affiliate with others, be accepted; and
- 4) Esteem: to achieve, be competent, gain approval and recognition.



According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need--self-actualization. Self-actualized people are characterized by:

- 1) being problem-focused;
- 2) incorporating an ongoing freshness of appreciation of life;

3) a concern about personal growth; and

4) the ability to have peak experiences. Maslow later differentiated the growth need of self-actualization, specifically naming two lower-level growth needs prior to general level of self-actualization (Maslow & Lowery, 1998) and one beyond that level (Maslow, 1971). They are:

5) Cognitive: to know, to understand, and explore;

6) Aesthetic: symmetry, order, and beauty;

7) Self-actualization: to find self-fulfilment and realize one's potential; and

8) Self-transcendence: to connect to something beyond the ego or to help others find self-fulfilment and realize their potential.

Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wide variety of situations. Daniels (2001) suggests that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behaviour and motivation.

## Appendix 2

### Class Expectations

To help protect our rights and encourage responsibility the children are asked to come up with a set of classroom expectations that they deem important to them. These are put together and signed by all members of the class at the start of the year and displayed. The rules can cover the following:

#### **Communication or talking rule**

Covers:

- Hands up
- Working noise
- Hurtful language
- Assemblies
- Moving between rooms
- Lining up

#### **Learning rule**

Cover:

- The way we learn and play in our classroom and out of class.
- How to get attention or help.
- Cooperation



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- Behaviour on residential or trips

### **Movement rule**

Covers:

- The way we move about
- Equipment
- Being on time

### **Respect rule**

Covers:

- The way we treat each other ( no sexism, no put downs, no racism)
- Manners

### **Problem solving rule**

Covers:

- The way we solve problems between each other

### **Safety rule**

Covers:

- Safe behaviour
- Use of equipment
- Residential and trips

## **Appendix 3**

### **Playground Routines**

#### **Staff**

Each playtime a minimum of 4 members of staff will be on duty, 2 in the Key Stage1 Playground and 2 in the Key Stage 2 playground. In addition, a member of staff may be specifically attached to a certain child. Please refer to duty rota.

#### **Playtime expectations**

The field can be used when dry at the discretion of the teachers on duty though generally in the winter months the field is not usable except for school games sessions.

On the KS2 playground, ball games are only allowed on the lower playground unless supervised with football being played on the marked pitches. Children who play ball games must be wary of other people who may be crossing the playground. If a ball does go out of the school grounds, children may not retrieve it unless aided by an adult. Children are to only use school equipment and not bring in items from home.

At playtime when the field is not in use children moving from one area to another should use the steps and footpath.

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For safety reasons, children should not play in the following areas:

- Near the garages and sheds.
- On the grassed areas next to the school building.
- The path which joins the two sets of playgrounds.
- The covered walkway.
- Near the gates too close to the boundary fences.
- Wooded area behind the Nursery.
- Behind the hill.

Use of the Trim Trail is not permitted before and after school. Bikes and scooters must be wheeled across the school premises at all times.

## **Appendix 4**

### **Lunchtime Routines**

At lunchtime the children are supervised by a Midday Supervisor (MS) and a team of Midday Supervisory Assistants (MSA).

Peer mediators known as the Squabble Squad can help resolve minor disagreement between children. Year 6 Buddies help KS1 children during lunchtime.

Minor incidents are dealt with by a Midday Supervisory Assistant outside on playground. For more serious incidents (i.e. swearing, physical violence, being rude to member of staff, refusal to comply) pupils are sent in from playground by MSA to see MS. Serious incidences are logged in the behaviour log.

### **Rewards**

- Name/Picture on Reward Board for lining up, good manners etc
- First aiders
- Drinks monitors
- Hall monitors

### **Sanctions**

- Reminder of the rules
- Time out to reflect on choices (5 min)
- Extended timeout to reflect on choices (10 min)
- If poor behaviour choices continue go to Senior Leadership Team

These do not have to be administered in hierarchical order but depending on circumstances can be used as appropriate.