

KWS Educational

Behaviour Management Policy

Version 8 August 2018

Approved by the Trustees

Review 1 year from date of approval.

KWS Educational Services Behaviour Management Policy

General Aims

We aim to:-

- 1) Promote care, courtesy and consideration, celebrating achievement for all.
- 2) Promote high standards of achievement and behaviour in a rich and stimulating learning environment.
- 3) Promote an environment where all feel safe and valued in a caring stimulating and secure environment.
- 4) Nurture self confidence and positive attitudes to lifelong learning by providing a range of opportunities for learning and the development of life skills.
- 5) Work in effective partnership with parents the wider community and professional agencies.

BEHAVIOUR POLICY AIMS

We aim to.....

- accept that the maintaining of good behaviour within our sites is **everyone's shared responsibility**.
- use a range of pre-emptive strategies to ensure the inclusive nature of the provision.
- promote high expectations of positive behaviour through modelling.
- develop a sense of self discipline and an acceptance of responsibility for actions.
- Encourage learners to value the environment and its routines.
- value the rights of the individual and to promote and develop empathy and respect for self and others.
- ensure that everyone is treated fairly.
- empower all staff to determine and request appropriate behaviour for everyone.
- ensure that good behaviour is always recognised and rewarded.
- raise learners' self esteem.
- develop a culture in which we accept the individual but not the poor behaviour.
- ensure the policy is consistently implemented throughout the provision and that effective mechanisms are in place for the monitoring and evaluation of this policy.
- ensure that all staff, pupils and parents understand the agreed goals of each individual

Behaviour Policy Principles

- Learners learn best in a safe, caring and ordered environment.
- This can be achieved when expectations of work and behaviour are high and their consequences are made explicit and applied consistently.
- Learners self esteem and consequently their learning is enhanced by praise, rewards and celebration.
- We recognise that everyone has the right to make mistakes and contained within this policy are identified personnel and support strategies.
- Effective information sharing is key to supporting effective learner management.
- Working in partnership with home and external agencies is vitally important in promoting positive behaviour.

Teaching and learning

Promoting positive behaviour in the classroom

Effective teaching can help to support the promotion of positive behaviour. **By effective teaching we mean that lessons are well planned to include differentiation for ability and different learning styles, activities that are meaningful, engaging and challenging, that include assessment for learning opportunities and that these lessons are delivered with pace and challenge.**

Teaching methods should encourage enthusiasm and active participation for all, within a challenging and supportive environment. Lessons should aim to develop the skills, knowledge and understanding which will enable the learner to work in co-operation with others. **Praise should be used to encourage good behaviour as well as good work.** In the first instance correction should most normally be a private matter between teacher and learner to avoid resentment; followed by the use student meeting between teacher, learner and other appropriate staff where necessary.

Assertive teaching styles and good relationships between staff and learners are important in establishing a positive ethos in the provision **and staff need to be consistent and respectful in their interactions. Scanning, anticipating and intercepting positively can prevent disruption.**

Where behaviour management strategies have been unsuccessful and consequences have been applied it is important that the staff repairs and rebuilds their relationship with the learner quickly and prior to the next attendance.

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of pupils a balanced presentation of the opposing views is offered.

Reviewed August 2018

KWS Educational Services version 8

Classroom Management & Environment

Classroom management and teaching methods have an important influence on young people's behaviour. **The environment gives clear messages to the young people about the extent to which they and their efforts are valued.** Relationships between staff and young people, strategies for encouraging good behaviour, arrangements for furniture, access to resources and displays all have a bearing on the way young people behave. Provision 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 provision should provide a welcoming environment. The ways of working are to be displayed in every site; staff may have additional safety rules and these must be phrased in positive child friendly terms.

Telephones

In order to promote acceptable levels of behaviour we do not allow children to use their mobile telephone as this causes issues in class during lessons and between children as a form of bullying. All mobile phones are to be handed in at the start of the day and are returned at the end of the day. Any child who refuses to hand in their mobile phone will have their parent called to take it home for the day, in line with the mobile phone policy.

Rewards and Consequences

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping young people to see that good behaviour is valued by all. Treating praise for good behaviour in the same way as we praise good work and effort should be the norm. The most common and frequent reward is praise, informal and formal, public and private and for individuals and groups.

Other forms of praise include-

Briefing times at the start and end of the day.

Comments in communication book to home; if used.

Through reviews at KWS.

Through merits earned during the course of the day. Please refer to additional sheet.

Student of the week and other certificates of achievement.

During reviews or meetings involving other agencies.

Working towards an enrichment activity.

Where praise and positive behaviour management strategies have not succeeded pupils must be made aware of the consequences of their actions and all staff have a responsibility to consistently apply and follow through with the consequences. It is important that the consequences are appropriate to the behaviour and that there is an opportunity made for the member of staff to repair and rebuild their relationship with the pupil and for the pupil to reflect on their behaviour.

All staff should recognise that in their interactions with young people **it is the behaviour and not the pupil** which is being addressed. **Behaviour**

Level 1: Prevention

Step 1: The following will prevent the majority of problems

- Get the year off to a good start – establishing an ethos, expectations at class and year group level, make and publish class rules (few and simple)
- Develop routines for arrival and departure, with a staff presence in the corridors.
- Classroom layout – effective use of space, seating plans and access to resources.
- Make sure that the work we ask the children to do is challenging, interesting and achievable (matched to their individual needs), this prevents distraction.

Step 2: Useful classroom management strategies

Through lesson preparation, prompt arrival at your lesson, good supervision (walking around your classroom), standing next to the person talking or misbehaving, non verbal communication and eye contact, tactical ignoring of minor, irritating behaviour, and use of humour (not sarcasm) to deflate minor incidents. These are general, good teaching habits.

Level 2: Correction

If a pupil breaks the rules then positive correction should follow. Correction should be non threatening and should focus on addressing the primary behaviour only. Inappropriate behaviour may be inconsiderate treatment of other pupils or adults, abuse of property, inattention, name calling or aggression.

Step 1: Positive correction

- Give a clear direction and reminder to the pupil of the relevant class rule.
- An individual approach where the teacher calmly and quietly gives a clear reminder before any punishment takes place. React when you want to not when the child wants you to.

Praise the pupil if the behaviour immediately improves. Positive encouragement for doing the right thing, an individual approach helps.

It is appreciated that in some situations more than one warning is not appropriate on the grounds of health and safety. There are also some offences that are so serious e.g. swearing, refusal to co operate, wilful defiance that you may wish to go to level 3.

Step 2: Formal warning

- Repeat the direction or question or restate the rule.
- Reassert if the pupil is argumentative or direct the pupil to one side
- Make it clear that the behaviour is unacceptable not the pupil
- Make it clear to the pupil that this is their second warning
- Make a note in the pupils' diary that you had to issue a second warning.

Action: Move the child, or sit them on their own, with the reward of moving back if behaviour improves. Talk to the child at a suitable point in your lesson.

Step 3: Final warning

- Remind the pupil of the consequence of not keeping to rule. Give a final warning
- Defer the action until after the class if appropriate

Level 3: Consequence

Step 1: Exit the pupil from the classroom

You do not need to tell the pupil why you are exiting them. The purpose of exiting them is to remove from a no win situation and to avoid further confrontation. Pupils may be exited for persistent misbehaviour, but also for serious offences such as open defiance, aggression or swearing.

Option 1- Ask a trusted pupil to summon a senior teacher

Option 2- If staff are unavailable the messenger will return and ask you to – “send the offending pupil to room ...” where they will find a senior teacher.

Option 3- remove the rest of the class to another room, leaving the pupil with a member of staff.

Action: The Senior teacher will discuss the information regarding the behaviour with the pupil during the lesson.

Exit from a lesson automatically triggers communication home

It is very important at this stage that relationships are repaired and rebuilt. The exiting procedure does not resolve the situation nor can senior colleagues “fix” the relationship. Staff should arrange to see the exited child, perhaps with their form teacher/subject leader as soon as possible.

Level 4: Consequences, Support and Sanctions

When a pupil presents a more difficult challenge it may be necessary to employ other strategies.

Step 1: Senior staff report

Reports rely on negotiation between teacher, pupil, keyworker and parents. The report may contain targets. The reports will be evaluated by all parties as part of the process of achieving behaviour change. At this point we must establish what 'triggers' poor behaviour and what the challenging behaviour is. The pupil needs to be aware of the consequences of their actions and what will happen if they do not succeed with the contract.

Step 3: Internal Exclusion

This gives a clear signal to disruptive pupils that there are finite boundaries to the scope of behaviour that will be tolerated and includes debarment during break / lunch times. Reinstatement will include a behaviour contract after a period of internal exclusion.

Step 4: Exclusion

To exclude a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question but for the sake of the safety and education of other pupils. Few single acts would lead to exclusion from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However pupils who refuse to co-operate after the full range of sanctions and counselling have been applied must be made to realise that membership of the school community involves them in meeting our expectations.

On re-admission the pupil will be placed on lesson by lesson report for one day and will report to the Deputy at the end of the day.

Step 5: Acceptable Behaviour Contracts

Where a pupil is displaying a behaviour that is particularly difficult or when a pupil is in a cycle of difficult behaviour that they are finding hard to stop then the ABC process may be entered into. This process gives the pupil clear instructions of what the behaviour is and why it is un-desirable; they are then given a written instruction to guide them as to

what they must not display with clear sanctions Roles and responsibilities of KWS, parent and other professionals working with that pupil are also laid out. The agreement is signed by all parties and monitored on a weekly basis to review progress and re-write or removes any of the conditions.

Roles and Responsibilities of all Staff

- To lead by example and model high levels of good behaviour.
- To ensure young people are dealt with individually.
- To be consistent in dealing with young people.
- To promote the aims and values of the provision.
- To have high expectations of young people.
- To promote high expectations within the community.
- To meet the educational, social and behavioural needs of all young people.
- **To ensure you are sufficiently prepared for the lesson.**

What is Good Behaviour?

All behaviour has a purpose and as a community we aim to create an environment where young people consciously want to demonstrate good behaviour.

Good behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish.

Good behaviour affects self and others positively by building esteem and allowing all to take responsibility for actions.

Some examples of good behaviour are listed below

- Respectful language
- Actively listening
- Respect for environment
- Turn taking
- Willingly follow appropriate instructions
- Respect for self and others.

Behaviour Outside School

Pupils' behaviour outside school on school business e.g. on school trips or outings, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

Parents/Carers

Parents/carers have an important part to play in securing the appropriate behaviour of their young person within the provision. Close working relationships between staff and parents/carers are essential in providing effective solutions to difficult problems. We actively seek to gain parental support with additional interventions to include parents/carers with our social workers. It is the responsibility of the provision to provide an orderly and structured environment with a positive ethos, where learners can feel safe, without fear of threat or harm from others; it is parents/carers responsibility to support the young people in providing and promoting this ethos.

Monitoring procedures

Use of Review Process

Each young person has an individually tailored training plan which is reviewed at regular intervals dependant on the length of time the young person is in the provision. This is to be used to monitor young people's behaviour and to address issues regarding behaviour and acceptable standards of engagement. Training plans are to be updated with individual goals updated following the review process. Young people are to be actively involved in this goal setting and review process.

In some circumstances where there is a need in particular to full time pupils the Pastoral Support Programme will also be used to run alongside existing ITP.

Pastoral Support Programme

A Pastoral Support Programme is a school based and co-ordinated intervention which should help build capacity around and within the young person. It is intended to be preventative and supportive and the child or young person must be at the centre of the process. Please see additional guidance and forms regarding this process.

Student Meeting Process

Where there is an incident of poor standards of behaviour or mis-conduct the student meeting form may be used. This process is to address behaviour where there is not a review in the near future but where behaviour needs to be addressed as a priority. The young person will meet with staff and where necessary with parents/carers to discuss the issues that have arisen. Action points will then be made in agreement of all parties to resolve and move forward.

Conclusion

Staff have the right to teach and the young people have the right to learn without unnecessary disruption. Good behaviour needs to be taught.

A positive approach will ensure that appropriate behaviour is rewarded and that inappropriate behaviour has consequences. All must take time to teach pupils appropriate behaviour.

- Set high expectations.
- Do not ignore poor behaviour where this impacts significantly on other young people
- However ignoring poor behaviour is a management strategy
- It is your responsibility to promote positive behaviour in your classroom and the wider environment.

Levels of Behaviour

| 1 | 2 | 3 | 4 |
|---|--|---------------------------------|---|
| Tutor | Team Meeting | Head Teacher | Management Team |
| Talking | On-going prevention of teaching from occurring | Refusal to co-operate with team | Refusal to co-operate with Head Teacher |
| Only minimum effort made | Refusal to follow tutor's instructions | Offensive language to staff | Physical abuse to staff |
| Wasting time | *Rudeness to staff | Discriminatory language | Drug related incidents |
| Interruptions | *Refusal to leave classroom | | |
| Making fun of others | *Fighting | | |
| *Arriving Late | | | |
| Not wearing correct uniform | | | |
| Eating in class | | | |
| Throwing paper | | | |
| Mobile phone use | | | |
| Play fighting | | | |
| Interfering with other young people's possessions | | | |

| | | | |
|--|--|--|--|
| Throwing objects likely to harm others | | | |
| Preventing others from working | | | |
| *Graffiti | | | |
| *Offensive language | | | |
| *Vandalism | | | |
| *Bullying | | | |

* Can be moved up levels on a cumulative basis

Supporting documentation-

KWS Safeguarding referral process.

KWS Whistle blowing policy

KWS Complaints policy

KWS Code of Conduct for all staff and volunteers

KWS Safeguarding and Child Protection Policy

KWS Safeguarding flow chart.

Individual LA procedure.

The Children Act 1989

The Children Act 2004

Working Together to Safeguard Children (HM Government 2018)

DfES guidance" Preventing and Tackling Bullying March 2014.

The Education (Pupil Information) (England) Regulations 2005 Dealing with Allegations of Abuse against Teachers and Other Staff (DfE 2011)

Keeping Children Safe in Education (2018)

Education Act 2002 (section 175/157)