

## BEHAVIOUR POLICY

### Rationale:

We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through communication skills which are taught during conflict moments and in the classroom through active learning lessons.

The goal of the school family is to create problem solvers. If the school family fails to promote pro-social behaviour, rules and consequences are implemented to motivate children to use the socially acceptable communication skills being taught, to reduce behaviour issues and increase teaching time.

(More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey)

### Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledge and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
7. To develop autonomy. Taking ownership of your own feelings and actions.

## Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
<b>Composure</b> Being the person you want your children to become	<b>Perception</b> No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	<b>S</b> – Smile <b>T</b> – Take a breath <b>A</b> – And <b>R</b> – Relax
<b>Encouragement</b> Building the school family	<b>Unity</b> We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning.	You did it! You _____ so _____ That was helpful.
<b>Assertiveness</b> Setting limits respectfully	<b>Attention</b> What you focus on, you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
<b>Choices</b> Building self-esteem and willpower	<b>Free Will</b> The only person you can make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may _____ or _____. What is your choice?
<b>Positive Intent</b> Creating teaching moments	<b>Love</b> See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted _____. You may not _____. When you want _____, say _____.
<b>Empathy</b> Handling fussing and fits	<b>Acceptance</b> The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem _____. Something _____ must have happened.
<b>Consequences</b> Helping children learn from their mistakes	<b>Intention</b> Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to _____ then you will _____.

## Home School Links

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasize positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

## School Expectations

- Do your best
- Behave in a safe way
- Handle emotions appropriately
- Cooperate with others
- Show respect
- Be in the right place at the right time
- Communicate in a friendly way

## Encouragements

We believe that through developing the school family, that children will become intrinsically motivated displaying helpfulness, co-operation and problem-solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish.

The school family develops a sense of belonging. In order to build this, classroom structures are in place throughout school.

- Safe place. To help the children to remain calm and deal with anger or upset.
- Meaningful jobs / friends and family & ways to be helpful boards. To create a sense of belonging and responsibility (we are all in this together)
- Time-machine. To provide conflict resolution opportunities.
- Picture rule cards. To empower children to set limits and build will power.
- Celebration centre. To see the best in others and value diversity.
- We care centre. To help the children accept and help process feelings.
- Class meetings and circle time. To help children reflect on their choices and change.

Details of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website:-

[http://consciousdiscipline.com/shuberts\\_classroom.asp](http://consciousdiscipline.com/shuberts_classroom.asp)

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained. Team points may also be given and these are collected on bronze, silver and gold cards. When 100 team points are collected, then this is celebrated and the child receives a special certificate.

At the end of each day, the class celebrate the acts of kindness and helpfulness that have taken place that day.

Each week, the class have a special time of celebration where one child will share special things with the class. The class will celebrate all the special things about that person. In addition, children will celebrate achievements that have taken place out of school as well as things that they are proud of that have happened in school.

Each half term, there will be a special school family celebration assembly which parents are welcomed to. This is an opportunity for class teachers to select a child who has demonstrated a positive attitude and effort at school over the half term. Some examples of acts of kindness will be shared and other aspects of learning will be celebrated.

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by regularly sending postcards, chatting informally at the beginning and end of the day and at parent consultation meetings each term.

Each term, two children from every class will be nominated for the headteacher's 'Special Letter'. This will be posted to the child's home address and will explain the special reason why they have been chosen.

## Encouraging children to make positive choices

To encourage children to make positive choices and follow the school expectations, a number of strategies may be used:-

### *Noticing and describing positive behaviour*

- Children who have followed the instruction will be praised, with the desired behaviour being described and how it is helpful being explained. E.g. *Child name* you put down your pencil and looked to the front which showed your team that you were ready to listen, that was helpful. This will act as a prompt for a child who is not doing what is expected.
- For a child who is not following an expectation, their name may be said and then the instruction repeated clearly. The desired behaviour is always described, rather than the undesirable behaviour being described. E.g. *Child's name*, put your pencil in the pot, rather than *Child's name*, don't throw pencils at people.
- Two positive choices may be given. E.g. You may put your pencil in the pot or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

### *Choices and consequences*

- If the child does not make a positive choice when offered two options then a positive choice and a consequence may be given. E.g. *Child's name*, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime. If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded in the child's behaviour log.
- Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of

appropriate behaviour being sought. Children writing lines will not be used as a consequence at the Learning Federation.

- When there has been conflict between two children, the 'Time Machine' structure may be used to help the children work through the incident again as a learning process.

#### *Procedures for serious incidents*

Incidents which are considered to be of a more serious nature will be referred to team leaders (such as acts of excessive aggression towards another child or a member of staff).

Team leaders will investigate the incident and will decide on appropriate actions.

Where there has been an act of aggression towards another child, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. For incidents of this nature, internal isolation or an exclusion may be considered.

## Recording Behaviour

A stepped approach is used to record incidents and involve the child, parents, teacher and other senior staff in developing strategies to improve behaviour. These are outlined below:

Step	Step 1	Step 2	Step 3	Step 4	Step 5
<b>Number of points</b>	6	12	18	24	30
<b>Who is involved?</b>	Class teacher Child	Team leader Class teacher Child	Deputy head Class teacher SENCO Child Parents	Head teacher Class teacher SENCO Child Parents	Head teacher SLT SENCO
<b>What happens next?</b>	Behaviour review meeting to reflect on behaviour and agree future actions	Behaviour review meeting to reflect on behaviour and agree future actions. A self-monitoring behaviour agreement should be established. (Team leaders will arrange for learners in their class to meet with another team leader in school).	Behaviour review meeting to reflect on behaviour and agree future actions Parents invited. A behaviour recovery plan in discussion with the SENCO and class teacher will be agreed for all learners (See Appendix A)	Behaviour review meeting to reflect on behaviour Parents invited. Behaviour plan reviewed. External support considered and SEN level reviewed.	SLT minuted discussion Review all options with consideration of change of setting or permanent exclusion. Parents informed of outcome. Multi agency meeting (PARE meeting) called if permanent exclusion agreed.
<b>When does behaviour review meeting take place?</b>	In school time, break or lunch times	In school time, break or lunch times	After school	In school time	After school
<b>Copies of minutes of meeting and behaviour log to:</b>	Parent Team leader Behaviour log file Record on CPOMs	Parent Team leader Behaviour log file Record on CPOMs	Parent Deputy head Team leader SENCO Behaviour log file Record on CPOMs	Head teacher Parent Team leader SENCO Teacher Behaviour log Record on CPOMs	Parent Head teacher SLT SENCO Other agencies Record on CPOMs
<b>Next action</b>	Move onto step 2 Actions agreed at behaviour review meeting implemented	Move onto step 3 Self-monitoring sheet established	Move onto step 4 Behaviour recovery plan established	Move onto step 5 Actions agreed at behaviour review meeting implemented External support considered	Consider change of setting or permanent exclusion