**New Behaviour Management Policy**

**Fearnville Primary School**

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| **Title of Policy** | Behaviour and Safety Policy & Procedure Behaviour Discipline |
| **Date of adoption** | October 2019 |
| **Originator** | Nurture Trust |
| **Date of review** | Sept 2020 |
| **Additional information** | **Headteacher**  Andrea Gray  **Deputy Headteacher**  Sarah Bowe  **Named Governor**  **Chair of Governors**  Gareth Logan |

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**New Behaviour Management Policy for Fearnville**

Key concepts

* Staff agree on their behaviour and common values
* Support all staff to stick to the agreement
* Visibility from the top
* Policy is a one-page agreement
* Agree the policy, follow with ‘drip, drip’ training and additional train for those few who need additional
* Concentrate on the primary behaviour – always follow up the secondary behaviour at another time. Certainty
* When children behave badly give them what they don’t want: a cool, mechanical,
* emotionless response.
* Save your passion for the children whose behaviour goes above and beyond.
* Children who misbehave need a private word, a reminder, a warning or perhaps an immediate proportionate consequence
* Children will need to be taught behavioural expectations as they move through school, it is never done.
* What works is immediate response not the weight of the sanction
* Make the well behaved the famous- recognition board
* Keep positive and negative behaviours separate
* Recognise pupils for effort not achievement
* Children will be more supportive of those who struggle when the jeopardy is minimised. Whole class punishment is not successful.
* People are motivated by a generous welcome
* Allow teachers to build relationships with parents e.g. use a training day
* Build relationships with children use: kindness, commitment, patience and resilience and they will eventually follow you anywhere
* Be deliberately bothered – it is not what you give but the way that you give it that counts
* How to recognise those students who go over and above should be the heart of your behaviour practice?
* Find opportunities to build emotional currency: go on the school trip, hold open the door, ask about the child’s family, spend time talking in the dinner hall.
* Done well the drip effect of positive recognition beats grand material rewards
* All adults must seek out behaviour that goes over and above
* Have visual recognition: see page 45
* Create a culture of certainty
* The only behaviour that you can control is your own
* Adult behaviour must be calm, kind and consistent
* Adults must have shared values
* Create absolute certainty- it takes years but all the children in school know who these teachers/mentors are.
* Adults must be in control of themselves before they address poor behaviour
* Deal with the behaviour in front of you- everytime you send it to someone else you are telling the child you do not have the authority and undermine your relationship with that person.
* Children should know with certainty that their good behaviour will be recognised as will their poor behaviour
* Use simple mantras: see page 63
* Children must get what they need not what the deserve
* The best teachers are egoless in the classroom
* Your certainty may be the only certainty in some children’s lives
* Have embedded routines such as meet and greet, recognition boards, scripted repetitive intervention etc
* Visitor’s book for them to comment on children’s positive behaviour, this is shared with the children
* Parent on the shoulder
* Teach routines with positive reinforcement and positive correction- it takes time to breakdown each segment of a routine, model it, remind, cajole and reinforce it. The payoffs are huge - always share them e.g. signal to stop in P.E.
* Be realistic with routines e.g. eyes on me
* Allow children to be in control of success criteria- see page 79
* Have just three rules that are general and reflect the school’s values.
* Don’t give children who behave badly your time in the lesson deliver the **30 second intervention**- You own your behaviour, your poor behaviour does not deserve my time, you are better than the behaviour you are showing today and I can prove it.
  + See page 94
* When you are warm in the presence of hostility what happens can be extraordinary
* Exaggerate the positives, attack the behaviour not the child, intervene early in the child’s thinking and make difficult moments comfortable for everyone.
* Never shout- seven reasons page 98
* Teachers be aware of the behaviours that children are using to divert, irritate and distract you. Be ready with your script. practice the scripted response
* Children who are suffering from trauma need support not punishment- a calm, consistent response is vital. Angry children follow people first then rules. Consistent provision a small team of mentors who do not change
* Parents want their children to be happy, so do teachers!
* All children are different and need different things to succeed, they all need to feel that they are wanted and belong in our school.
* Children need boundaries and time to talk
* Use a five step plan see page 118
* Share the plan with parents
* Build a consistent understanding with all adults that challenging children are not defined by their behaviour. Mentors need to work with all not simply these children- this labels the children as needy- not connected to sanctions
* Introduce a Classic Nurture Group
* Use the fall out from behaviour incidents as teaching opportunities
* Use a restorative approach it will teach behaviour – examine what went wrong, what could they do next time, what to do to put it right.
* Children need to understand the impact of their behaviour on others
* See restorative meeting 127
* Exclusions = time out and the meeting prior to the return. The meeting is the most important element. - redraw boundaries, take stock allocate support e.g. mentor
* Children in fear- although the trigger for the fear may occur in one place and time fear and anxiety do not remain there, it moves with the child- Smile when you work with a child in fear this will defuse the situation- p 150
* Kindness is not weakness
* The way you look after yourself is the way you look after your students, good mental health is important.
* Children have a right to have their needs met and not be simply expected to fit into a school shaped box. Your knowledge of the person is more important that the label
* Behaviour management is about problem solving
* Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals
* The rules need to live in conversations everyday
* Use visual reminders for staff
* Take all visual rules out of the environment, if the need to be on the wall they are not known.
* See thirty day pledges page 182

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| Fearnville Behaviour Policy  Statement |
| Expectations of the behaviour of staff towards children in school   * Speak to children about their behaviour in a calm composed respectful way * Follow agreed scripts and agreed plans * Meet, greet and smile during interactions |
| Expectations of children’s behaviour in Fearnville school   * Respect * Safe * Ready |
| How staff respond to good behaviour which goes above and beyond   * Use the recognition board be specific about the behaviour being celebrated * Use praise about school * Celebrate good behaviour in assemblies, parent’s evening, newsletters, tweets, visitor’s book, plasma screen |
| How staff respond to poor behaviour   1. Reminder of the three simple rules 2. Caution privately delivered making the student aware of the behaviour and clearly outlining the consequences if they continue – use the phrase ‘Think carefully about your next step.’ 3. Last chance- Speak to the student privately and give them the last chance to engage offer a positive choice and refer to previous examples of good behaviour use 30 second script 4. Time out – short time away from the situation for the child to calm down, breathe, look at the situation from another perspective and compose themselves 5. Repair this might be a quick chat at break time or a more formal meeting, they may be required to complete work that evening or behaviour intervention |
| Behaviour interventions available in school   * Mentor time – look at how this is structured |
| Role of leadership in supporting this policy   * Model agreed behaviour management to all at all times * Provide support and training which is differentiated to meet needs * Use data to provide evidence of progress and successes |