



Bamburgh School Positive Behaviour Policy

Review Date: March 2018

Rationale

The Governors and staff of Bamburgh School believe that positive behaviour and good discipline are essential. Furthermore, we consider that a whole school approach to behaviour management is vital if we are to maintain a caring, respectful atmosphere where effective teaching and learning can take place.

The school ethos is demonstrated through our:

- commitment to value and support every individual;
- encouragement of mutual respect and caring for others;
- discouragement of anti-social behaviour, in all its forms;
- promotion of respect for the fabric and structure of the school, its environment and its resources.

The aims and objectives within this policy are a reflection of this ethos.

Aims

To develop within our pupils self-discipline and an acceptance of responsibility for their own actions.

To develop within pupils the ability to keep themselves and others safe.

To maintain a safe environment in which effective teaching and learning can take place.

To develop respect between all members of the school community and a concern for the school environment.

Objectives

Our school encourages positive behaviour by:

- providing a broad, balanced curriculum that is both relevant and differentiated and a learning environment that is attractive, stimulating and motivating;
- projecting good models of adult behaviour and identifying positive behaviour in pupils;
- recognising and rewarding those positive behaviours;
- ensuring that rewards and consequences are consistent and fair;
- maintaining an orderly learning environment and a purposeful and calm classroom atmosphere;

- working closely and constructively in partnership with parents (e.g. informing parents of any concerns at an early stage, convening meetings, home visits etc.);
- establishing and observing sensible and realistic rules.

Guidelines

Pupils need to understand what we mean by “good” behaviour. We do not assume that they already know this, but reach a common understanding through discussion and teaching. We set a good example, and explain and demonstrate the behaviour we expect to see, whilst supporting pupils in choosing appropriate options. There are clearly defined and understood parameters within which Bamburgh pupils know they must operate.

They should:

- be honest, well-mannered, helpful, kind and courteous;
- act in a responsible way, respecting the feelings and belongings of others;
- work hard to achieve their potential;
- allow others to speak freely and express their options;
- avoid fighting, bullying, teasing, verbal abuse or any activities which may cause harm or distress to others.

Pupils who test the boundaries of good behaviour are dealt with promptly and fairly.

It is important that good behaviour is recognised and rewarded, as well as misbehaviour being highlighted. By promoting good behaviour we reduce bad behaviour, so we praise loudly and reprimand quietly.

Whilst adhering to the basic principles of fairness and consistency, we accept that what is good or bad behaviour may vary between one pupil and another – as this depends upon each pupil’s individual challenges and targets. We also recognise that different children respond to different rewards.

Warnings and consequences for unacceptable behaviour are, where possible, prompt, private and quiet. They are appropriate to both the behaviour and the pupil. Corporal punishment is not allowed in any form. It is important that pupils understand fully that it is the behaviour which is not acceptable, and not the individual. We discourage the behaviour but value the person.

Classroom Management

Staff and pupils (the latter via their school council representatives) are consulted on the establishment and review of school rules. These are then included in School Diaries and reinforced with pupils in PHSCE lessons.

Teachers recognise and reward good performance of all kinds. This may take the form of good behaviour, good work, politeness, attention, presentation of work etc. This continual positive reinforcement gives pupils the self esteem which motivates them to choose good rather than bad behaviour. Pupils know quite clearly what is expected of them, regardless of class or teacher.

Parents are made aware of good and bad behaviour as a matter of routine. If necessary, a class logbook may be kept as a record. School Diaries are used to

keep parents informed of behaviour in school and can also convey messages back from parents. Serious issues are referred straight to the Head Teacher. Consistency of approach is crucial.

Behaviour management strategies used by school may include:

1. Class logbook.
2. Break, lunch or after-school detention.
3. Pupil put on report with appropriate targets (staff comment on behaviour each lesson; at the end of each day, pupils present their report to be signed by the appropriate staff member; they then take it home to be signed by parents). Counselling and encouragement are given during this process.
4. Phone call home.
5. Incident Report completed and kept in pupil's confidential file.
6. Pupil works in isolation, monitored by staff
7. Meeting held with the pupil and attended by the Deputy Head/Head and relevant members of staff.
8. Parents requested to come to school to discuss incidents of bad behaviour. (Evidence presented from class logbooks).
9. IB Plan (an Individual Behaviour Plan, which details an individual's ongoing behaviours, potential situations and controlling risks alongside strategies, actions and rewards).
Where deemed necessary, the Individual Behaviour Plan may include a P.H. Plan (a Positive Handling Plan developed for the individual pupil detailing the triggers, risks, de-escalation strategies and physical interventions which are most helpful when dealing with the pupil in question). Both IB and P.H. Plans are discussed, agreed and reviewed regularly by staff, parent/carer and pupil.
10. Involvement of other agencies as appropriate. This could result in a change to the pupil's EHCP through Annual Review procedures.
11. Time Out/Withdrawal/Internal Exclusion (the pupil works away from class group for a period of time, monitored by an appropriate member of staff).
12. Staff members are also trained to use Team-Teach P.H. (positive handling: including de-escalation skills and physical interventions and strategies) This training is regularly updated and staff are aware of the procedures to be followed should the need to physically intervene arise when working with a child in school (see Positive Handling below).
13. If all above strategies have repeatedly failed and the pupil presents a danger to him/herself, to other pupils or staff, or persistently disrupts the education of others, then the LA Exclusion Procedures will be put into operation by the Head Teacher.

Positive Handling

Employers and the Senior Management Team are responsible for staff training and deployment. K. Nichol (Deputy Head) is responsible for the co-ordination, monitoring and evaluation of the Team Teach Positive Handling training programme.

All incidents involving positive handling are recorded.

It is possible that minimal discomfort may be experienced by pupils during an incident involving physical intervention. There is also the possibility of accidental injury, eg: finger-tip bruising, when Teamteach techniques are used. In no circumstances, however, should staff act in a way that might reasonably be expected to cause injury.

All staff and pupils are entitled to a repair and reflection process after any incident.

NB: Seclusion is defined as the act of placing or keeping someone away from other people. At Bamburgh School, however, when a pupil is separated from his peers this is to ensure the safety of the pupil or others, and no pupil is left alone in such circumstances: in most cases staff stay with the pupil, though the staff member may supervise from outside the room if the pupil has an IB Plan which specifies that this is necessary to allow the pupil to calm.

Monitoring Pupil Behaviour

All concerns regarding poor pupil behaviour are passed to Senior Management. Information, reason for concern, and/or action required is given to all staff at morning briefing or during staff meetings. Expectations of pupil behaviour are discussed at meetings and procedures are reviewed regularly.

Behaviour in and between lessons is monitored by staff. Outside classrooms, particular attention is given to lesson changeovers, break and lunch times.

An Individual Risk Assessment is completed for any pupil who presents unpredictable, challenging, violent or aggressive behaviour.

Summary

Our school promotes positive behaviour through providing appropriate guidance, managing classes effectively, and monitoring unacceptable conduct carefully whilst consistently employing techniques which encourage pupils to behave well.

The ultimate goal is to develop self-discipline skills. The rationale and strategies detailed above allow our children and young people to move steadily towards an understanding of what is and what is not acceptable. In this way, Bamburgh's high expectations of behaviour cultivate in our pupils the ability to successfully fulfil society's demands of them, now and in their lives beyond school.

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