

BEHAVIOUR MANAGEMENT POLICY

KS2

September 16

September 2016

Three Towers APA KS2 has Dyslexia Friendly Status, therefore is 'Learner Friendly' where the individual needs of all learners are met including any specific needs.

Three Towers APA KS2 offers a learning environment that promotes and enhances positive mental health

KEY STAGE 2 POLICY FOR BEHAVIOUR MANAGEMENT

The aim of this policy is to promote and encourage good behaviour and discipline throughout Three Towers APA KS2. In order to provide a consistent whole-school approach the following guidelines have been adopted: -

CODE OF CONDUCT

The main aim for us all at Three Towers APA KS2 is:

EVERYONE WILL ACT WITH COURTESY AND CONSIDERATION TO OTHERS AT ALL TIMES AND CARE FOR OUR ENVIRONMENT

General Procedures for all staff

Staff will ensure that:

- Procedures are clearly understood regarding pupil discussion, participation in lessons, movement in class, and the way in which work is handed in and what learners should do when work is complete.
- Explanations are clear.
- Work requirements of learners are clearly set out and progress is monitored carefully.
- Clear instructions are given so that activities can run smoothly.
- Work set is appropriate to pupil's abilities.
- Poor behaviour is handled quickly and calmly so that the pace of the lesson is not lost and further disruption minimised.
- Lessons start and end on time.
- Clear success criteria is set for each activity and all learners understand what is required of them before an activity begins.
- Necessary materials for a given activity are available.
- Seating arrangements are suitable.
- Good speaking and listening skills are encouraged and we react appropriately to pupil's responses.
- They are always consistent and fair.
- They set high expectations in standards of behaviour and work.
- They are aware of the procedures for supervision of learners outside of the classroom and at playtime etc.

Three Towers APA KS2 is 'Learner Friendly' where the individual needs of all learners are met including any specific needs e.g. Dyslexia, Dyspraxia.

Rules are on display throughout all areas of the School and are referred to by staff when discussing behaviour issues and targets with learners. The rules promote moral values and indicate how we would like learners to 'be'. Behaviour targets are linked to these golden rules alongside individual needs ascertained from our classroom functioning audit.

General procedures for all learners

- Always address adults and other learners with respect.
- Work quietly during lessons and remain in place. If necessary to move, do so quietly.
- Follow school and class rules.
- Walk around the school sensibly and quietly.
- Learners should have a complete change of clothing for physical activities.

Verbal, non-verbal strategies –staff will use the following strategies as appropriate:-

- Restructuring the environment / programme
- Planned ignoring
- Show disapproval with non-verbal signs: Coughing, eye-contact, hand gesture.
- Provide protection and strength to help a pupil control his/her impulses by standing close
- Give positive feedback on work, comment on pupil’s interests e.g. football
- Tension reduction through humour
- Offer positive support if learner appears not to understand the task at hand
- Support through routine
- Removing distracting objects
- Sending on an errand etc.
- Physical restraint using Team Teach Methods

Examples of rewards and sanctions used in School

Rewards	Sanctions
Smile, approving look, nod etc.	Reminders of targets, rules and choices
Public or private praise	Verbal reprimands (private)
Stickers	Verbal reprimands (public)
Certificates	Chill Zone
Merits	Restorative Practice
Choose Time	Time Out
Stars	Strikes
Bookmarks.	Withdrawal from privilege (e.g. playtime)
Work on wall	Discussions with parents
Prize for earning Merits	Withdrawal from trips
End of Term Reward/Attendance Trips	Repeated warnings
Assertive discipline – rewarding others’ positive behaviour.	Work in isolation: merits can still be awarded.
Phone call home	
Note of praise home	
“Outburst” merits for ignoring unacceptable behaviour	

The Role of Rewards and Sanctions.

It is very important that the positive aspects of praise and reward should be emphasised throughout the school and throughout the school day, irrespective of different staff approaches. Consistency is of the utmost importance. Each new session is a chance for a fresh start.

Rewards

Praise and encouragement in lessons should be used as much as possible. Quiet praise from a teacher to a pupil who demonstrates improvement from previously unacceptable behaviour can be a powerful motivation to maintain improvement.

Learners will be referred to other teachers or the Head of KS2 for extra praise for good work/behaviour. Stickers, certificates, notes or phone calls home are awarded to learners who make a good effort or for outstanding personal achievement. These are awarded throughout School as appropriate.

Specific Reward System in the School

A merit system of rewards is in operation, within this system learners can accrue a possible 100 merits in each day.

In each lesson a pupil can earn merits for behaviour and for work.

At the end of the day, merits are totalled and if learners have earned 80% they are allowed 15 minutes 'Choose' time.

Merits are then accrued for bigger prizes. If 'Choose' time is achieved they are a step towards an end of term trip/treat.

Learners who do not make 'Choose' will stay with their class but will make up their merits by completing the work missed, working independently on an alternative task and behaving in an appropriate manner.

Merits are only ever taken away from learners if the pupil is excluded, sent home from either our School or their mainstream school or leaves school premises without permission. Bonus merits can be given for exceptional behaviour, attitude and effort.

The merit system succeeds because learners have ownership of their merits and therefore begin to take responsibility for earning them through improving both their behaviour and their learning. The system is also followed by the pupil's mainstream school so that both Three Towers APA KS2, school and the pupil work closely together. At the end of each week merits are sent home with the pupil so parents are kept fully informed of their progress.

Sanctions

It is primarily the responsibility of staff to deal with discipline themselves, whether they observe an incident involving a pupil in their own class or another teacher's class. Teachers should avoid sanctions of whole groups for the activities of individuals, unless there are exceptional circumstances. Whatever sanction is employed, teachers should act quickly and learners should be left in no doubt as to why they are being sanctioned and how. Sanctions should be in proportion to the incident and should only involve contact with the parents/carers if it is a major concern. Parental support and involvement are to be encouraged at all times. The following sanctions should be used: -

- Attempts should be made to involve learners in their own assessment of their behaviour through Restorative Practices seeing how their behaviour may affect others.
- Encourage the learners to put right the situation, e.g. cleaning up a mess, picking up litter.
- Loss of break or lunchtime privileges.
- Moving the learner's position in class or isolating a learner from their peer group.
- Enlisting the support of the Head of KS2 or Assistant Head
- Initiating a Behaviour Diary, in consultation with the parent/carer.
- After school detention – to be issued for the following: aggressive or abusive behaviour towards any learner or adult (physical or verbal), disruption to lessons, uncompleted work or refusing to attend school.
- A strike system is in place for inappropriate language, gestures and threatening behaviour. If 5 strikes are given in a day an automatic detention is received.
- Extreme aggression to others or property will result in a fixed term exclusion and may result in an alternative time table being put in place to safeguard learners and staff.

Early and effective intervention has an important part to play in preventing poor behaviour. Staff should explain to the pupil concerned which aspect of his/her behaviour is causing concern and how it can be modified. If a behavioural problem is addressed at the earliest opportunity, the pupil is more likely to become responsive.

Chill Zone KS2

Learners are encouraged to use the chill zone as a strategy to help them calm down and manage their anger. Individual targets are identified when the readiness for reintegration assessment is completed.

Learners can still earn all of their merits for work or behaviour if the chill zone is used appropriately.

If a pupil is not making acceptable choices they will be asked to go to the chill zone. Full merits can still be earned if the pupil makes the right choices. If the pupil is asked a second time full merits cannot be earned and a reminder of the consequences will be given.

If a pupil is at risk of causing harm to themselves, others or property team teach strategies will be employed.

Learners may choose to work in the chill zone when working in isolation. They are given the choice of working with the door open or closed.

In exceptional circumstances if a pupil is attempting or threatening to harm themselves, others or damage property then use of isolation that prevents a learner from leaving the room of their own free will be considered.*

To ensure the health and safety of learners staff will continuously monitor the pupil through the glass panel in the door until such time as it is safe.

Learners should return to class as soon as they are calm and are able to continue learning.

- see Section 42 Behaviour and Discipline in Schools Advice for Headteachers Published by DFE January 2016)