Roehampton Church School

Behaviour Management Policy

March 2019

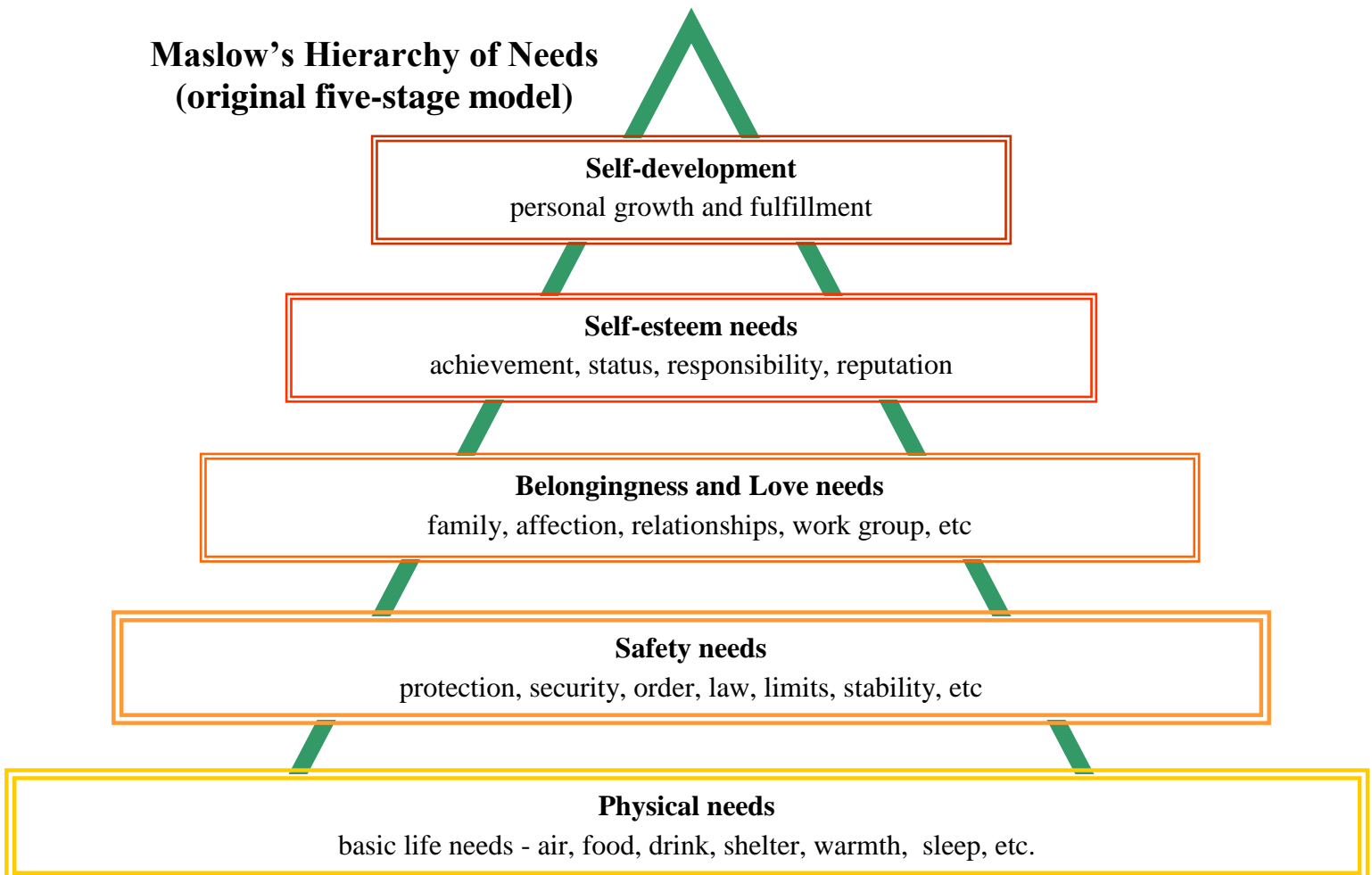# RCS Positive Behaviour Management Policy

Aims and Philosophy

At RCS we adopt an approach to positive behaviour management where we promote our Christian ethos and beliefs. This policy has been written in consultation with all stakeholders in the school community. Attached as appendix 3 are the children's views on what makes 'good' behaviour in various areas of the school life. These are used as a benchmark to monitor behaviour throughout the school.

Our school environment strives to provide the B.A.S.I.C.S. (Belief, Aspirations, Safety, Identity, Challenge, Support) model for both adult and child learners alike where all are valued and respected. At the heart of this is our belief that all behaviour is a matter of choice. Sometimes these choices have factors acting upon them which can make the perceived 'right' choice more difficult to make.

We see behaviour as a complex combination of many, many factors acting on a person's reality. Environment and social pressures as described above have a huge influence as does the fulfilment of a hierarchy of personal needs in the diagram below. The most basic at the bottom of the triangle have to be met before the higher levels can be attained.

**Maslow's Hierarchy of Needs
(original five-stage model)**

Self-development
personal growth and fulfillment

Self-esteem needs
achievement, status, responsibility, reputation

Belongingness and Love needs
family, affection, relationships, work group, etc

Safety needs
protection, security, order, law, limits, stability, etc

Physical needs
basic life needs - air, food, drink, shelter, warmth, sleep, etc.

All these factors together with how securely attached the child is to a main care giver we recognise as having a direct impact on a persons behaviour and as a result our responses and management are set in line with the complex nature of each individual. Staff endeavour to see through the challenging behaviour sometimes shown and take account of the underlying factors that attribute to this.

Parents / Carers

We see the partnership between school and home as an absolutely vital. Active involvement of all parents / carers in behaviour management issues increase the positive benefits for the children immensely. Contact will be made by the school as is deemed necessary and it is the schools expectation (as laid out also in our home-school agreement) that both school and home will work in partnership over ongoing or specific issues.

The School Rules

The rules are developed at the beginning of each academic year during a special Behaviour Management Assembly by the children and staff. This assembly is a time where we remind each other about our expectations and high standards of discipline and learning.

Once the new year's rules have been established they are put into each classroom and around the school for all children to see. A copy is sent home to all parents and carers as an attachment to the home–school–agreement. Copies are posted on the outside notice boards. We regularly monitor the school rules to ensure we are implementing them consistently throughout the school.

Positive praise

Positive praise forms the core of the behaviour management policy at RCS. A wide range of positive strategies are used to help the children develop their intrinsic motivation and self esteem. These include a range of stickers and stamps, weekly merits, certificates, letters, positions of responsibility, star of the day / week, positive parental letters and phone calls, rewards from senior members of staff. The children themselves also play an increasingly active part in a nominating their peers for rewards based on effort and honesty in class and respectful actions and attitudes towards others around them generally.

Verbal praise from both children and adults is also encouraged at every opportunity. The children have developed what they see as an acceptable way to behave in different situations and circumstances in and around the school. Positive praise is given when the children act in the way that **they** have deemed to be 'good' as agreed by the whole pupil body.

Pro-active Behaviour Support

The driving forces behind the school's behaviour management policies are to firstly help to equip the children with some of the skills, knowledge and attitudes that will enable them to recognise that their behaviour is problematic and secondly own that behaviour and accept responsibility for this.

When required we will work in co-operation with parents / carers to put an Individual Behaviour Plan (IBP) in place for children who may need extra support. We believe in helping the children with their social / emotional needs from as early a point as possible. Their IBP will be specific to each child and will address her / his individual needs. The details of each will be different but presented in a standard format (see appendix 2). The class teacher in conjunction with the SENCO / senior staff and parents / carers will review the IBP with the child over time. The content or indeed the necessity may vary over time and indeed almost certainly will.

Classroom de-escalation strategies and techniques are used by all staff to initially diffuse unacceptable behaviour. The strategies used include
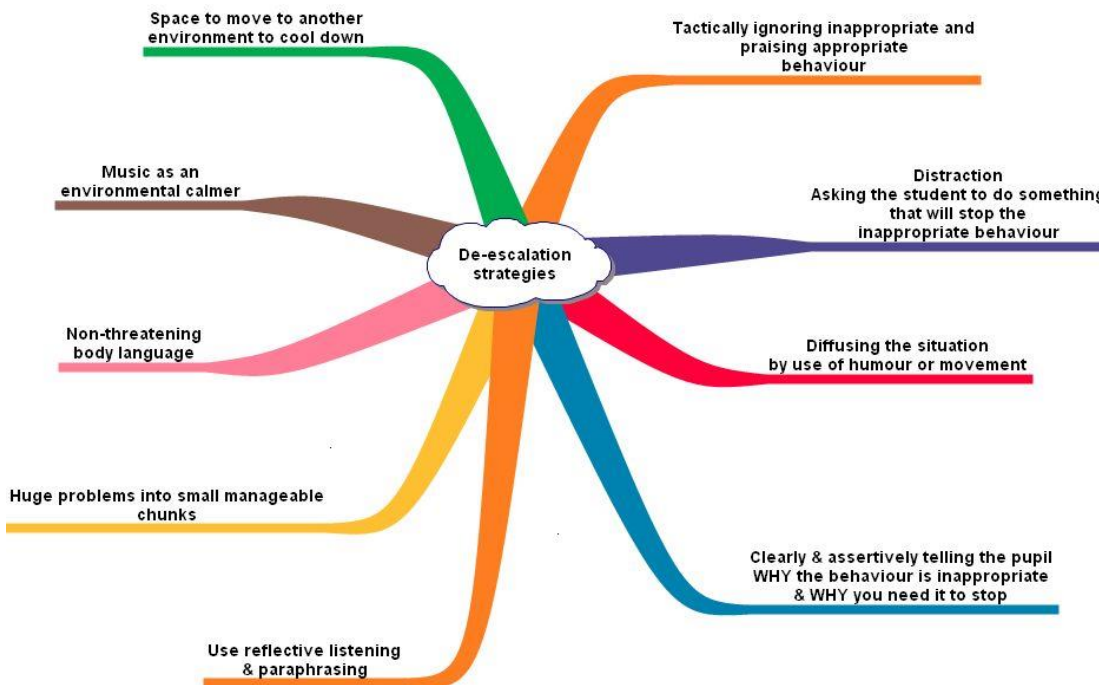
Children, staff and parents will speak to each other with calmness and respect. The teachers, supports staff and all adults in school will model the way we expect the children to behave.

Risk assessments will be carried out for all potentially threatening / unsafe situations. The results of these will be kept with the Headteacher and used to inform future actions as required.
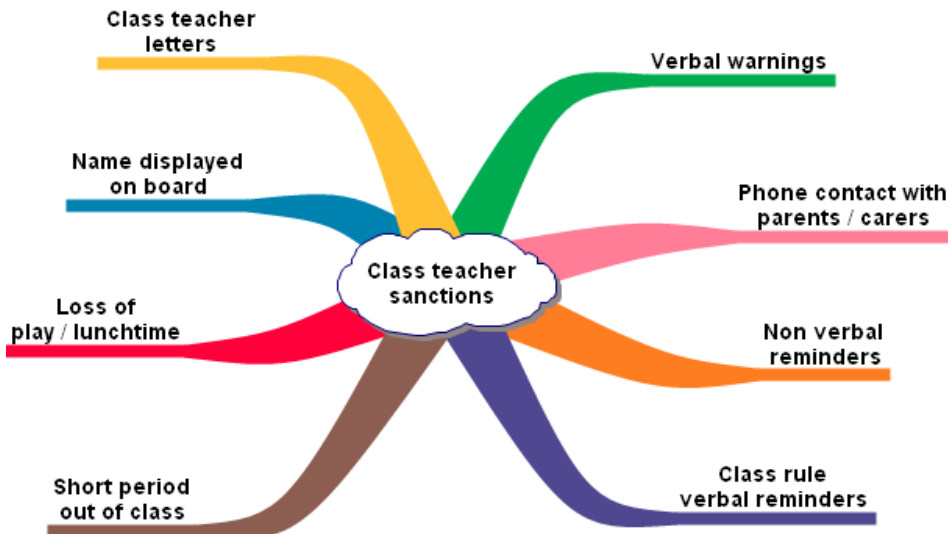
Sanctions

We have a clear system of sanctions which are used as appropriate if required.

We see the application of these as helping to develop consistent and clear structures for the children. Coupled with this is the aim to develop within the children their own intrinsic self regulating strategies to modify any anti-social behaviour. Our PSHE programmes, second steps and SEAL help the children through guided self reflection activities. Whenever possible the children are involved in discussing their behaviour, its consequences and the proposed sanction. This leads to the children being increasingly involved in the process of setting their own behaviour targets and hence reflecting on the previous course of action.

The main point to be noted is that the structure of the second set of sanctions is hierarchical in nature. The further down the list the more serious the incident is viewed by the school.

1. Sanctions that may be used by the class teacher

2. Sanctions that may be used in a hierarchical structure after classroom based sanctions are as follows

- Class teacher letters
- Class teacher meeting with parents / carers
- Assistant Head letter / parent /carer meeting
- Internal exclusion with letter to inform parents / carers
- Headteacher letter / parent / carer / meeting
- Lunchtime exclusion from school site
- Fixed term exclusion from school
- Permanent exclusion

Certain behaviours will warrant an immediate exclusion. This will normally be for a fixed period but could be permanent. These include:

- Swearing / using inappropriate language that is directed at an adult
- Repeatedly using inappropriate language to peers
- Fighting in the classroom
- Repeatedly fighting with peers in the playground
- Any form of intentional physical assault
- Theft of property
- Incidents of racial abuse
- Serious abuse of school property
- Repeated incidents of bullying

The Headteacher will have the final decision on each individual incident. Each situation will be assessed thoroughly at the time and the appropriate action taken as is required.

School Council

The school council in consultation with the children monitor the basis of the behaviour management policy and their input is included when the policy is reviewed at its two yearly review point.

Peer Mentors

The school now has an established system of peer mentors. The peer mentors play an active and effective role in playground behaviour monitoring and have had a great impact in settling playground disputes that previously could have escalated into larger incidents.

Physical interventions

Through positive praise, clear and consistent structures and de-escalation techniques all staff aim to keep incidents to a minimum and restrict their severity. In a minority of cases, where there is a risk of a student:

- Seriously injuring themselves
- Seriously injuring others
- Causing serious damage to property

the law permits physical intervention. This is an option used only in the last resort, when all other practical methods to de-escalate the situation have been tried without success. (By law students can also be removed from class if they are disturbing the learning of others.)

Staff are trained in the appropriate use of physical intervention. The training is repeated on a rolling programme. All occurrences of physical intervention must be recorded in writing and handed to the Headteacher.

Inclusion

This policy does not stand alone but must be read in conjunction with the school's policies on equal opportunities, race relations, SEN and anti bullying code of practice. This policy will be reviewed annually and amended as required.