

FARNBOROUGH PRIMARY SCHOOL ACADEMY TRUST

BEHAVIOUR FOR LEARNING POLICY



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Nexus Education Schools Trust (NEST)
group of schools

RATIONALE

Schools can and do make a difference to pupil behaviour. The ethos of the school is the pivotal focus for the management of child behaviour. At Farnborough Primary School we have high expectations of conduct and behaviour. We believe that good behaviour is learned and is as legitimate an outcome of the process of education as academic success.

Our school promotes the values of mutual respect, self-discipline and social responsibility. We believe that these can best be achieved within a caring, supportive environment where the parameters of acceptable behaviour are clearly understood by the whole school community.

All members of staff work together to adopt a positive, consistent approach to managing behaviour with the emphasis placed upon reinforcing appropriate behaviours. Behaviour that is inappropriate, unacceptable or detrimental to the well-being of any member of the school community will be dealt with firmly but fairly at all times.

Our children are expected to abide by the **Going for Green** (see page 3) **Code of Conduct**, so that Farnborough Primary School can be a safe and happy place in which to work and learn.

We believe that parents/carers and school must work in partnership if our behaviour policy is to succeed. Parents have the right to expect that the school will provide a harmonious environment in which their children can learn, play and develop increasing social awareness. Parents must share responsibility for the behaviour of their own children by supporting the staff of the school in the maintenance of discipline.

The Governing Body has an overall responsibility for ensuring that the Behaviour Policy of the school is maintained. The 1997 Act states that the Governing Body is charged with the duty to produce a written statement of general agreed principles. These principles relate to other relevant school issues such as bullying, racial and sexual harassment, attendance and uniform.

Pupils, staff, parents and the governing body share a collective responsibility for promoting a high standard of behaviour within Farnborough Primary School. We believe that by working together we can promote positive values within our school.

Charles Clarke (Secretary of State for Education 2007) reinforces the positive impact of social inclusion and positive behaviour

'Schools can make the difference to the behaviour and attitudes of their pupils, especially when they are effectively supported by other agencies. Good teaching, sound behaviour management, effective anti-bullying policies, clear rewards, consistently applied sanctions and imaginative use of the curriculum all make a difference, and reinforce the message that all young people can achieve their full potential'

Circular 10/99 Social Inclusion: Pupil support identifies nine principles of good practice for supporting pupil inclusion and behaviour management. These key principles underlie this policy and practice throughout the school.

- ❖ Setting good habits early
- ❖ Early intervention
- ❖ Rewarding achievement
- ❖ Supporting behaviour management
- ❖ Working with parents
- ❖ Involving pupils
- ❖ Commitment to equal opportunities
- ❖ Identifying underlying causes
- ❖ Study support

THE SCHOOL BEHAVIOUR FOR LEARNING POLICY

Our policy is based upon the premise that pupils, staff, parents and the Governing Body share a collective responsibility for maintaining high standards of behaviour in school.

Pupils are encouraged from an early age to behave in an acceptable manner and as they mature are expected to take increasing responsibility for their own actions. We aim for all our pupils to leave Farnborough Primary School demonstrating both self-discipline and a well-established sense of responsibility to others.

Pupils are more likely to develop self-discipline when there are clear guidelines as to what constitutes acceptable behaviour, when they receive praise for behaving appropriately and when they can be confident that the adults around them will deal with unacceptable behaviour in a fair and consistent manner.

To ensure a safe and happy environment where pupils can learn and play together it is essential that a set of clear and simple rules should be observed by all our pupils. Our Pupils' Choices are designed in such a way as to be understood by even our youngest pupils.

As our pupils mature and become able to demonstrate a greater degree of self-discipline, we encourage them not only to make the right Pupils' Choices but also to follow our School Code of Conduct. This focuses on positive behaviours (do's rather than don'ts) that reflect an increasing awareness of good citizenship.

OBJECTIVES

Our pupils will:

- show respect for themselves and others
- enable teachers to teach and other pupils to learn
- take responsibility for their own actions
- show pride in their school

Our teaching and support staff will:

- adopt positive approaches to managing pupils' behaviour
- be consistent in their management of pupils' behaviour
- present appropriate role-models to our pupils by dealing fairly and rationally with instances of inappropriate behaviour
- genuinely listen to grievances and show sensitivity to pupils who are distressed

Our parents/carers will:

- work closely with the school to ensure that pupils do not experience conflict between home and school as to what is acceptable behaviour
- support the Head Teacher and Staff in their management of pupils' behaviour
- share concerns about their own child's or other pupils' behaviour so that home and school can work in partnership to find solutions
- encourage their children not to 'hit back' as this is against the Pupils' Choices and often escalates situations
- support the listening ear scheme and encourage their children to talk to an adult in school when they have concerns.

Our Governing Body will:

- agree, and review, the general principles which underpin this policy
- support the Head Teacher and Staff in the implementation of the Behaviour Policy
- liaise with the Head Teacher and Staff over issues of discipline that may affect the smooth-running of the school
- liaise, where necessary, with parents who have concerns regarding matters of discipline within the school
- through the Chair, act as intermediary in the rare instances when matters of discipline cannot be satisfactorily resolved between home and school

Going for Green

In all areas of school life at Farnborough we choose to:

- **behave excellently**
- **respect each other**
- **follow instructions**
- **listen when others are speaking**
- **work hard and learn**
- **be kind to others**
- **tell the truth**
- **look after our school**
- **keep hands, feet and objects to ourselves**
- **move slowly and carefully around the school**
- **take responsibility for our own actions**
- **be polite and have good manners**
- **share**

POSITIVE BEHAVIOUR MANAGEMENT

At Farnborough Primary School we believe in promoting a '**learning culture**'. A learning culture requires positive feedback, which in turn raises self-esteem. A rise in self-esteem leads to a rise in confidence, which enables a pupil to be successful. At Farnborough Primary School the language of achievement is ritualised to become the reward. **Communicating and celebrating achievements is vital and positive oral feedback is the norm.** The school has a different reward schemes appropriate for the age and stage of pupils.

The school follows an ABC approach to managing behaviour

This approach is based on the premise that focusing purely on the behaviour will not alter or change the frequency of the behaviour. Negative attention can reinforce difficult, negative or unacceptable behaviour. (Appendix 3 gives further details).

A - ANTECEDENTS

B - BEHAVIOUR

C - CONSEQUENCES

All teachers and support staff working in the school are familiar with the following agreed whole-school strategies for promoting positive behaviour:

- **Encouragement** for pupils who are behaving well. Going for Green certificates are awarded on a regular basis to celebrate expected behaviours.
- **Recognition by the Head Teacher.** Pupils will receive encouragement for a great piece of work or for positive behaviour. Such achievements may be celebrated in an assembly

where the focus will be on the '**learning**' Children will be presented with a certificate of achievement.

- Occasional use of extra privileges e.g. an extra turn on the computer/a chance to use the CD Rom at lunchtime.
- Children can nominate others who are kind helpful and caring. These children are presented to the school at achievements assembly.
- Achievements outside school are celebrated to support home school partnerships with certificates or awards being presented during assembly.
- The school also understands that some social situations can be difficult for some children to manage all of the time. Lunchtime activities, playground groups and activities as well as opportunities to work quietly are also used to promote positive behaviour.

All teachers and support staff working in the school are familiar with agreed specific strategies for promoting positive behaviour with different age groups using age appropriate reward and sanction schemes. (See APPENDIX 1). All the positive behaviour strategies encourage pupils to take responsibility for their own actions. Staff adapt the schemes throughout the year as pupils become accustomed to the year group and age related expectations.

CIRCLE TIME

All teachers build Circle Time into their Personal, Social and Health Education Programme (PSHE). The purpose is to provide pupils with an opportunity to discuss feelings or problems in a 'safe' environment and to assist each other in reaching solutions. Circle time is also used to highlight success and achievement.

LISTENING EAR

The school runs the listening ear scheme. Members of staff are identified and trained to listen to children's concerns or worries. A child can approach the staff at any time and will be given the opportunity to talk privately, without interruption by the adult. A child can ask that the information be kept confidential (although if a child makes a disclosure that needs to be dealt with the Head teacher will be informed) the aim of the scheme is to enable pupils to discuss, rationalise and if needed be supported. The listening ear will agree with the child the next step and will meet if needed on a regular basis until there is a resolution or the child indicated that they do not require the support.

SEAL

The school as part of the PSHE programme run the SEAL programme. The programme is thematic and covers topics such as friendship, new beginnings and bullying. Each week a whole school assembly introduces the theme, which is then discussed in each class throughout the week.

SCHOOL COUNCIL

School Council, comprising of **2 elected pupils from each class** and the nominated Teacher. They listen to pupils' concerns and discuss issues that contribute to school improvement. Pupil voice is an important aspect of Farnborough and the emphasis we place on corporate ownership

PUPIL SUPPORT SCHEMES

As well as the listening ear scheme that supports the pupils to talk and tell, there are Individual class schemes ie the worry box. The worry box is for children to write down any concerns and post them in the box. A child can remain anonymous. At an appropriate time the teacher will read the worries. If the worry is anonymous and it is a class issue the teacher will raise the concern at class level. If named the class teacher will privately discuss the worry with the child and aim to find a resolution. Staff are always available to talk to pupils about any concerns and the children are encouraged and reminded through poster and assemblies to talk and tell.

Positive behaviour is reinforced through schemes such as the friendship box. Here pupils can nominate others who have been kind, helpful considerate and supportive. These initiatives are dependent on the age and need of pupils. The pupils are praised in the achievement assemblies.

There is also a school council suggestion box for pupils to put forward ideas on any issue in school.

PUPIL MENTORS

Where a child needs significant support to follow codes of behaviour a staff mentor will be put in place to offer this support.

This person will act as a listening partner when 'emotional' behaviour may become out of control and require a 'time out', calm down period. Possible behaviour management strategies will be negotiated and planned so that there is minimal disruption during class teaching time. Responsibility and ownership of behaviour will be encouraged and emphasised.

VIP AND House and Vice Captains

This scheme has been devised as a positive behaviour management tool for Year 6 pupils. All Y6 pupils are eligible and can contribute in a number of ways to show good citizenship, thus earning the award of VIP. Those children identified as good team leaders and role models in Year 6 are awarded the title of house Captain. The school has four houses to which all junior children belong. The house scheme promotes the idea of working as a team and allows a greater understanding of tolerance and support for your peers.

MANAGING BEHAVIOUR within the School Day

The previous section suggested a number of ways in which teaching/support staff could actively promote positive behaviour and which are used throughout the school or with different age groups.

In addition to these 'agreed' strategies all teachers will wish to ensure that their classrooms are orderly places where they can teach and their pupils can learn. The following systems are in place in all classrooms:

- seating/groupings etc. planned carefully
- the structure of each lesson is shared with the children
- clear routines are established
- resources are easily available and accessible
- the adult can see what is going on

- individual pupils do not monopolise the teacher's attention
- staff, move around the class rather than have large numbers of pupils queuing for attention or surrounding the teacher's desk
- there is an appropriate match between the curriculum and the ability of individual pupils
- praise appropriate behaviours
- attention-seeking behaviours are discouraged by providing pupils with acceptable alternatives
- clear and consistent baseline regarding acceptable noise levels for different activities
- an agreed signal/command for gaining the attention of the whole class
- aimless movement of pupils around the class and all aspects of off-task behaviour is minimised.

A **Going for Green** card system to support behaviour management operates in all classrooms. This system is used consistently throughout the school to ensure that children and all adults are aware of behavioural expectations and the procedures that are followed should it be necessary to intervene with any behavioural issues. This system is used by all adults including support staff and playground staff.

Each classroom has a behaviour chart displayed with a section for each child. Behind the name of each child is a series of coloured cards. Green cards represent expected behaviours which are regularly celebrated. Should intervention be necessary a verbal warning is given. If a child fails to moderate their behaviour the green card is changed to yellow and two minutes of playtime is lost. On the rare occasion that, after a yellow card, behaviour remains a concern an amber card is shown and ten minutes of playtime is lost. At this stage children are warned that the next stage of the process is a red card.

Red cards are given when the system of yellow and amber cards fails to moderate behaviour or when a single incident is considered severe enough. If one red card is issued the class teacher will call a meeting with the parents. An Action plan will be agreed at this meeting. A second red card in the term will result in a meeting between the parents and child and a member of the senior management team. An ABC Monitoring Record will be put into place to monitor child's behaviour for at least a month. The class teacher will meet with the parents each week to discuss and sign the plan. An appropriate sanction will be applied in consultation with SLT (Phase leader). The action plan will be updated to incorporate an changes. A third red card in the term, will result in a meeting between the parents, the child and the Head teacher/Deputy Head Teacher. This will be to review previous interventions and the next steps of action. If appropriate other agencies will be contacted. A new behaviour plan will set and the action plan updated. This plan will be monitored for half a term and then reviewed by the Senior Management Team/Head.

Instant red card behaviours

- Deliberately hurting another child
- Swearing
- Abusive or threatening language towards their peers or a member of staff
- Persistently refusing to follow instructions
- Deliberately damaging property
- Stealing and vandalism
- Racist comments or harassment of other pupils on racial grounds
- Leaving school premises without permission

Exclusion

- Persistent red card behaviours or extreme intentional actions.
- Physical assault/ violence towards an adult or a child

- Bringing offensive weapons/and or drugs onto school premises
- Use of an offensive weapon/and or drugs

MANAGING PLAYGROUND BEHAVIOUR

Teachers and other adults involved in playground supervision are responsible for ensuring that the pupils play sensibly and safely. Playtimes should be enjoyable for everyone, providing opportunities for all pupils to experience a range of social interactions, to explore the environment beyond the classroom and to develop physical skills. Appropriate playground behaviours are most likely to develop when pupils know what is expected of them, management is consistent and adults are alert to potentially unsafe practices. Appropriate playground behaviour will be discussed during circle time, whole school assemblies etc. Consideration of the following strategies may be helpful:

- move around so that you can see what is going on
- intervene if games appear to be getting out of hand
- do not let individual pupils monopolise your attention
- positively encourage pupils to engage in appropriate games
- carry out routine checks on areas which are off limits for play e.g. toilets, classrooms
- be consistent in your management (use the card system). Agree which types of play are acceptable and safe. Pupils need to know that all adults will deal with unacceptable actions in the same way.

The Going for Green card system operated in the classroom is also operated on the playground.

PROCEDURES FOR DEALING WITH SERIOUS INCIDENTS

The first adult called upon to deal with a serious incident or emergency should:

- **send an orange triangle to the office via a pupil**
- remain calm
- listen to what the pupil/adult or pupils/adults have to say (particularly important if you are not a witness to the incident)
- ensure that **all** parties involved in the incident have been identified
- record facts as soon as possible after the event
- make facts available to the member of the Senior Management Team called upon to deal with the incident
- if a pupil has been injured it will be necessary to complete an accident report form. Parents are always informed if a pupil is injured at school. This may be in the form of a telephone call or a letter home written by the Head Teacher, although the adult who first dealt with the incident may be asked to verify the contents.
- The card system will be followed and procedures completed
- Any exclusions will follow DfE guidance.

SANCTIONS

Lunchtime

The severity of the punishment should match the seriousness of the incident. The following range of sanctions has been agreed:

- **Verbal warning**
- **short periods of time out e.g. standing by an adult/sitting on a bench**

- **loss of privilege e.g. basketball/skipping/football**
- **report to the class teacher who will follow up the incident and follow Going for Green code.**

In the Classroom

Follow the Going for Green procedure.

EXCLUSIONS

Section 6 of the Education Act 1997 amended the law on fixed period exclusions. Since 1st September 1998 the Head Teacher may exclude a pupil for up to 45 school days in a school year.

When a pupil is excluded for a fixed period of more than two days, the school will arrange for the pupil to receive schoolwork to do at home. The school follows the DfE Guidelines on exclusion.

Type of Exclusion

- **Exclusion at Lunchtimes** for a limited period. This sanction must be negotiated with parents. A lunchtime exclusion equates to ½ a day
- **Temporary exclusion from school (Fixed Term)**
- **Permanent exclusion from school**

External Liaison

The school will work closely with the London Borough of Bromley Primary Behaviour Support team. We refer to this team pupils who are at risk of permanent exclusion. We also work in close liaison with the Education Welfare Service, Social Services, Mental Health Services and the Educational Psychology Service.

In a small number of cases inappropriate behaviour may be indicative of emotional disturbance or be influenced by factors which are beyond the pupil's control. In all cases where behaviour does not improve following a range of positive management strategies or sanctions external referrals will be made.

It may also be necessary to keep a detailed log of behaviour /contact book to provide evidence that will be needed if further assessment/involvement of outside agencies is required or as a method of communication with families.

WORKING WITH PARENTS

We believe it is important that parents share our expectations of appropriate behaviour and are actively encouraged to work with us to achieve high standards. Parents will be given a copy of the Pupils' Choices/Code of Conduct when their child enters school.

Teachers are encouraged to talk to parents informally if they have concerns about pupils' behaviour and should ensure that parents have the opportunity to share any concerns they might have.

It is helpful to share both positive and negative comments about behaviour so that the parent can have a clear picture of circumstances in which the pupil behaves appropriately as well as

those where the behaviour is inappropriate. Teachers should offer a solution/strategy to be tried.

e.g. 'J... is often distracting to others but I intend to deal with this by moving her to sit near my desk'.

A follow-up meeting to review the situation will also inform parents as to whether behaviour is improving or has further deteriorated.

In all cases of serious incident or persistent inappropriate behaviour, a member of the Senior Management Team must be informed and responsibility for informing/involving parents will rest with them. Teachers should also ensure that a member of the Senior Management Team is informed if any parent is uncooperative or confrontational regarding matters of behaviour and should not enter into dialogue with such parents but refer them immediately to the Head Teacher.

In general, it is good practice to involve parents from an early stage if behaviour is giving cause for concern as parents are more likely to work in partnership with school if they feel part of the decision making process.

ANTI BULLYING POLICY

Bullying in any form is anti-social behaviour and will not be tolerated in our school. We believe that staff, pupils, parents and the governing body must work in partnership to ensure that we create an environment in which bullying is actively discouraged, with the aim of eradicating it completely.

We define bullying as any behaviour, verbal or physical, which is intentionally intimidating and causes hurt or distress to others.

We believe that all pupils have the right to be safe and secure while in our care and we consider any instances of bullying as a serious infringement of acceptable school behaviour.

We aim to prevent bullying by:

- developing clear procedures for dealing with incident
- actively promoting non-bullying behaviours
- providing networks of protection and support for victims e.g. Friendship Bench
- offering a range of positive strategies that will enable pupils who do bully to modify their behaviour

Instances of bullying will always be dealt with according to our Behaviour Policy and all alleged instances of bullying will be fully investigated when reported. All teaching and support staff share a collective responsibility to investigate any complaints made by pupils who may be the victims of bullying and to make the situation known to a member of the Senior Management Team.

If any patterns of bullying are identified, representatives of marginalised groups will be consulted and action plans drawn up.

SUPPORT FOR VICTIMS OF BULLYING

Any pupil who is the victim of bullying or perceives himself/herself to be a victim must know the following:

- it is OK to 'tell'
- the incident/threat will be dealt with
- every effort will be made to ensure that he/she will be safe from further bullying or reprisal

Pupils will only have the confidence to 'tell' if they can feel assured that (ii) and (iii) will happen. All allegations **must** be investigated and, whether substantiated or not, the child must be told the outcome.

Pupils often use emotive language e.g. 'beaten up, bullied, threatened' to describe quite trivial playground incidents, or even accidents, that have resulted in minor injury. It is however, important that the pupil's concern is taken seriously, as sensitive, sympathetic intervention from adults can help pupils to learn the difference between bullying and an accident, so that they become increasingly able to describe situations appropriately.

Pupils who are found to be victims of bullying must be protected. They should be offered support from an adult they trust e.g. midday supervisor, class teacher, SENCO, member of the Senior Management Team.

They must be provided with regular opportunities to review the situation and should know that they can go to their 'mentor' at any time if they feel vulnerable.

When a case of bullying is substantiated the member of the Leadership Team dealing with the situation should ensure that the victim 'feels safe' before sending him/her back to the situation where the bullying occurred.

It is desirable if both bully and victim can be brought together in a controlled environment to ensure that the situation is clarified. Ideally this will enable both parties to understand that the incident has been both taken seriously and dealt with and will not be allowed to recur.

THE PERPETRATORS

It is important to make it plain to the bully that his/her behaviour is unacceptable. You must encourage the bully to see the victim's point of view and identify what they will do to make amends for their behaviour.

The bully will have to face the consequences of his/her behaviour. A member of the Senior Management Team should be informed. A meeting with the bully's parents may be called, when a constructive plan for the future will be proposed.

If bullying recurs and there is no improvement the bully may be excluded at lunchtimes or for a fixed period of days.

RESTRAINT (see also policy)

PHYSICAL INTERVENTION

The Education Act 1997 clarified the position about the use of physical force by teachers, and others authorised by the Head Teacher of a school, to control or restrain pupils. Section 550A

allows teachers and other persons who are authorised by the Head Teacher, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviours prejudicial to maintaining good order and discipline

There is no legal definition of reasonable force. Circular 10/98 provides guidance and gives examples of circumstances and factors that teachers should bear in mind when deciding whether or not to intervene. The Children Act 1989 placed a 'Duty of Care' on all Local Authorities to consider the pupils' needs as a priority in all dealings with pupils and families. For teaching staff 'Duty of Care' is set out in the School Teachers' Pay and Conditions Document. Linked to the 'Duty of Care' teachers also have a duty to act in loco parentis in the manner of caring and reasonable parents.

At Farnborough Primary School physical restraint is used as a last resort, where other strategies prove ineffective. In these circumstances we should use restraint only as an act of care and control, using the minimum amount of force.

Staff receive training in the use of SCIP (Strategies for Crisis Intervention and Prevention), commonly known as 'peaceful restraint', which is an approach specifically designed to offer children care and control when they are angry and out of control. Training is reviewed to take in to account new staff.

Any incident involving restraint is recorded on a Physical Intervention Sheet (attached to restraint policy) as soon as possible after the event. This includes information such as the date, time, place, those involved and action taken during and after the incident. We will inform parents as soon as is reasonably possible.

In the event of a serious incident, parents may be contacted and asked to take the pupil home and/or accompany their pupil to a meeting the following day or later in the day. This meeting may be as part of the exclusion process.

It is not always school policy to use physical restraint on a pupil who is intent on leaving the school premises. In some circumstances the school will contact the police if a pupil has left the school premises.

MONITORING AND EVALUATION

A range of data is collected to monitor patterns of behaviour across the school. This includes:

- **behaviour targets**
- **incident report forms, racial harassment records**
- **'Time out' records**
- **exclusions**
- **attendance**
- **visitors' questionnaire**

The Senior Management Team is responsible for collating this information and the Head Teacher will include this in the termly report to the Full Governing Body meeting.

CONCLUSIONS

The guidelines for promoting good behaviour in school are designed to provide all adults working in our school with a common framework. They are aimed at ensuring that at Farnborough Primary School is a safe and happy place in which teachers can teach and pupils learn. It is our aim that pupils will gradually learn to develop strategies for self-discipline so that the need for sanctions and punishments is minimal.

In order to ensure high standards of behaviour there needs to be shared agreement of what constitutes acceptable behaviours and promotes desirable levels of good citizenship. All teaching and support staff will participate in regular review of the behaviour policy and guidelines so that aims can be clarified and principles for managing behaviour be understood by all adults who work in our school.

Teachers will ensure that regular review of Pupils' Choices and Code of Conduct is undertaken in class and becomes part of planned activities within the PSHE curriculum.

Pupils will be encouraged to participate actively in the review process so that 'ownership' of the Pupils' Choices and Code of Conduct is promoted. Behaving well should be something 'we do' not 'something that is done to us'.

Examples of some of the reward schemes in operation 2015

Reception and Key Stage 1

- Whole class rewards to accumulate visually in the form of sticker scheme, smiley faces etc. for **achievement in learning, behaviour or social**.
- Whole class rewards to involve a **development in learning** e.g. read a book to a younger child, time in the ICT suite and parachute games etc.
- Whole class rewards that can be worked towards e.g. additional playtime, golden time etc.
- Achievement certificates presented to individual children for learning or behaviour.
- Going for Green certificates.

Key Stage 2

- House point system
- Achievement certificates
- Challenge to do....
- VIP scheme (Very Independent People) Year 6 pupils earn the badge for leading role models, exemplary behaviour
- Whole class reward that can be worked towards e.g. local trip, additional playtime/sport/golden time, a one-off activity voted for by the class.

Appendix 2

Examples of inappropriate behaviours:

- Persistent low level activities resulting in cards being turned.
- Deliberately hurting another child
- Swearing
- Abusive or threatening language towards their peers or a member of staff
- Persistently refusing to follow instructions
- Deliberately damaging property
- Stealing and vandalism
- Racist comments or harassment of other pupils on racial grounds
- Leaving school premises without permission
- Bringing offensive weapons/and or drugs onto school premises
- Use of an offensive weapon/and or drugs

Guidelines

Positive Behaviour Management Strategies

Build a hierarchy of strategies

- eye contact, non-verbal contact, teacher proximity, pupil name
- question, support, choice, reminder, redirection
- warning, clarify consequences
- in-class consequences – sanction
- follow-up

Strategy	Pupils' response
Choice	Gives pupils some control over the situation; is less likely to initiate
Take-up time	Allows pupils not to lose face. Watching and waiting is a way, issuing a challenge. We need to be clear about expectations
Partial agreement	Yes, you may have been talking about your work but I would like you to...
When-then direction	This is trying to avoid being negative – No you cannot go out because you have not finished your work' becomes 'When you have finished your work, then you can go out.
Privately understood signals	For drawing a class together or to monitor the noise level. Build in sharing times. Reflect upon intervention in terms of teaching and learning as against control intervention
Tactical ignoring	May be appropriate for attention seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the pupil not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes behaviour then praise them.
Redirect behaviour	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task
Consequences and sanctions	These should be thought out in line with school policy, and implemented clearly and consistently
Deferred consequences	When a pupil misbehaves, stating that you will deal with the issue later removes the 'audience', i.e the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one to one situation is more likely to have a positive outcome

Continuum of behaviour

Problem behaviour can be categorised:

Behaviour category	How a problem behaviour manifests itself
Personal level	Low self image Disaffection Anxiety Hypochondria Depression Poor personal organisation Withdrawal Resentment Self-mutilation Vindictiveness Moodiness Defiance Lack of personal care
Verbal Level	Confrontation Threatening Silly noises Interruptions Whistling Argument Talking to themselves Swearing Silence Needing the last word
Non-verbal level	Face pulling Disruption Failure to comply Destructiveness Hand and finger gestures Aggression Clingy Violence Truancy
Work level	inability or unwillingness to work without direct supervision short concentration span inability to complete tasks failure to follow instructions

How these 'problem behaviours are viewed depends on their severity and the degree to which the individual's or group's education is being disrupted. Their cause will also dictate how they are managed.

Pupils who demonstrate some of the above behaviours will have the often subconscious aim of:

- seeking attention
- seeking revenge
- demonstrating power
- escaping by withdrawal

These may be active' or 'passive' and 'mild' to 'serious'. Ensure the differences between pupils do not lead to 'negative labelling', which can initiate a vicious circle of failure, or worse can result in labelling by association

Dealing with Conflict

The desired outcomes are to:

- Minimise disruption to a lesson
- Maintain your authority
- Remain calm
- Maintain the pupils self esteem
- Maintain a positive pupil-teacher relationship

Causes of escalation of conflict	To de-escalate conflict
Increase in exposed emotion	Stay calm
Pupil feels threatened	Avoid threats. Don't stand over the pupil
Conflict with teacher is viewed as a contest	Focus on offence and not the offender
Teacher issues unrealistic ultimatum	Introduce humour
Pupil feels 'cornered' and has no room for manoeuvre	Give pupil a choice
Pupil has an audience and cannot be seen to back down	Separate pupil and audience

Dealing with extreme problems

- School system for summoning help –red card to the office
- Sit down if possible
- Don not touch the pupil
- Listen to the pupil and try to show empathy
- Suggest a simple and immediate next step. Offer two options
- Deal with the issue at a later time when the pupil is calmer and there is no audience

One to one situations

- Ask the pupil to describe the behaviour that upset you/them
- Show empathy and concern about the behaviour
- Talk about the incident and establish what the problem is
- Saying you want to help and asking them for suggestions
- Determine how the pupil can improve the behaviour
- Agree actions that may be appropriate
- Write out an agreement if appropriate

Managing Difficult Behaviour

Positive learning environments motivate pupils

Pupils want to learn when:	Danger signs and times
They see the point of what they are learning	Pupil's don't understand what they are doing
They feel secure, stimulated and challenged	Tasks are too hard, too easy or lack challenge
They are engaged in activities that develop their knowledge, understanding and skills	When pupil's are not engaged in the lesson
They are learning in their preferred learning styles	Activities last too long; pupils work continuously outside their preferred learning style
Their interest is captured by using a range of stimuli	Lessons are too predictable and humdrum
They are given the opportunity to demonstrate what they know, understand and can do through reviews and summaries as the lesson progresses	Lessons lack variety of tasks; pupils' progress through the lesson is not monitored
The learning environment is well managed by the teacher	The structure of the lesson is not planned; transitions are not timed and therefore not managed.
The teacher has high expectations and pupils try to meet them	Pupils are not aware of what is expected of them; there is no individual support

Pupils who disrupt lessons may demonstrate a range of characteristics

- Have difficulty working in pairs or groups because they have relationship problems
- Give up easily because tolerance levels are low
- Are unable to remain on task because of poor concentration spans
- Have never learned 'good' working habits
- Their education lacks continuity because of truancy
- Lack personal organisation so often poor time keeping
- 'mutter' and 'chatter' to others
- Have a limited grasp of basic skills
- Are under-functioning, for example gifted or exceptionally able who are bored because they are not being challenged
- Answer back if they have an audience
- Present work poorly
- are defensive and insecure
- can be aggressive, verbally and physically

You must lay down what is acceptable/unacceptable behaviour, set the boundaries and demonstrate that they are in control.