



This policy is currently under review, new document to be published Autumn Term 2017.

<i>Version</i>	<i>Date</i>	<i>Changed by</i>	<i>Notes</i>
1.0	October 2012	R Billing	Staff and children involvement

Introduction

At Abbots Langley School we take a positive and proactive approach to behaviour management. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

There are two basic principles upon which our behaviour policy is based:

We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child

We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at Abbots Langley School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues.

Aims

To promote equality of treatment and equal access to educational opportunity within the school community;

To promote an environment where we help our children to control themselves and to learn that they are responsible for their own behaviour;

To create a calm and ordered learning environment;

To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;

To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;

To ensure that appropriate behaviour is encouraged and recognised;

To develop pride in the school, in work, in effort as well as achievement;

To ensure that parents/ carers are kept informed about their pupils behaviour through consistent means.

Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. The SEAL curriculum resource is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be cooperative and considerate.
To be treated with respect and consideration	To treat others with respect and consideration
To have appropriate access to the school's facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher's time.	To try to be receptive and cooperative.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To speak out, but also to listen. Not to put others down.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults. To follow the agreed School Code.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning; play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To play a part in the running of the school. To prepare lessons thoughtfully. To watch for unsafe things and practices. To support the construction of pleasant environments.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To be actively involved.
To be treated with respect and consideration	To treat others with respect and consideration
To be treated with courtesy by all.	To treat others with courtesy.
To expect that there will be no cultural, sexual or physical discrimination against staff members	Not to discriminate or to accept others doing it.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	To use time out in a positive, constructive way to end disruptive behaviour. To follow up time-out with conferencing and contracting procedures.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To provide information consistently. To be approachable, to listen, to make the time, to act on information.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation.

See Appendix 3 for Behaviour Management Strategies used in school.

Playground

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, are trained to ensure that procedures are carried out consistently.

Promotion of self-esteem and personal and social skills

We use SEAL (Social and Emotional Aspects of Learning) as a tool for developing all children's social, emotional and behavioural skills. This resource offers an explicit and structured whole-curriculum framework. It is delivered mainly by class teachers but all adults who have contact with children – teaching assistants, lunchtime staff and support staff – need to be aware of the vocabulary used and the key ideas that are introduced to the children.

Abbots Langley Code

See Appendix 1

Children and staff have created a Behaviour Code, which highlights the way that children will act in school. This document is displayed in each class alongside the Behaviour Steps, **see Appendix 2.**

Rewards: whole-school

Children who behave appropriately will be rewarded. We have whole school systems in place to reward children which include:

Stars of the Week

House Points

Recognition from Head or Deputy Head

Inclusion of good learning on the school Blog.

Rewards: classroom

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

Encouragement and praise which is meaningful, which is helped by good teacher/children relationships

Stickers/ badges/ certificates/ achievement certificates

Showing significant achievements to Head or Deputy, other teachers, other classes and also in assemblies

Being given a responsible job in the classroom

Whole class rewards

Sharing good news with parents/carers by letter, homework diary, conversation at the end of the day, phone call home (this call should only be made from school)

Star of the Week certificates

Food is not used as a reward (in line with ECM agenda where we promote healthy lifestyles and choices.)

Consequences for unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Behaviour Code. Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Behaviour Code. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form CAF if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion.

More serious behaviour problems

Children displaying more serious behaviours will be sent to a member of the SLT and will receive an appropriate consequence. The incident is recorded in the Behaviour Log so that parents/carers can be informed. This may also result in fixed term exclusion. For children who continually find it difficult to follow the class rules, individualised strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. **See appendix 1 for the Behaviour Steps**

Bullying and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

What the school means by bullying

Why bullying is totally unacceptable

How we address bullying

What support there is for those who have been bullied and what support and consequences there are for the person who has bullied.

Links with home

At Abbots Langley School we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

Our Home School Agreement

Newsletters and through awards which are sent home

The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions

The procedures as laid out in our Anti-bullying Policy and leaflet for parents/carers

Ensuring parents are involved in supporting the school in managing their child's behaviour issues including through their involvement in IEP, PSP and CAF meetings where appropriate

Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved. To make the effort.

To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To be treated with respect and consideration	To treat others with respect and consideration
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues. To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/ Carer feedback at Parent Council/ Friends of Central
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

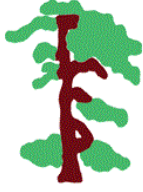
Complaints

The school's procedure for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints.

Related Policies:

- Anti-Bullying Policy & leaflet
- Single Equality Plan
- Complaints Procedure
- Preventing and dealing with racist incidents
- Inclusion Policy

Appendix 1



Abbots Langley School

Excellence, learning, knowledge and skills

Abbots Langley Code

We will be helpful and honest to everyone.

We will be responsible for our behaviour, help younger children, and try our best with our learning.

We will always take pride in our work and never give up!

We will respect everyone.

When we play we will let others join our games, be friendly and always look out for each other.

We will be good listeners.

We are happy at school and like to have fun, we enjoy our learning.

We will try to be excellent in everything we do.

As agreed by the staff and children of Abbots Langley
October 2012

Appendix 2



Abbots Langley School

Excellence, learning, knowledge and skills

Behaviour Steps

Step 1 – Reminded about acceptable behaviour and a warning will be given.

Step 2 – Removed from the group and asked to work elsewhere in the classroom.

Step 3 – Removed from the class to the other year group classroom to complete work.

Possible actions – completing work at another time, apologising to teacher or being sent to the Deputy or Headteacher. Parents may be invited to speak to the class teacher to discuss a way forward for learning in school.

Step 4 – If behaviour continues to be against school rules, parents and outside agencies will be contacted to develop a plan to support the child.

Class Reward System

Each class will have an individual system in place to reward children for their learning, effort and other important areas. This reward system will result in an event or activity happening at the end of the term for the whole class.

Appendix 3

Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. By following the SEAL programme, we also promote good behaviour throughout all aspects of school life.

Strategies are used to encourage the child to change his/her behaviour. These may include:

Varying teaching styles

Directing questions to the child to encourage participation

Use of other adults in the room

Changing the position of the child and teaming them up with a good role model

Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander

Knowing individual trigger points and avoiding them

Differentiating time expectations

Give public and private praise for good behaviour as shown by the individual or the class

Smiling and show warmth

Give and encourage the taking of responsibility

Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved

Have a quiet word in the early stages of misbehaviour

Give non-verbal signals – a steady disapproving look

Move the child nearer the teacher

Isolate the child from an 'audience'

Project a positive self image – let the transgressor(s) know they are letting themselves down

Focus all comments on the behaviour and do not make personal comments

Avoid shouting at all costs

Allow a child to 'cool down' before dealing with an incident

Thinking time

Children should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All our children should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the 'victims'.

When problems do occur, staff should try to avoid over reacting; focusing on remaining calm and listening to all sides. We do recognise, however, that dealing with bad behaviour and difficult children can be a stressful time for staff and all teachers need to be given support by colleagues, headteacher and governors.