



Edna G Olds Academy

A L.E.A.D. Academy

Edna G. Olds Academy 2019/2020

Subject – Behaviour Management

Rationale:

This policy is a statement of the arrangements for behaviour management at Edna G. Olds Academy. It has been written to make expectations and procedures for management of behaviour explicit and to ensure consistency of practice across the school. Our school is a complex community of adults and children, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct providing the background against which all aspects of school life may flourish.

Philosophy:

At Edna G. Olds Academy we operate a positive behaviour policy which has high expectations of all within the school community.

The school:

- has a whole school approach to behaviour to ensure consistency, setting good habits early with high expectations of cooperative behaviour from the very beginning
- involves all pupils in the creation and review of class code of conduct in relation to the School's curriculum core behaviours.
- provides a purposeful learning environment conducive to on task behaviour
- involves parents/carers by communicating well to ensure their support
- makes positive recognition of pupil achievement
- supports behaviour management through circle time PSHE lessons, peer mediation and a school council
- ensures that if things go wrong, pupils are given the opportunity to put things right.

Aims:

At Edna G Olds Academy we aim to:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self esteem in all members of the school community
- promote consideration and respect for others and the school environment
- encourage a shared responsibility between home and school
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Implementation:

As a school, we have identified twelve characteristics that we believe are fundamentally important and underpin every aspect of our children's cognitive, social and emotional development and learning. These core behaviours are:

- Self-Awareness
- Courage
- Personal Responsibility
- Motivation
- Resilience
- Creativity
- Respect
- Inclusion
- Empathy
- Tolerance
- Altruism
- Trust

At Edna G. Olds, we foster a belief that every pupil can flourish as an inquisitive, intuitive, inspirational, critical thinker and leader. Together, as a learning community, we work passionately to develop our core behaviours, as this provides a richness to learning - inside and outside of the classroom learning environment. Everything we pursue as a school seeks to develop our pupils beyond them solely achieving a high academic attainment. We strive to provide them with a set of personal strengths that will enable them to achieve their full potential both here and beyond life at Edna G. Olds Academy.

Our school core behaviours are the same for pupils in the halls, corridors, playgrounds, and the immediate vicinity of the school and on school visits.

Rewards

Positive recognition motivates the children to observe the expectations that Edna G.Olds has identified through the core behaviours. Rather than drawing attention to disruptive behaviour, the teacher deliberately focuses on children who are behaving well. If this strategy is used consistently, it will have the following effects:

- Encourage the children to behave appropriately
- Increase the children's self esteem
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both child and class teacher
- Help to teach behaviour and establish positive relationships

Consequences

Pupils display 100% focus and attention. However, if there are incidents of persistent non-compliance or disruption we operate a system of time out:

A pupil is first given a verbal warning to remind them about the expectations

If the behaviour does not stop then they will be shown a card that indicates 2-minute time out

Every child is given a fresh start each day.

For severe disruption the child will be sent immediately to the Headteacher

On those occasions this is what will happen:

Occasion	Consequence
First time incident recorded	child to work in isolation for a period of time self- reflection/ critical thinking exercise carried out
Second time incident recorded	child to work in isolation and parents notified.

It is important to stress that this staged intervention is designed to allow the child the opportunity to choose to change his/her behaviour within an identified framework. Detailed records are kept of both positive recognition and consequences.

Wet play/dinner-times

- Each class has a box with wet play/dinner activities in.
- Each class teacher is responsible for ensuring that children know what they can and cannot use at playtime to keep them occupied.
- Children must always remain in the classroom unless they are going to and from dinner/sandwiches, or have been given permission to go to the toilet.

Procedures

- The headteacher or teacher on duty is designated as having responsibility for deciding whether it is wet playtime and informing the rest of the school.

Play and Lunchtimes

- When playtime ends a whistle is blown on both playgrounds. The children are expected to stop playing and line up when the whistle is blown again.
- Class teachers should be present when the whistle blows and lead their class into the building when the children are quiet. The class who wins the yard card will go in first.

Individual Educational Plan (IEP), Provision Map and Pastoral Support Programme (PSP)

All staff are responsible for the behaviour of all the children. It is important that we all involve ourselves in rewarding good behaviour and also show our disapproval and non-acceptance of bad behaviour, following the guidelines in this policy.

When a child is experiencing difficulties with behaviour and the normal classroom sanctions have not worked, it will be necessary to consult the Head of School and inform the Leader of Inclusion. Following consultation with the appropriate staff an Individual Education Plan / Provision Map may be drawn up or if the child is at risk of exclusion a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

A meeting will be called to discuss a child experiencing difficulties with the parents/carers and the class teacher. The difficulties will be discussed and then the child will be given a number of targets to achieve and agree a date by which they will be achieved. The Leader of Inclusion will be informed and make the necessary entry on the Special Needs Register.

If a child seriously fails to achieve the targets set or continues to be disruptive/badly behaved, a meeting will be arranged every 2 weeks for the child, parents and Leader of Inclusion to closely monitor progress and involve other agencies.

Ultimately a child who refuses to behave in an acceptable way may be excluded from the school, for example, violent assault on another child or an adult, verbal abuse/threatening behaviour against a pupil and an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

Use of outside agencies:

The following outside agencies are available to support parents/carers/ children who are experiencing difficulty:

- Education welfare officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Inclusion coordinator and Head of School advise teachers and parents on which service would be most appropriate and how to contact them.

Physical Intervention:

It is recognised that there may be occasions when a pupil's behaviour necessitates physical intervention. DFES Circular 10/98 clarifies schools responsibilities under the Education Act 1996, stating that teachers and other staff (who have been authorised by the head teacher) who have lawful control or charge of pupils, have the power to reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury.
- There is a developing risk of injury, or significant damage to property.
- A pupil is behaving in a way that is in a way compromising good order and discipline.

The school also recognises that the use of force by staff can only be regarded as reasonable if the circumstances of the particular incident warrant it, and that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

The schools decision to use physical intervention will be based upon an assessment of risks associated with the intervention compared with the risks of not employing a physical intervention. Physical intervention will always be the last resort, when all other de-escalation strategies have been tried, or where the situation warrants immediate intervention (due to health and safety risks).

Only members of staff trained in Positive Handling techniques will be allowed to use physical intervention. A list will be made available to all staff of those with training. Each member of trained staff will also have to attend an annual refresher course.

The school will keep records of all occasions where intervention has been used and parents/carers will be informed of an incident involving their child and given an opportunity to discuss it.

Equal opportunities:

All learning opportunities within the classroom; extra curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, nationality or ability.

Other relevant policies:

SEND and Inclusion Policy

Bullying Policy

Equal Opportunity Policy

Disability Equality Policy

Gender Equality Policy

Race Equality Policy

Monitoring, evaluation and review:

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The Leader of Inclusion will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a termly basis.
- The governing body, via the SEN Governor, will review progress made and the effectiveness of the policy on an annual basis, in the summer term.

Conclusion

We are confident that such clearly stated and thorough school wide and classroom assertive discipline plans will teach our children to be responsible for their actions and make the school year a positive and motivating experience.

