

Sharmans Cross Junior School



Behaviour Policy 2010



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Rationale

A school is a community. All members of the school community seek to:

- Provide learning opportunities so that pupils acquire the skills and competencies necessary to participate and contribute to society.
- Foster a respect for the rights and needs of other, while developing a sense of responsibility for one's behaviour.
- Value individual and group achievement in all aspects of life and celebrate success.
- Promote the benefits of helping and working co-operatively with others.
- Provide a safe, happy, non-coercive, caring environment that is conducive to working and learning.

While every person's individuality within our community is acknowledged, our goals can be achieved more easily if everyone respects both personal and collective social responsibilities.

The statement of rights and responsibilities applies to all members of the school community. It outlines the expectations this school community has of its members.

Observance of this code of conduct will create a positive school climate in which effective pupil learning, pupil achievement and self-esteem are priorities.

We are committed to developing respect for the social values and laws of our community. These include:

- Promoting responsible behaviour.
- Developing practices that inspire in all members of the school community a sense of common purpose and pride in our school.
- Accepting that our actions are chosen behaviours that have consequences.
- Accepting that restitution is a solution that fosters self-discipline.
- Believing that ALL school community members display an individual commitment to appropriate behaviour.

Aims: To develop self-disciplined, responsible pupils who respect the rights of others.

Outcomes

- Pupils are confident, self-reliant, independent, positive learners.
- Pupils are supported in selecting appropriate behaviours and strategies.
- Pupils have a good sense of identity and self-esteem.
- Framework of guidelines and structures provided to pupils and the community.
- Referral system established and communicated within the school community using school and community resources.
- A clear set of guidelines provided for dealing with pupil behaviours.
- Restitution accepted as an appropriate behavioural choice.
- A non-coercive environment.
- The actions of individuals do not have a detrimental effect on the learning of the whole group.

Our Beliefs

| I have the Right to: | I have the Responsibility to: |
|--|---|
| <ul style="list-style-type: none">• Be treated with respect and politeness by others in the school and by the local community. | <ul style="list-style-type: none">• Be polite and always show respect to others at school and behave in such a way that I gain respect for the school from the local community. |
| <ul style="list-style-type: none">• Expect that my property will be safe and that I will be safe from physical danger. | <ul style="list-style-type: none">• Look after school property and respect the property of others so that I will keep my school safe and not put others in physical danger. |
| <ul style="list-style-type: none">• Obtain the maximum benefit from school | <ul style="list-style-type: none">• Co-operate with teachers and other pupils so that all can work to their |

| | |
|---|---|
| <ul style="list-style-type: none"> ▪ Learning ▪ Socialising | <p>capacity without interference.</p> <ul style="list-style-type: none"> • Co-exist with peers and teachers, respecting individual rights and differences. |
| <ul style="list-style-type: none"> • Have a clean and tidy school. | <ul style="list-style-type: none"> • Look after the school environment and keep it clean and tidy. |
| <ul style="list-style-type: none"> • Be treated with compassion. | <ul style="list-style-type: none"> • Treat others with compassion no matter what the differences (race, colour, religion, gender, physical appearance or intellectual ability). |

Roles and Responsibilities

How will we achieve our Aims?

Pupils, parents, teachers and support staff should take collective responsibility for the promoting of positive behaviour in Sharmans Cross.

Pupils

- Pupils should come to school ready to learn.
- Pupils who display positive behaviour will realise that they are rewarded for this and that their actions benefit the whole school.
- Pupils who disrupt class lessons and break times should be aware that their actions are taken seriously. Sanctions will be used and their parents will become involved.
- Pupils will always show good manners to their fellow pupils and to all adults in our school.

- Pupils will follow the class and school rules, which all in our school have agreed.

Parents

- Parents should encourage their children to see school in a positive light; should praise their child when he/she receives a positive behaviour award.
- Parents should realise that if their child behaves unacceptably they will be asked to visit the school so that the child, teacher and parent can discuss together how the behaviour might improve.
- Parents can assist their child by sharing the responsibility with school staff for their child's behaviour.
- Parents are asked to ensure that their child comes to school on time.
- Parents can support the school by ensuring that their child attends suitably dressed preferably in school uniform.

Class Teachers

- Class Teachers will have the day-to-day responsibility for classroom organisation and discipline.
- Teachers will establish routines for developing positive behaviour in the classroom and be consistent when issuing reprimands.
- Teachers will actively establish positive relationships with pupils and parents.
- Teachers will show respect and good manners towards pupils and parents.
- Teachers will reward pupils who keep to the school and class rules.
- Teachers will actively seek support for pupils whose behaviour causes concern.

- Teachers are children's first managers and will support pupils in managing their behaviour in out of class situations.

Support Staff

This group includes:

The Learning Mentor, School Secretary, Clerical Assistants, Learning Support Practitioners, HLTA, Learning Support Assistants, Special Needs Support Staff, Site Manager, Catering and Cleaning Staff and Midday Supervisors.

- Support Staff will treat children with care, respect and politeness.
- Support Staff will have the authority to reward good behaviour and to report unacceptable behaviour.
- Support Staff will expect children to be polite and show good manners towards them.

Rules and Procedures

Whole School Rules formulated by class council and agreed by the school

These are to be on display in every classroom

Class rules

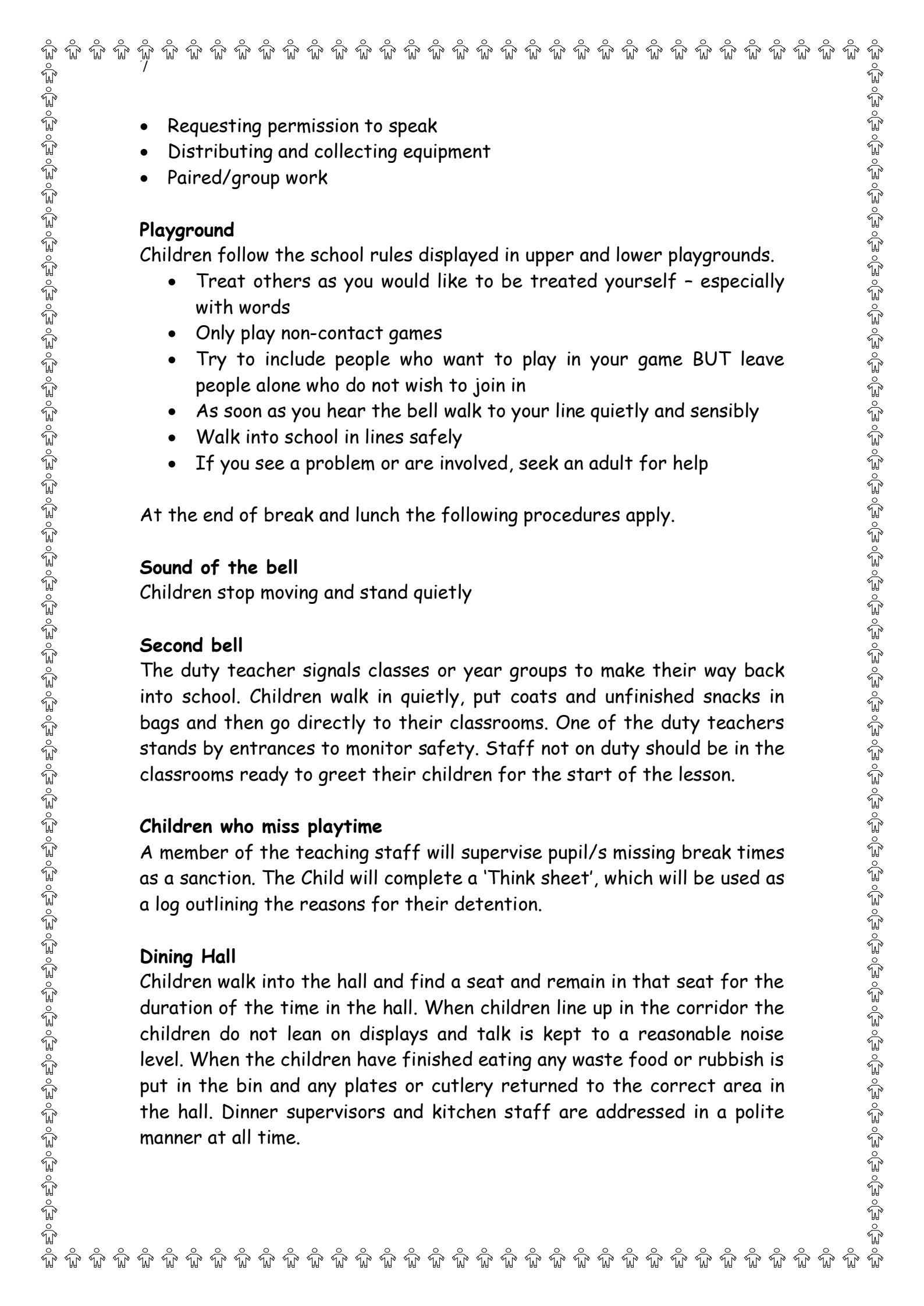
Rules created and signed by the teacher and class at the start of the year. Rules then displayed in the classroom

Procedures

Class

These are to be displayed in each class in a positive manner.

- Entering and leaving the classroom
- Listening to the teacher

- 
- Requesting permission to speak
 - Distributing and collecting equipment
 - Paired/group work

Playground

Children follow the school rules displayed in upper and lower playgrounds.

- Treat others as you would like to be treated yourself - especially with words
- Only play non-contact games
- Try to include people who want to play in your game BUT leave people alone who do not wish to join in
- As soon as you hear the bell walk to your line quietly and sensibly
- Walk into school in lines safely
- If you see a problem or are involved, seek an adult for help

At the end of break and lunch the following procedures apply.

Sound of the bell

Children stop moving and stand quietly

Second bell

The duty teacher signals classes or year groups to make their way back into school. Children walk in quietly, put coats and unfinished snacks in bags and then go directly to their classrooms. One of the duty teachers stands by entrances to monitor safety. Staff not on duty should be in the classrooms ready to greet their children for the start of the lesson.

Children who miss playtime

A member of the teaching staff will supervise pupil/s missing break times as a sanction. The Child will complete a 'Think sheet', which will be used as a log outlining the reasons for their detention.

Dining Hall

Children walk into the hall and find a seat and remain in that seat for the duration of the time in the hall. When children line up in the corridor the children do not lean on displays and talk is kept to a reasonable noise level. When the children have finished eating any waste food or rubbish is put in the bin and any plates or cutlery returned to the correct area in the hall. Dinner supervisors and kitchen staff are addressed in a polite manner at all time.



Assembly

Children walk in silently and sit in their classes allocated space. No equipment or belongings are to be brought into assembly.

Teachers attending assembly position themselves around the edge of the hall to monitor behaviour. Any behavioural interventions must be as low key as possible with "the look" being the first intervention; the next stage is to remove child/children to sit near the teacher. Continual poor assembly behaviour will lead to the withdrawal during playtime and the completion of a think sheet.

Children walk out a class at a time in silence as directed by the assembly leader.

Moving around school

Pupils are expected to walk at all times. It is polite to hold doors open for other children and adults if you arrive at a door first.

When moving around the school as a whole class, children keep in straight lines without talking. The first pupil in the line will be given clear instructions where to stop so that children are never out of sight of the teacher. When children independently move around the school in between lesson times, children walk quietly and stick to one side of the corridor to help avoid congestion.

Incentives to Promote Positive Behaviour

In order to promote and reinforce our School and Class Rules we feel it is important to adopt a system, which recognises all forms of social and academic achievement, and then communicates this 'good news' to children and parents.

All Support and Teaching staff will use the same approach to establish and maintain consistency. All adults will:

- Trust, respect, encourage, and listen to every child.
- Ensure the child knows that it is the behaviour that it is disliked and not him/her.

Warm, caring relationships and a happy, stimulating environment are the ideal incentives. Achievement of these will be our ultimate goal

Our school has established a system to celebrate the success of those pupils who contribute to the achievement of their personal goals.

Achievements may be in the areas of:

- Academic success
- Appropriate behaviour choices
- Achieving school targets
- Good attendance
- Improved results
- Good citizenship
- Honest effort

Congratulations Assembly

- All the above are celebrated and acknowledged in the Celebration Assembly. Entries on the 'Star of the week sheet' should directly refer to one of the above. Year groups are responsible for organising the completion of the sheets by Thursday in order for the merit sheets to be printed by the Office Manager. The sheet is then handed to the Head ready for Friday's assembly. Children will also be nominated for Star of the term and Star of the Year where parents are invited in to celebrate in their child's achievements.
- Year group LSA is responsible for changing 'Star of the week' display boards on a weekly basis.

House Points

- There are four houses - Blythe, Arden, Ulverley and Danford.
- Class teachers should display a house point chart in their classroom.
- Each child has a house point sheet they complete when awarded by a member of staff with house colour stickers. 50 stickers is a bronze award badge, 100 stickers is silver badge and pencil and gold award badge with a book mark. Year 6 follow a slightly different system

where by the children receive ribbons for their bronze, silver and gold awards.

- All members of staff may celebrate pupil success by awarding them House Points.
- Aggregate house points for each house will be announced in Celebration Assembly on a weekly, termly and annual basis.
- At the end of the year the winning house is celebrated in a special awards assembly.
- Year 6 school achievements are celebrated in July at an end of year awards assembly where staff nominate children for sporting or academic success based on the 4 years spent at the school.

Class Merits

Class points are awarded for whole class good behaviour. 10 points the children are awarded biscuits, 20 points extra playtime and 30 points a surprise decided by the class and teacher.

Strategies For Managing Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands.

Level 1 - Green

Misbehaviour that can be effectively managed within a classroom environment by the class teacher. Actions would be at the level of a warning to the child. There is no need to keep records beyond any personal notes that you wish to make at this level.

Level 2 - Amber

More serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents. Will alert SENCO that there could be issues. Informal involvement of senior management. Teacher to keep records of incidents at this level and meetings with parents on to SIMS

Pupils are not to be sent from class for a single incident at this level.

Level 3 - Red

Pupils who exhibit persistent Level 2 misbehaviour should be referred to the Senior Teacher or Deputy. Very serious misbehaviour should be referred to the Head who will formally involve parents. Outside agencies may be involved. The senior staff involved will keep records on SIMS

Unacceptable behaviour described

| Level 1 - Green | Level 2 - Amber | Level 3 - Red |
|--|---|--|
| Not on task | Persistence of Level One | Persistence of Level Two |
| Disrupting another child, chatting in class | Incomplete tasks (deliberate) | Major disruption of class activity |
| Distraction, interruption | Refusal to work | Vandalism of school building, property |
| Answering back | Defiance | Stealing/intent to steal (persistent) |
| Not following instruction | Deliberate destruction of another child's work | Repeated incidents of bullying |
| Telling lies/getting others into trouble | Minor vandalism | Persistent bad language and verbal/racial/sexist abuse. (Racial incident form to be completed) |
| Verbal abuse, minor bad language | Stealing/intent to steal | Violent hitting, kicking, fighting |
| Unsafe movement around the school | Direct verbal abuse | Aggressive violent behaviour, causing deliberate injury |
| Unsafe behaviour | Threatening behaviour | Abuse/threatening behaviour towards staff/parents |
| Careless damage | Isolated acts of violence - kicking, hitting, thumping etc. | Dangerous refusal to follow instructions |
| Playtime incident (1 st occurrence) | | Leaving the classroom without permission. |

Sanctions/strategies

| Level 1 - Green | Level 2 - Amber | Level 3 - Red |
|--|--|---|
| The look! | Time out in the classroom or sent to another classroom | Senior staff informed immediately |
| Repositioning of children | Stay in at break (in a supervised area) | Formal chat with Head teacher (child) |
| Peer reminders/proximity praise (used sensitively) | Taking work to finish at home | "Time out" with Head teacher supervision. |
| Reminder of school rules | Sharing of information with other staff | Parents invited to school for formal discussion with Head teacher |
| Private discussion with child | Loss of privileges/choice of activity/rewards time | Action plan agreed involving school and parents |
| | Persistent unacceptable behaviour - parents informed by class teacher, discussion with parents, home/school report book introduced | Behaviour contract supervised by Head teacher |
| | | Involvement of outside agencies |
| | | Exclusion in line with school and LEA policy |

Prohibited sanctions

- Corporal punishment including smacking and rough handling
- Withholding sustenance and force feeding
- Withholding of basic physical comforts such as warmth and appropriate clothing
- The locking of a child in a room, at any time, even if an adult is present.
- Withholding medication

- The use of language inappropriate voice or tone, which demeans or intimidates the student.
- Putting pupils out of the class unsupervised
- Making students sit outside the classroom on the floor

The following referral procedure will be displayed in every classroom.

What happens if I choose to break the rules?

1. I will get a warning from my teacher.
2. I will be moved to work on my own in class
3. If I still cannot work properly, I will be removed from the classroom and sent for time out to work in another class to complete a think sheet. I will also miss my playtime.
4. If I have to be reminded about my behaviour again I will be sent to Mr. Pratt or Mrs Martin and a letter will be sent home or a phone call to my parents. I will miss my playtime.
5. If I am violent, abusive or disrupt the learning of the class I will be sent immediately to Mr. Pratt and decision will be made as to whether I will be sent home.

Procedure that Head/deputy will follow for Red referrals

Children sent to the Head or Deputy for unacceptable behaviour at the Red level will be asked to sit outside the office and complete a think sheet. They will be spoken to calmly but not engaged in conversation until the sheet has been completed. The child will not be counselled by the Head or Deputy but may be referred for counselling at a later date. Any conversation with the child will revolve around;

1. A reminder of the rules broken
2. A reminder of any previous agreements
3. How the child will make restitution (saying sorry is not enough. Don't tell me! Show me!)
4. What the consequences of any further breach will be

Class work missed will be completed in the pupil's own time.

Class teachers should send the child accompanied by an LSA or another pupil to ensure that the child is safe. In the event that there is a refusal to leave the class then the Head should be sent for. In either event the standard note should be sent to inform the Head that this is a red referral.

The following procedures will take place within a six week time frame from the start of the first referral. A second referral after six weeks has elapsed will be treated as a first referral.

| | Consequences | Support |
|-----------------|---|--|
| First referral | Appropriate restoration. Parents contacted by phone to inform them with a follow up letter to explain the procedures. A record will made on SIMS. | An IBP (maximum 6 weeks) will be drawn up and referral made to Learning Mentor/SENCO/outside agencies as appropriate |
| Second referral | Appropriate restoration. Playtime working under SMT supervision. Meeting organised with parents and formal warning regarding exclusion. | PSP drawn up (maximum 6 weeks) Learning Mentor time Home school report book established. |
| Third referral | Fixed term exclusion for up to 5 days Work set to be completed at home Formal warning regarding permanent exclusion | PSP reviewed Multi-disciplinary meeting called |

Lunchtimes

The same **Traffic Light** system is in place as follows. A serious incident or persistent misbehaviour is recorded by the Midday staff in a communication book which will be reported to the class teacher via the

registers who will discuss the incident with the child and check that the agreed procedures have been followed.

Misbehaviour at Level 3 will be referred to the Deputy Head.

Three levels of caution will be used:

1. Green: first level - a warning
2. Amber: Second level (for children currently on a green caution) - loss of lunchtime privileges for one day. Child completes reflective writing task in Library under the supervision of a member of the lunchtime staff.
3. Red: Third level (for children currently on an amber caution) - loss of lunchtime privileges for one week. Child stays in Library completes reflective writing task and has to have a plan for restorative justice before being allowed to take part in activities. Parents to be informed by Deputy Head.

When a child receives a caution under this system, good behaviour (with no further cautions) during the following two weeks will result in that caution being cleared - where a child is on a green caution, the caution is cleared; where a child is on an amber caution, the amber is reduced to green. Where a child has received a red caution and has been punished accordingly, all three cautions are cleared at once. At the end of the school year all cautions will be cleared automatically.

HLTA is to report to the Deputy Head at the end of each session the amber and red cautions issued. The Deputy is to maintain records of cautions and incidents on SIMS.

Behavioural Special Needs

In the case of pupils being identified with behavioural SEN the SENCO in partnership with the parents concerned will draw up an individual action plan. This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy for the duration of the action plan, unacceptable behaviour will not be allowed to remain acknowledged.

Restitution/restorative justice

As part of our sanctions we will encourage pupils to seek to make amends

for their actions. An effective restitution will have the following characteristics:

- It will include a plan for future actions.
- It will be seen by the people involved as adequate compensation.
- It will require effort on the part of the offender.
- It does not in any way encourage further offences.
- It will be natural and logical and relevant to the inappropriate actions.
- It is not imposed.
- Avoids criticism, guilt or anger.
- Avoids feelings of resentment or being overextended.

At all times: Accept no excuses for inappropriate behaviour and be consistent

Individual behavioural Plans (see appendices)

Inappropriate actions are dealt with in the first instance by the classroom teacher, who will counsel and negotiate more appropriate actions. Details of the incident are recorded by the classroom teacher.

When a pupil's action continues to cause concern and the problem remains unresolved, then the teacher and the pupil may agree that the pupil needs to reflect on his/her inappropriate actions and plan more appropriate strategies for re-entry into the classroom. The pupil's plan is negotiated with the Classroom Teacher and finalised in writing. There are three copies of the plan.

- First copy for the pupil
- Second copy for the classroom teacher
- Third copy for the Head

Planning Stages

| | |
|--|---|
| Step 3 referral Amber: Planning 1 | In Class - Supervised by teacher. |
| Step 4 referral Red/Persistent Amber: Planning 2 | Out of Class - With Senior Teacher. Initially in class time, then in pupil's own time. |
| Step 5 referral Red: Planning 3 | Out of class - With Head/Deputy. Supervised by Head/Deputy. Negotiation with classroom teacher to re-enter class. |
| Following a fixed term exclusion: Planning 4 | Out of Class - Withdrawal - Suspension negotiated with Head for return to the school. Supervised by parents. |

Supply Teachers

In the case of a planned absence it is the responsibility of the class teacher to leave a letter for the supply outlining the discipline plan and requesting a list of children who have behaved well and also those who have misbehaved to be left in the supply teacher's folder. The class teacher must follow up on this on return.

Physical Intervention

In the extremely rare instance that a child with severe emotional and behavioural needs requires the planned use of physical restraint the following apply:

- Strategies of physical intervention in support of pupils with challenging behaviour should always be viewed as the final recourse.
- Physical intervention is defined as the positive use of force in order to protect a person from harming themselves, or others, or causing substantial property damage. It is not school policy to use physical intervention as part of a behavioural support plan. In exceptional circumstances staff may use physical restraint as part of a total

response to a student only if its' use has been agreed by the student's parents and by all other agencies involved. Staff must also have received training in accepted physical intervention techniques.

- Planned physical intervention strategies should be:
 1. Agreed in advance by a multidisciplinary or school team working in consultation with the child, his or her carers and those with parental responsibility.
 2. Described in writing and incorporated into other documentation which sets out a broader strategy for addressing the child's behavioural difficulties.
 3. Implemented under the supervision of an identified member of staff who has undertaken appropriate training provided by an accredited organisation.
 4. Recorded in writing so that the method of physical intervention and the circumstances when it was employed can be monitored and if necessary investigated.
- Unplanned or emergency intervention may be necessary when a child behaves in an unexpected way. In such circumstances, members of staff retain their duty of care to the child and any response must be proportionate to the circumstances. Staff should use minimum force necessary to prevent injury and maintain safety; consistent with appropriate training they have received.
- Indicators that would suggest that physical intervention strategies are justified are as follows:
 1. The pupil is causing damage to him/herself or others
 2. The parents and all staff working with the pupil consent to the implementation of the technique
 3. Staff concerned have received training in appropriate physical intervention strategies.
 4. It is not being used as a punishment
 5. It is not being used as a substitute for a positive behaviour management programme
 6. The strategies are detailed in an individual physical intervention plan

Physical Intervention in Unforeseen Circumstances

In the rare event of an emergency situation occurring where there is no agreed programme in place but physical intervention is needed school staff will be expected to act in loco parentis. Physical intervention in

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unforeseen circumstances may be required to bring control to a child who has lost self control and is engaged in behaviour that is damaging to him/herself or others. In such circumstances physical intervention must:

1. Be carried out sensitively
2. Provide a safe and caring situation for the pupil
3. Must never be punitive
4. Carried out in a manner that preserves the dignity of the child.
5. Where possible should not be in a public place
6. Must be recorded (in the incident book kept in the Head's office)

Training

As part of the support offered to staff who may need to manage challenging behaviour training will be available in line with SCIP

Risk Assessment

When the use of a restrictive physical intervention is sanctioned or when a pupil is identified as being a potential risk to staff and pupils then a formal risk assessment should be carried out in line with Health and Safety policy.

Support for staff

- When a member of staff has been involved in an incident that has resulted in them being physically hurt or subject to extreme trauma, including verbal abuse that person should be released from class for an appropriate period of time.
- A senior member of staff will be on call at all times in order to respond to such situations e.g. to provide cover or support
- One of the most effective support structures available to staff is that which colleagues provide to each other. We all have a duty to offer advice, information or a sympathetic ear.

Harassment

Sharmans Cross School believes that all pupils have a right to feel safe and happy in the school environment. There is no place for any intimidatory actions. Intimidatory actions can include:

- Sexual harassment
- Bullying both verbal and physical
- Racist behaviour
- Abusive behaviour

Monitoring and record keeping

The Deputy will be responsible for monitoring the implementation of the policy. She will:

- Monitor the use of SIMS on a termly basis.
- Keep records of numbers of pupils sent from class

Appendix A

Understanding Pupils

The following few points could be of some assistance to the classroom teacher in fostering a positive relationship between pupil and teacher as well as improving classroom climate.

- There is an overall need for all pupils to feel part of a caring, positive learning situation.
- **Giggling** - If a pupil giggles when being disciplined this can be a sign of nervousness or being frightened and not necessarily of disrespect.
- **Eye Contact** - Pupils will often hang their head and not look at the person speaking to them. Direct eye contact can at times be regarded as being disrespectful in Aboriginal or Asian culture.
- **Smiling or Grinning** - Pupils smiling or grinning when being disciplined can be a sign of embarrassment rather than disrespect.
- **Refusal to Answer** - At home some children are not allowed to reply to parents when being disciplined. This could explain why pupils sometimes refuse to answer teachers.
- **The Classroom Confrontation** - This is by far the worst situation for both teacher and pupil and the one that most often causes a break down of the teacher/pupil relationship both in the short and long term.

The disciplining of a pupil in front of the total class in a raised voice can result in the pupil becoming embarrassed or 'shamed out'. This is particularly so if there is even some "perceived" injustice in the disciplining.

The pupil may react by completely 'clamming up' or by becoming abusive and at times losing almost total control over the language being used. Such confrontation is to be avoided.

As with all pupils this open confrontation is best avoided.

Sometimes better results can be achieved and the problem resolved effectively by the teacher remaining calm and continuing to speak with the pupil in a respectful but authoritative manner rather than by raising the voice.

It is also sometimes advisable to speak to the pupil outside the door or after the lesson in order to prevent this confrontation from developing.

Appendix B

Develop Positive Teacher Interactions:

- Use a friendly tone and manner (beware of negative body language).
- Welcome the pupil. Begin the day with a smile, greeting, create a pleasant environment. Sense the pupil's mood. Follow a reprimand closely by acknowledging success whenever possible.
- Be proactive. When you sense a situation/problem may arise, use diversion tactics. Give the pupil a job etc. to distract him/her.
- Establish a self-monitoring system so pupil can take responsibility for appropriate and inappropriate actions.
- Recognise and acknowledge other class members for their co-operation.
- Take a personal interest in the pupil's activities and interests outside school, e.g. sport, hobbies.

Whole School Strategies:

- Quality Awards celebrating and recognising achievement in class.
- The Thematic Curriculum.
- Development of Curriculum tracking procedures.
- Parent involvement - parent/teacher interviews.
- Self-evaluation.
- Peer Support and Peer Mediation - Peer Tutoring.

Appendix C

Guidance on intervening when pupils are behaving inappropriately

Scanning

Where ever possible a classroom or teaching area should allow the teacher a view of every child. Simply put **always** position yourself so that you have your back to a wall and no pupils behind you and you can see all the class. Regularly scan the class.

Scanning allows the teacher to:

- Maintain appropriate observations of the whole classroom
- Have eye contact with specific children.
- View the class from different points
- Signal interest and position
- Assess need for intervention
- Gain knowledge of class and individual behaviours

Interventions

- Allow the teacher to change the mood speed and activities of the class.
- Interventions should be clear, well directed, effective and easily read by the student.
- They should be as non-confrontational as possible

Non Verbal Interventions

- Body posture and teacher movement around the class

Examples of gestures:

- hands raised for quiet
- a pointing finger (can be shaking)
- the shaking head
- hands on hip
- sitting on the front of teachers desk
- thumbs up

Examples of facial expressions:

- raising the eyebrow
- closing the lips tightly

- looking puzzled
- a smile (can have several meanings!)

These do not directly confront the student but allow the teacher to express disapproval. If eye contact is not limited to a glance the child will think a response is required

Verbal Interventions for Controlling Behaviour

- Initial verbal interventions should be exploratory, non-confrontational and related directly to the behaviour or the work.
- These interventions serve to cue the child back to the task in hand

The repertoire could include :

- Do you have a problem with the task?
- Okay lets go through the task again
- Do I need to go through the task again?
- I can't remember saying you had to do that?
- Can we all get on? (eye contact)
- Please continue as asked
- Could we please continue?

ONLY MINIMAL EYE CONTACT SHOULD BE GIVEN

**GIVE TIME FOR THE INITIAL INTERVENTION TO TAKE EFFECT.
SOME BEHAVIOURS GO AWAY IF LEFT ALONE**

If the initial intervention does not cue the child back to work then a more intrusive tactic has to be used.

Non Verbal

- combining gestures from above

Verbal

- Repeating initial cue slightly firmer
- Short non-work orientated discussion followed by work cues
- Invalidate using humour followed by work cueing
- Make clear statement regarding agreed working practice
- Praise other pupils for complying with the stated work task

Stronger Interventions

If the more invasive interventions don't acquire the required behaviours then to maintain standards in the classroom more overt forms of intervention should be introduced.

- Stop the class and restate task
- Rearrange seating
- Close books and sit in silence.
- Give options and restart
- Reward the compliant and satisfactory pupils

The other interventions should be used to assess the possibilities of success of the more confrontational interventions.

KEEP A BALANCE

A good manager knows how to balance the relationship

A difficult child works well with a fair manager

Things to do before telling a child off or imposing a punishment

Listed by degree of severity:

1. Give the child the "evil eye"
2. Walk toward the student
3. Stand close to the student
4. Eye contact and a shake of the head indicating "no"
5. Place gentle hand on shoulder of student (This can be tricky depending on your relationship with the student or his/her frame of mind)
6. One word intervention e.g. if a child is playing kickboxing "feet"
7. Make a statement that the behaviour is just misplaced:
That's Ok in the playground but not here"

"Save it for later"

8. Use an I- message

"I get distracted when people talk when I am"

"It scares me to see you running in the hall"

9. Set limits by describing what you allow, do or provide without telling the pupils what to do about it:

"I listen to people who raise their hands"

10. Provide choices

"Would you rather play nicely or go to time out"

"Would you rather talk this over with me quietly or talk about it with"



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Appendix D

Circle Time Strategies and Activities

1a) Trust Games

To build relationships,
honesty and co-operation

Name games

Train games

Parachute games

b) Round Games

To develop a sense of self worth

"I think a friend is someone who..."

"I feel left out when..."

c) Special Day Procedures

To build up self-esteem

Certificates, Balloons, Tongues

d) Sharing Feelings

To encourage mutual support and trust a toy or a conch shell can be passed around to encourage turn taking

e) Resolving Conflicts

Discussion to foster collective responsibility

f) Class Meetings

To talk about issues which arise

Circle Time will also be used to establish and reinforce the Golden, Class and Whole School Rules.

Appendix E

Reflection sheets

Time out sheets for pupils sent from class

Give one or more worksheets to student when you send him/her to detention or send him out of the room or put him aside from other students because his behaviour was not accepted. After the student copies down the lesson (as many times as you want them to write it) Have them write/devise a plan on how they can change their behaviour to be allowed back in class. This plan must be brought to you before you should accept the student back in class.

RESPECT LESSON

Ø Please copy onto a separate piece of paper. Be sure to put your name in the right hand corner of your paper. Title your paper "Respect".

We all need and deserve to be respected. However, we cannot respect others when we don't respect ourselves. When you are rude, put people down, talk negatively, or insult people, you are hurting your respect for yourself as well as for others.

Everyone needs to feel good about themselves in order to get along with others. When someone does not feel good about himself or herself, he or she speaks and acts in ways that hurt others. When you don't feel good about yourself, everyone loses.

We all have bad days. No one is immune to having things go wrong. That is why we always have to remember to treat people with respect, even if we are not feeling very good about ourselves, or can tell that they may not be feeling much respect for themselves. When you automatically treat people with respect, you help everyone feel better about themselves.

How can I treat people with respect automatically?

1. Ignore them when they say or do something that hurts my feelings.
2. Don't argue or fight with someone who is obviously not feeling good about him/herself.
3. Overlook it when someone is trying to tease me to get me mad.
4. Don't say things in anger-count to ten before I speak or don't say anything until the anger has passed.
5. Don't say negative things. I have a right to my opinions, but I do not

have the right to express it.

6. Always try to think of everyone as doing the best they can-see everyone as the best that they can be.

7. Put myself in the other person's place and try to understand what their point-of-view is.

8. Treat others as I would like to be treated.

TALKING LESSON

Directions: Copy the lesson onto a separate piece of paper. Be sure to title it "Talking Lesson" and put your name on the top right-hand corner of your paper.

I understand that time is one of the most valuable things we have. Sixty minutes is so little time to do all the things we need to do in class, so it is vitally important to make every minute count. When I talk or mess about or disrupt the class, I am wasting valuable learning time. That is not fair to my teacher, my classmates or to myself.

I understand that it is okay to talk:

- 1. If I raise my hand and the teacher calls on me.
- 2. If talking is necessary to complete my assignment.
- 3. If it is free time and I have completed my assignments.

But I know that I must not talk:

- 1. When the teacher is talking.
- 2. When a student is asking or answering a question.
- 3. When the teacher has instructed the class to be quiet.

I can see that learning how to talk only when it is proper to do so is very important, so I will copy this paper as many times as it will take to show you that I have learned this lesson.

THINKING ABOUT BEHAVIOR LESSON

Ø Answer the following questions in complete sentences, using most of the words in the question in your answer.

Ø Please think carefully about your answers. An administrator and/or your parents could read them in the near future.

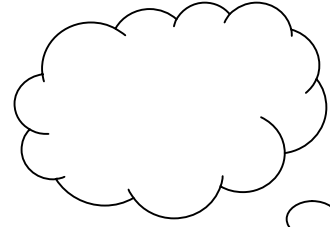
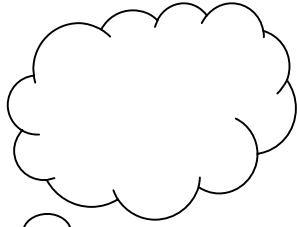
1. What did you do that got you into trouble?

2. Why was it wrong to do what you did?

3. What can you do differently in the future so that you will not get into trouble?

4. What can the TEACHER do to help you stay out of trouble and to help you succeed in her class?

Think Sheet



Name

Date

Lesson.....

What I did

.....
.....
.....
.....
.....

The rule I broke

.....
.....
.....

It would have been better if I had

.....
.....
.....
.....

I can put it right by

.....
.....
.....
.....

TIME OUT LESSON

Directions: Copy the lesson and fill in the blanks with your own words. Be sure to title it "Time-out Lesson" and put your name on the top right-hand corner of your paper.

I understand that school is a place for learning. Every student in England is offered 12 years of free education. Few other countries in the world offer this to their students. I understand that I choose how to use this time. I can get an education and learn more about myself and the world around me, or I can waste this time.

I understand that the teacher is responsible for many things. She needs to plan the lesson and then do everything possible to help students understand the material. The teacher has a big job because it is not easy to help a class full of students. When I behave disruptively, I am making it hard for the teacher to do her job. This isn't fair and I don't have the right to do this.

I understand that the other students in my class have a right to the best education possible. When I behave disruptively, I not only keep the teacher from doing her job, I am also keeping students from getting the best education possible. This is not fair and I don't have a right to do this.

I am here copying this because I was sent out of the room. I was sent out of the room because

I understand that right now, I am missing out on valuable learning time. Instead of learning, I am copying this lesson. I understand that I made a decision to behave unacceptably in class and the consequence for this was being sent out of the room. I understand that I have the power to make good decisions or bad decisions. When I make good decisions I am rewarded. In school, this means getting a good education and feeling good about myself as a student. I understand that I deserve a good education and I have the power and responsibility to make this happen. When I return to class, I will

Appendix F

IBP

IBP PLANNING

Pupil's Name:

Year Group:

Completed by:

Date:

Main Concerns E.g. progress in..., difficulties with..., behaviour in/at/with....

Examples of main concerns E.g. Say what happens, how often, when/where...

IBP CHECKLIST

- Is it brief and action-based?
- Does it indicate the pupil's current levels of achievement?
- Does it identify the nature, extent and specific areas of a pupil's difficulty?
- Does it specify the programme and set specific relevant targets to be achieved, against criteria that acknowledge success, and represent achievable goals?
- Does it specify any other additional support or resources?
- Does it indicate how parents, carers, peers or adult helpers will be involved, and what support or encouragement is being provided?
- Does it include, where appropriate, contributions from the pupil and their views on their learning needs?
- Does it detail any additional requirements such as medical or counselling needs?
- Does it set out clearly monitoring and recording arrangements with dates?
- Does it set dates for the next review with parents and teachers?
- Does it identify success criteria that are readily achievable and can be assessed quickly and be understood by parents, pupils and teachers?
- Does include how the outcome is assessed and how progression is measured?
- Is it clear and easy to use as a working document?
- Does it tie in with established routines and procedures within the school?
- Are all involved aware of the IBP?
- Do all involved have their own copy or access to a copy to refer to?

Appendix G

Guidance on working with parents

For a successful education, a positive relationship between the school and parents/carers is essential. It is relatively easy for schools to build such a relationship with pupils who - on the whole - behave appropriately.

It can be very disheartening for a parent/carer to constantly hear negative comments about the child they love. Parents and carers become weary of hearing the same negative things year after year - they start to feel inadequate and start to believe that the schools are picking on their children. They become anti-school. Eventually, they will refuse to support the school.

Schools and teachers should regularly contact home when pupils - especially difficult ones - have behaved appropriately. This will enable a positive relationship to develop. This enables the most important people in a child's life to work together to ensure that the pupil receives the best education possible.

Positive contact could be through:

- A personal visit to the home. (**Only after SMT approval**)
- A phone call
- A letter
- Remarks in exercise books
- Notes in the homework diary/book
- Certificates/merit marks.

Such actions not only build a positive relationship between the school and the parent/carer but also raise the self-esteem and confidence of the child. It also allows the relationship between the parent/carer and the child to remain positive.

Parents can reinforce the impact of rewards given in the school by offering their own praise and rewards at home. Teachers could use a 'daily diary system' whereby a notebook is sent to parents each day, commenting on the daily progress and behaviours positive & negative.