



# Rivermead

Together on the road to success

## Behaviour Management Policy

Reviewed: 3 Yearly

Signed \_\_\_\_\_

Date \_\_\_\_\_  
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# TITLE: SECTION 1

## BEHAVIOUR MANAGEMENT POLICY

Our mission is to realise the potential of all within Rivermead by fostering individual growth and learning. An orderly atmosphere is essential to the achievement of our aim.

Unacceptable behaviour includes that which:

- Prevents effective teaching and learning from taking place
- Disrupts the education of the learner or learners involved in inappropriate behaviour
- Disrupts the education of other learners in the group

### Good schools are orderly and calm places.

Rivermead is a learning community that values all of its members and this is expressed by their mutual respect. Our school community encourages self-respect and self-discipline and values honesty, trust, and fairness. We foster mutual respect in the way that we talk to and treat others, in the way that we treat their property and the property we share as members of the school.

As part of the learners' education as citizens they are taught that they have duties and responsibilities as well as rights.

### The role of the Headteacher and Leadership Team

It is the duty of the Headteacher and Leadership Team, by example to actively promote the conditions for learner success in the school. This involves working with staff to determine measures, including the making of rules and the provision for enforcing them that will ensure a proper respect for authority and others in society. They will set the expectation of a high standard of acceptable behaviour from all in the school.

The Headteacher is responsible for ensuring that school rules and codes of conduct are developed, which influence the overall Behaviour Management Policy but must take into account any guidance given by the Governing Body. The Governors, for their part, have a general role to monitor how these responsibilities are undertaken.

### The Role of the Teacher

An effective curriculum appropriately differentiated to stimulate and engage the learner is a key factor in maintaining an orderly learning environment. It is important that teachers should have high expectations of all their learners for both achievement and behaviour. A calm and orderly school is fostered when teachers are constructive and positive, when they are specific about what behaviour is expected of a learner and what is unacceptable. Learners are likely to behave and learn better when they feel responsible for their learning and capable of success. Learners should be encouraged under the guidance of the teacher to set and organise learning goals for themselves, reflect on their own progress and work cooperatively with their peers.

## Effective classroom managers

- Plan effectively
- Have clearly understood procedures regarding learner discussion, participation in lessons, movement in class, the way in which work is handed in, and what learners should do when tasks are completed
- Give clear presentations and explanations
- Have clear work requirements of learners, and monitor progress carefully
- Give clear instructions so the activities run smoothly
- Handle unacceptable behaviour quickly and calmly so that the pace of a lesson is not lost and further disruption is minimised

These principles are demonstrated by:

- Ensuring that the work is appropriate to learners' abilities
- Planning and delivering well structured lessons with clear learning objectives that are shared with and understood by all learners
- Setting clear goals for each work activity and making sure all learners understand them before an activity begins
- Starting and ending lessons on time
- Ensuring as far as possible that a classroom is suited to a particular activity
- Being mindful of seating arrangements. These may be dictated by the activity but the teacher will consider the individual needs of learners
- Minimising interruptions to learning
- Ensuring the availability of necessary materials for a given activity

## UNACCEPTABLE BEHAVIOUR

All behaviour can be seen as communication. Teachers should always attempt to understand the reasons for particular behaviours. For the benefit of all learners, a calm and orderly atmosphere must be restored as soon as possible. Teachers should reflect on whether a different approach to the lesson might have prevented the unacceptable behaviour. Teachers should adopt a range of strategies when responding to individual instances of misbehaviour. The precise response is likely to be influenced by a number of factors including the individual needs of the child, the seriousness of the incident, the number of learners involved and their previous behaviour record. A discreet word with the learner concerned is frequently the most effective response. Interventions need to be carefully judged by the teacher, doing the minimum to secure the desired change in the learners' behaviour; over-reaction may lead to an escalation of an already difficult situation and seriously limit the teacher's ways of managing the behaviour. There are no definitive rules for supporting the change in behaviour. The teacher needs to assess the learners involved and the individual circumstance to promptly restore a calm and orderly learning environment.

In Rivermead we recognise the importance of a team approach to the development of appropriate behaviour in learners and value opportunities to discuss teaching strategies together. Teachers dealing with learners who cause particular difficulties often find it helpful to discuss problems and develop consistent strategies for dealing with them and for this reason behaviour management issues feature as part of our ongoing programme of continuing staff development opportunities.

The following procedures for dealing with incidents of inappropriate behaviour, according to severity, are as follows:

- Dealt with by an adult on the scene
- Referred to teacher in charge of the class or teacher on duty at that time, to be dealt with by them
- Learner referred to the Home School Liaison Officer
- Learner seen by SEAL Tutor
- Use a range of strategies to aid understanding include 'the amazing five point scale' and 'scales of justice'
- Learner seen or taken to an Assistant Headteacher
- Learner sent or taken to Headteacher

At any stage a meeting may be arranged with parent or carer. This will be decided by the SEAL Tutor (in consultation with the Assistant Headteacher Learners' Support), Assistant Headteacher or Headteacher.

**All serious incidents must be recorded on an ABC recording sheet**

## **DEALING WITH REPETITIVE INCIDENTS OF UNACCEPTABLE BEHAVIOUR**

When dealing with the more repetitive incidents of unacceptable behaviour it is important to establish the reason for the behavioural pattern so that an appropriate response can be used:

- The use of 'ABC' recording sheets will help to establish whether there is a pattern to the behaviour
- Detailed behavioural observation
- Discussion between all staff involved with the learner to discuss common behavioural patterns and the approaches tried, particularly sharing successful responses
- Meeting with parent/carer to identify common behavioural patterns
- Discussion of data recorded and identification of problem(s) and the priority area of concern in order to develop an Individual Behaviour Plan and/or agreed strategies
- A log kept by the Home School Liaison Officer
- Behaviour analysis discussed by the Senior Leadership team raised by the Assistant Headteacher (Learners' Support)
- Assistant Headteacher informed of concerns
- Headteacher informed of concerns
- Raising at the In-School Review Meeting

- Requesting support of external support agencies

## **REWARDS AND SANCTIONS**

The school ethos promotes good behaviour. Our responses to unacceptable behaviour will reflect a distinction between serious and minor incidents. The school ethos and organisation ensure that learners learn to expect fair and consistently applied sanctions when merited. However, we believe that whilst it is important to make clear that poor behaviour is unacceptable and will have a consequence, it is equally necessary to reward good behaviour.

### **REWARDS**

In Rivermead our priority in encouraging acceptable and appropriate behaviour is **POSITIVE REINFORCEMENT**. It is important to recognise that positively reinforcing of behaviour will tend to increase the occurrence of that behaviour in the future.

To reinforce and encourage good behaviour we can:

- Smile when you are pleased with a learner's effort
- Acknowledge and state precisely what you are pleased about
- Reward a particularly good piece of work with a positive comment and where appropriate a merit award.
- Use of 'chance tickets' to recognise good behaviour and acts of kindness
- Use merits to reward good work or contributions to the school community.
- Display good work prominently in the school
- Arrange for learners to show good work to other members of staff
- Send learner to Assistant Headteacher or Headteacher for praise and to sign the Book of Achievement.
- Give learner additional responsibility
- Provide opportunity for extra time on a favourite activity
- Give a special mention in assembly
- Send a letter or postcard home

Celebration of out of school achievements should be recognised. This may include 're-awarding' an achievement in an assembly.

### **Sanctions**

When a sanction is necessary, the following general rules should be observed:

- Teachers should not punish a whole group for the activities of individuals
- Conversely, individuals should not be made scapegoats for the activity of a group of learners
- Sanctions which are humiliating or degrading should not be used; and
- Sanctions should be in proportion to the misdemeanour

## EFFECTIVE SANCTIONS RESULT IN A DECREASE IN THE FREQUENCY OF UNACCEPTABLE BEHAVIOUR.

Sanctions in Rivermead take a variety of forms. They include measures intended to prevent a recurrence of the misbehaviour, such as:

- a straight reprimand
- altering the tone of voice to show displeasure
- changing seats or otherwise isolating a learner from peer group
- repeat of work/completion of assigned work
- withdrawal of privilege of working in class
- extra or additional work
- work completed during 'free time' or after school
- interruption of break/lunchtime activities
- tasks related to misdeed e.g. tidying up
- referral to member of the Leadership Team
- contacting parents
- withholding certain extra curricular privileges

Whatever sanction is employed; learners should be left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence.

IT IS THE POOR BEHAVIOUR WE DISLIKE, NOT THE LEARNER.

## THE ROLE OF THE HOME

Parents and carers have a vital role in fostering good behaviour. Those with children of compulsory school age have a formal duty under law to ensure that their children receive an efficient education.

Rivermead is concerned to provide a welcoming environment for all parents and carers and to seek to involve them in all discussions about learners' progress and behaviour. We will continue to develop ways of strengthening our home-school links in order to make these more beneficial to all concerned.

Good communication is key to an effective partnership between home and school. We regard the sharing of 'good news' as essential and seek frequent opportunities to do so.

**Next Review October 2018**