

Lakeside School
Behaviour Management

Associated Policies: **Bullying; PSHE; Special Needs; Child Protection**

Key persons in charge of developing and monitoring policy: **Headteacher, SMT**

DSL Mike Williamson DDSL Jeremy Ord / Gareth Sanders

Action Group for developing and evaluating policy:

Member of the Senior Management Team
Member of the teaching team
Member of the support team
A member of the Governing Body (GB)
Member of Residential Team
School's attached Educational Psychologist

**Everyone at Lakeside School should treat each other with care,
consideration and respect.**

Aims of the policy:

The way in which the members of the school behave towards one another should enable:

- Effective learning
- Positive relationships
- A raising of self-esteem
- Respect for others

These aims will be accomplished through:

- an assessment of pupils emotional and social needs on entry to the school (ENTRY PROFILE)
- the setting of appropriate, individual targets for behaviour and learning

- equality of educational opportunity, including the chance to return to mainstream schooling if appropriate.
- ongoing routines for learning and behaviour, in the classroom and around the school
- the celebration of achievement in learning and behaviour
- a system of positive rewards and sanctions
- positive behaviour management
- the positive involvement of parents/carers
- the involvement of community organisations
- due attention to the self-esteem of all members of the school community

Areas covered by the policy

1. Shared routines in teaching and learning
2. The celebration and reward of achievement
3. Rewards and sanctions
4. School Rules
5. Recording

1. Shared routines in teaching and learning

As a school we believe that the following do's and don'ts represent good practice. We strive to achieve these standards at all times but recognise that exceptional circumstances can prevent us from doing so.

- Have the work well prepared, including specially differentiated materials for pupils who are likely to find it difficult
- Make sure that the room is laid out as you want it and that the materials and equipment are ready for use
- Establish and insist on routines for:-
 - Entering the classroom
 - Putting bags and coats away
 - Seating arrangements
 - Explaining the tasks ahead
 - Equipment needed
 - Giving out work
 - Listening to the teacher
 - Listening to other pupils

- Questions and answers
 - Co-operative work
 - Stopping work
 - Summarising the session
 - Giving out the homework
 - Leaving the room to go to the toilet
 - Clearing up
 - Packing up and leaving the classroom
- Know and use the pupil's first name
 - Respect the pupils as responsible and valued human beings
 - Establish positive norms of behaviour – *"This is how we behave in here"*
 - Concentrate on the work in hand
 - Ignore inappropriate behaviour as far as possible
 - Praise and encourage those who are working well
 - Use eye to eye contact or a hand gesture to express disapproval
 - Have a quiet word with the pupil that the behaviour is inappropriate and should stop
 - Try to maintain a sense of humour – learning is fun!
 - Describe the effects of the behaviour not the behaviour itself (*"When you call out it disturbs the others....."* *"When you make a noise, the class can't hear – etc."*)
 - Send for help in good time
 - Ask for a pupil to be withdrawn
 - Allow time for a pupil to unwind before he is asked to make amends
 - Follow up any inappropriate behaviour with the pupil on their own
 - Be aware of when a strategy isn't working and behaviour isn't changing so that further development work can take place – pupil profile/cause for concern.

DON'T

- Start until the pupils are ready
- Talk about background noise
- Shout, if possible

- Make sarcastic or hurtful comments about the pupils
- Allow pupils to sit where they want to sit
- Allow pupils to wear coats or hats, or keep bags on the work tables
- Finish the lessons in a rush without summarising what has been covered
- Draw unnecessary attention to inappropriate behaviour
- Provoke confrontations
- Make any physical contact with the pupils unless needed
- Interview a pupil in a closed room alone where you cannot be seen

2. The celebration and reward of achievement

Staff will reward and celebrate achievement by:-

- making the pupil aware of success throughout the lesson
- talking about successes at the end of the lesson
- making positive comments on the pupil's work
- awarding stickers for the work (where age appropriate)
- acknowledging and writing positive comments in pupil's books
- asking the pupil to show work to a visitor or another member of staff
- pointing out achievements to the rest of the group
- taking work home to parents/carers
- a mention in Assembly or at registration or home time
- charts on the wall
- work displayed
- photographs or videos
- a personal portfolio of work
- certificates or stickers taken home to parents/carers

Staff can expect to have feedback on their performance from the Senior Management Team.

3. Rewards and Sanctions

It should be noted that rewards and sanctions are more likely to be effective if:-

- they are given immediately
- it is clear what they are for
- they are related to inappropriate behaviour
- they relate to small target steps in achievement
- the targets are agreed between teacher and pupil and reviewed regularly

Targets for behaviour

Adults will define inappropriate behaviour in terms of what the pupil has been observed doing. Once behaviour has been described in these terms, it is easier to set targets.

Remember

- the process of setting targets will be agreed between all members of staff
- each pupil will have individual targets linked to their individual Education Plans
- targets will be set for achieving appropriate behaviour – not for stopping inappropriate behaviour
- targets will be realistic and non-intimidatory; the pupils will reject any they see as unobtainable
- A senior member of staff will monitor target setting in order to achieve consistency

Rewards

Pupils at Lakeside School will be rewarded for meeting targets in:

changing inappropriate behaviour into appropriate behaviour

achievement in learning (academic, personal and social)

Teachers and members of the support staff can reward personally and immediately by:-

- encouraging
- smiling and nodding
- a positive tone of voice
- being near to the pupil
- praise
- praise on work, record sheets or target behaviour sheets
- good scores – leading to Friday afternoon activities session

Teachers and members of the support staff can also reward by giving:-

- stickers
- certificates
- messages home
- weekly report home

----- or by tangible rewards -----

- food
- choosing favourite activities
- trips
- prizes or tokens linked to the schools credit system

REMEMBER: If the pupil's targets are set at the right level for each pupil, then every pupil should regularly meet the targets and hence achieve rewards

Sanctions

In general, a sanction is a positive response to inappropriate behaviour. They can be used to reinforce the pupil's behaviour targets in their Individual Education Plans. Sanctions should be made as positive as possible.

Pupils should be confronted with the unacceptable nature of their behaviour and sanctions can then be imposed in order to enable them to accept the behaviour as unreasonable and unacceptable and to make some attempt to make amends;

OK this is what you have done -----

How should you have behaved?

How are you going to behave in future? – and, as appropriate,

How are you going to put things right?

Possibilities for “putting things right” should be negotiated according to each pupil’s behaviour targets within their IEPs. They might include:

- apologising
- making up lost work in free time
- repairing damage caused

Whatever other considerations apply, remember that sanctions imposed too long after an “offence” or for too long simply reinforce resentment and the pupil’s feelings of badness and rejection. After a while, ongoing sanctions do not mean anything.

Sanctions should be:

- Immediate
- Related to the behavioural targets of the pupil
- Focussed on the behaviour, not on the child as a person
- Perceived as fair
- Give the opportunity for putting things right (reparation)

Afterwards:

the slate should be wiped clean and

a fresh start made by all concerned

A hierarchy for sanctions and punishments:

- a) A “look” – eye contact in a disapproving manner
- b) A gesture – meaning “*please don’t do that again*” – often the STOP signal
- c) Drawing attention to the behaviour and asking the pupil to stop it
- d) A request to “*stop doing that*”
- e) A second warning – “*You are still ----*” coupled with a statement – “*or I will have to*” – i.e. indicates choices
- f) A request to leave the activity/situation/class/group
- g) The pupil is escorted from the group (refer to holds for safety procedure)
- h) Withdrawal from specified activities – e.g. break, swimming etc. – reasons given

Pushed to its logical conclusion, the pupil who behaves inappropriately for most of the time will have no privileges and will not go on any trips, for example. Care must be taken that the withdrawal

of a privilege is the punishment for one incident. Withdrawal of privileges will not be made as the result of adding up incidents. In practice, if inappropriate behaviour is dealt with positively through the setting of targets, and a fresh start made, then children should take part in all privileged activities – but will be withdrawn from them if they demonstrate that they cannot cope with them.

i) Telephone contact home

Parents/carers are often only involved at crisis point. They will be involved earlier, rather than later on in proceedings. Children hate and react against “complaints” to parents/carers and parents/carers do not like to be made to feel responsible for inappropriate behaviour in school. Nothing is to be gained from alienating parents. Remember that some pupils who exhibit more disturbing behaviour have a poor relationship with their parents/carers who can use contact with home as an excuse to further reject, or even physically abuse their children.

j) Delayed departure home

k) Detention – at breaks, lunchtime or after school

l) Suspensions

Suspensions do not endear the school to disaffected pupils or to their parents/carers who have to look after them at home. The longer pupils are suspended, the longer it will take to re-assimilate them. It is the initial stages of suspensions which have the impact and long suspensions lead to further dissatisfaction. Care must be taken to ensure that the pupil feels that the punishment is complete in itself and that they can make a fresh start without recriminations when they return. Pupils will be welcomed back into school. On return to school the pupil should be seen by a senior member of staff if and as required or if the suspension was for 3 days or longer to clarify a positive re-entry to school.

m) Permanent Exclusion

The Headteacher may decide to permanently exclude a pupil for either a very serious 1-off offence or for a number of serious incidents. The HT will obviously make full reference to the latest DfES and LEA guidelines and procedures.

<https://www.gov.uk/government/publications/school-exclusion>

LAKESIDE SCHOOL

SANCTIONS

1. Challenge Behaviour Verbally – talk to and reason with pupils
2. Use scores for lessons – mark down or used as an incentive
3. End of lesson de-brief – this is essential for every lesson
4. Individual pupils removed from a lesson for a set time with the incentive to get back into class
5. Loss of tuck privilege
6. Kept in at morning break to do work
7. Credits given and taken away appropriately
8. Good work tokens used
9. Lunchtime detention
10. Late lunch for a lunchtime related offence
11. Phoning home and getting parents involved
12. Off-site ban
13. Pupil isolated in a classroom with an LSA
14. Internal exclusion, doing work over the house
15. Community jobs e.g. litter picking, sweeping etc.
16. No computers at break times
17. Loss of privilege activities
18. Work sent over house or home
19. Individual sanctions for individual pupils
20. Minibus ban
21. No sport at break times
22. Verbal apology
23. Written apology
24. Pupil placed on report
25. After-school detention
26. Letter home to parents
27. Have their lunch after completing work
28. Serious incident sheet
29. Individual timetable

N.B. – Give sanctions personally, face to face, and make sure they're followed through to a satisfactory conclusion.

4. School Rules

1. Treat others as you would like to be treated
2. Follow instructions from adults
3. Be where you are supposed to be on time
4. Keep hands, feet and objects to yourself
5. Do not swear, name call or vandalise
6. No smoking

5. Recording

Pupils are scored for each lesson – 0-4 - Four being the best that pupils could be expected to achieve in terms of attitude, effort and behaviour. Three is considered the expected and acceptable behaviour. Scores are collated on the schools behaviour tracking system (Epraise).

Staff will refer to scores to provide profiles of their own tutor groups' performance. Information can be cross referenced to incident sheets, achievement notes and specific targets on I.E.P.'s. Pupils can gain "tuck" on a daily basis dependent on their scores, and can gain activities every Friday based on their points gained each week.

1. Scoring Criteria

Score of:

- 4 Outstanding achievement in any single lesson, co-operative, helpful, productive. Exemplary beyond expectation.
 - 3 Satisfactory – does all that is required within time allocated.
 - 2 Behaviour has deteriorated to becoming disruptive. Some abusive language may be evident, preventing others from learning, not being where meant to be in class. Some aggression or non-compliance.
 - 1 Unacceptable behaviour that may involve - foul or abusive language, leaving the room, uncontrolled activity both verbal and/or physical. The pupil will be acting out of control and an incident sheet will be filled out. S.M.T. will be informed.
 - 0 Immediate referral to S.M.T., parental involvement implicit. Behaviour may include physical assault, criminal damage, victimisation, harassment or persistent extreme abuse among others.
- (A) Pupil did not attend lesson/activity.

2. Incident Sheets

Are filled in when a specific incident needs recording. They are brief and can be directed to the S.L.T. Sanctions can by-pass the score sheets when the concern is sufficient.

3. De-brief notes

These are taken at the end of each school day at a meeting involving all teaching staff. The pupils involved in any incidents, the details of the incident itself, and the action / sanction taken, are all recorded. These notes are kept in a bound folder by S.L.T. and a copy given to all staff.

Other relevant forms / paperwork in relation to Behaviour Management.

*** IBMP (Individual Behaviour Management Plan)**

Strategy

IBMPs will be produced from discussions of pupils in KS3 and KS4 tutor groups. Some of these groups will be attended by support Educational Psychologists.

IBMPs will be circulated to all staff, teaching and support, so that consistent implementation of behaviour management strategies can be ensured. Generally form tutors will be responsible for drawing up and reviewing IBMPs, and monitoring their implementation across the school.

IBMPs of residential pupils will be shared with house staff for comment before being finalised.

The proforma for IBMPs is attached to this document for information. Support intervention plans for residential pupils.

*** Entry Profile Sheets**

Identical in format to the pupil profile sheets but used at the point of entry to assess and confirm the current concerns.

*** Pupil Profile Sheets**

These are a working document and used as a referral system for 'concerns'.

*** Holds for Safety Incident Forms**

Incidents of Holds for Safety are logged on the school system and signed off by the Head Teacher. The Chair of Governors will review these documents every half term.

*** Suspension/Exclusion Forms**

These cover suspension and permanent exclusion with brief details outlining the reason for suspension/permanent exclusion, and parent's right of appeal.

*** Letter to Parents**

These are varied in text but relate to the individual needs and circumstances of the pupil.

*** Bullying Sheets**

These are for cases of severe bullying. They are dealt with by S.M.T., and collated by the school Social Worker.

Lakeside School Individual Behaviour/ Support intervention Plan			
Pupil Name:	d.o.b.	Plan no:	Date:
Nominated member of staff to oversee plan:			
Key behaviour difficulty:			
Our understanding of why the behaviour occurs:			
What we want to see instead:			
Environmental changes which may help:		Key staff:	
Teaching plan:		Key staff:	
Provision needed:		Key staff:	

How the pupil can help:	
How the parents/carers/residential staff can help:	
Ways of rewarding progress:	Key staff:
Ways of responding to difficulties:	Key staff:
Monitoring arrangements:	
Plan developed by:	Position:
Review outcomes:	Date:
Present at Review:	