

Behaviour Management Policy

Woodlands Unit

Name of School: Headlands Primary School

Person(s) Responsible: Head teacher, Inclusion Lead

Review Date: September 2018 (Bi-annual)

Distribution: Governors and whole staff
Available for all Parents

Web Page: www.headlands.org.uk

This policy was reviewed in September 2018 by Mrs Karen Smith

Woodlands Unit Behaviour Management Policy

This policy should be read alongside other school policies, particularly Safeguarding, Race Equality and Equal Opportunities, Inclusion, Anti-Bullying, E-Safety and Exclusions.

Introduction

At Headlands Primary School we hold an unconditional positive regard for children and have high expectations for the conduct of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive conduct allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive conduct and in an atmosphere in which their self-esteem and confidence can flourish.

All adults in school should be good role models to children and ensure positive conduct in our community. Staff at Headlands Primary School share an understanding of the language, non-verbal communication and consistent procedures we use to manage learner's behaviour in a positive way. Through teaching and learning, our aim is that children should be taught to take responsibility for their own actions and be able to self-regulate their own behaviour.

Aims

- to make clear the ethos and expectations of behaviour management that are expected in Woodlands Unit
- to ensure consistency of approach to managing behaviour in the SEN Unit.
- to provide guidance on the systems and processes to use when managing behaviour.

School Rules

At Headlands Primary School, we have the following simple and clear rules that apply to all members of the school community:

- **I will show determination in all I do.**
- **I will try my best to achieve all the learning goals and tasks I am set.**
- **I will show respect for myself, others and the school.**
- **I will try to enjoy my time at Headlands.**

Expectations of the school community

Unit Lead and SLT

- ✓ to build positive relationships with children and adults amongst the school based on mutual respect
- ✓ to take overall responsibility for the positive behaviour of children and staff
- ✓ to lead by example when dealing with behaviour
- ✓ to provide training and support for staff
- ✓ to support staff with challenging behaviour

Staff and Governors

- ✓ to lead by example when dealing with behaviour
- ✓ to build positive relationships with children and adults amongst the school based on mutual respect
- ✓ to have high expectations of children and be consistent in applying rewards and sanctions
- ✓ to meet the educational, social and emotional needs of all children through appropriate curriculum and individual support
- ✓ to be proactive in communicating regularly between home and school.

Parents/Carers

- ✓ to work with the school to ensure that their child conducts themselves positively
- ✓ to ensure that children come to school regularly, on time and with the appropriate equipment
- ✓ to support the development of positive home/school partnerships
- ✓ where possible, inform the school of any changes in home circumstance which may affect the conduct of their child in school.

Adults can support pupils by: The quality of relationships

We believe that relationships are crucial. To foster successful, enabling relationships we need to:

- ✓ actively build trust and rapport – they have to be earned; they are not given
- ✓ demonstrate belief in the pupil – that s/he **can** succeed. Let the pupil know this
- ✓ treat the pupil with dignity and respect at all times eg by thanks “thank you” and by listening carefully
- ✓ listen respectfully to the pupil and make a judgement about how/when to respond
- ✓ enjoy his/her company – have fun together, where and when appropriate
- ✓ hear the message behind the word/behavior; ask yourself **why** the pupil is behaving this way – there will always be a reason; the behavior is a symptom, a form of communication
- ✓ keep our word – do whatever we say we will do
- ✓ tell the truth at all times – **never** lie to a pupil
- ✓ look for the good in the pupil – identify it with the child and build on it
- ✓ name and manage your own emotional responses to pupils’ behaviour ie demonstrate emotionally intelligent behaviour at all times
- ✓ quietly but firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others

Rules support positive behaviour. They should be: -

- ✓ few in number
- ✓ shared and agreed with pupils
- ✓ written in a language pupil can understand (including visual cues)
- ✓ stated in the positive
- ✓ regularly referred to with the pupils by all staff
- ✓ regularly reviewed with the pupils during Circle Time
- ✓ prominently displayed in appropriate areas

Rewards and Consequences

Rewards

We endeavour to create a climate which has a positive effect on pupils’ learning and behaviour. We believe that it is important to celebrate pupils’ successes/achievements as this will nurture their self-esteem, motive and encourage positive behaviour.

Rewards include:

- ✓ Positive praise, smile, nod, wink
- ✓ Stickers
- ✓ Sharing work with class
- ✓ Star of the week
- ✓ Visit to Unit Lead/preferred adult to share work/achievement
- ✓ WOW Work displays/displaying work
- ✓ Phone call home to discuss positive achievements
- ✓ Letter or postcard to parents celebrating successes
- ✓ Individualised reward charts
- ✓ Assemblies/certificates used as opportunity for celebration

Rewards are linked to positive choices and achievements. They focus on specific behaviours we wish to improve.

Each week, each class will nominate a child for **Star of the Week**. They will decide what they have achieved this for and let the Unit Lead know. The child will then go to see the Unit Lead at the end of the week. The Unit Lead will praise the child and award them a special certificate. Their photograph will be taken and put on the Class Blog.

There is a Rainbow Sticker Chart system which is used across Woodlands Unit. The children work their way through – red, yellow, pink, green, purple, orange and blue sticker charts. They can earn stickers for a range of things including good work, communicating well, showing independence, good manners etc.

Each class has their own special **choose board** and when children complete their sticker chart they can choose a special activity from this to do. When the children have worked their way through all the rainbow sticker charts they will be able to choose a reward from the **Golden Treasure Chest**.

Class teacher's will fill the golden treasure chest with a selection of items linked to the children's interests.

Consequences

We do not believe in sanctions or punishment. We do not believe in the concept of punishment, because it focusses the pupil's mind on the punishment, rather than what s/he did. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the effect of their behaviour on others. It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the child.

Behaviour	Consequence
Hurting another child	Remind the child that one of our rules is to be kind. Encourage pupil to apologise and demonstration of kind hands.
Disruptive behaviour	Follow pupil's individual behaviour plan and ensure disruption is kept to a minimum. Once the pupil has calmed and is ready to learn they will need to complete the work when calm.
Running in the corridors	Children should return and repeat the walking process and be praised appropriately for efforts made.
Throwing items/not putting items away after use	Children should collect items thrown/not put away and be supported to handle/put them down/pack items away appropriately. Reinforcement of kind hands. Adults to model and support where necessary.

Reporting and Recording incidents of behaviour

ABC charts are used to track a pupil's behaviour; these provide information which is analysed and, if appropriate, a Proactive Support Plan or an Individual Behaviour Support Plan written. The purpose of a plan is to provide all those involved with the children, preferred strategies/ways of managing the child aimed at reducing incidents of inappropriate/challenging behaviour. These are shared with parents.

All incidents of behaviour requiring adult intervention are recorded on a serious incident form and in the Bound and Numbered book. Parents/carers are informed, preferably via a phone call, on the same day as the incident. All incidents of behaviour recorded in the bound and numbered book are monitored and advice and support given to the class team to minimize incidents of behaviour requiring adult intervention.

Restraint – i.e. the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.

- ✓ Restraint should rarely be used, and only after all other interventions have been exhausted, staff should be suitably trained. On occasion there may be a pupil who requires a higher level of physical management; staff will be suitably qualified using Team Teach strategies.
- ✓ Restraint should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect.
- ✓ If restraint is used it must be recorded on a serious incident form and given to the Unit Lead who will record it in the Bound and Numbered Book.
- ✓ An **Individual Risk Assessment** will need to be carried out – this might apply when an individual pupil/child needs physical interventions using Team Teach strategies as part of an on-going behaviour management plan.
- ✓ Staff need to be able to establish the possible consequences of using particular Team Teach method or methods of physical intervention when difficult behaviour occurs.
- ✓ Update the pupil behaviour plan including the Team Teach physical interventions which have been successful and share with relevant colleagues.
- ✓ If restraint is used, parents/carers need to be contacted before the child arrives home.

Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis.

It will be reviewed on a bi-annual basis.