



# BEHAVIOUR POLICY

# CONTENTS

Introduction

School Aims

Individual Roles and Responsibilities

Rights / Responsibilities / Rules

Consequences +ve / -ve

Time - Out

Support Systems

Documentation

Referring Agencies

Resources

## INTRODUCTION

This document is available to all staff in Glaitness School. This policy's design is to contain relevant procedures that support the school's aims and ethos in relation to working with children, parents/carers, referral agencies and professional colleagues.

All staff are expected to have read, understood and implement the policy statements.

## SCHOOL AIMS

Glaitness School's Behaviour Policy has several aims:

- To encourage parental involvement in their child's development
- To uphold a system of fairness and justice for the whole school community which is known, understood and followed by everyone.
- To provide a safe, happy and secure learning environment in which children can achieve their maximum potential
- To create a supportive environment for staff and pupils
- To encourage a shared awareness of the needs of all pupils and staff
- To encourage a consistent approach to strategies
- To promote and reward positive behaviour
- To promote respect for others and the environment
- To ensure that the responsibility of pupil behaviour is a shared one between pupils, staff and parents.

## INDIVIDUAL ROLES AND RESPONSIBILITIES

### All Staff

- Establish positive relationships with all pupils
- Seek help from colleagues as appropriate
- Seek help from outside agencies where appropriate
- Provide opportunities for pupils to maintain rights
- Ensure that school rules are broken down to suit other areas of the school environment
- Ensure a consistent approach is used
- Keep up to date on training needs
- Document relevant behaviour

### Pupils

- Participate in rule setting
- Understand and practise responsibilities
- Try new things with a positive attitude
- Arrive at school ready to learn

### Parents / Caregivers

- Read and understand Glaitness School's Behaviour Management Policy
- Support Glaitness School in the delivery of the policy.

## RIGHTS, RESPONSIBILITIES AND RULES

People at this school are entitled to the following rights;

- A Safety Right;** the right to be free from intimidation. This includes the right to be emotionally safe as well as physically. The right to share and follow rules and take responsibility for our own actions.
- A Learning Right;** the right to teach and learn without interference, at an individual pace, ability and level of understanding and in a motivating environment.
- A Respect Right;** the right to be treated with understanding, fairness and equality
- An Inclusion Right;** the right to have barriers removed to enable a sense of ownership, achievement and belonging in the community with which we live.
- A Communication Right;** the right to express oneself, share ideas, ask questions and be understood.
- A Health & Well Being Right;** the right to an environment that promotes, supports and nurtures mental, physical and nutritional health and well being.

A right can only be enjoyed when it is protected by the rest of the group. These responsibilities are expressed in the form of rules. Rules focus the attention of the group on;

- Its responsibility to protect rights
- The accountability for infringing and violating rights

The rules are a social mechanism designed to:

- Show what rights are being protected
- Set reasonable limits of behavior
- Give security to the school community
- Enable accountability and responsibility by making the choices for acceptable behaviour clear in advance

Since rules are closely related to rights, our school and classroom rules cover the same themes:

Safety Rules

Learning Rules

Respect Rules

Inclusion Rules

Communication Rules

Health & Well Being Rules

SCHOOL RULES



The Safety Rule  
Look after our school and all that are in it



The Learning Rule  
Work Hard



The Respect Rule  
Be Kind and Helpful



The Inclusion Rule  
Ensure that everyone belongs



The Communication Rule  
Express yourself clearly and positively



The Health and Well Being Rule  
Look after ourselves and others



## CLASSROOM MANAGEMENT PLAN

Pupils must know what is expected of them, so expectations and class rules must be negotiated where appropriate, clearly stated, published and reviewed regularly.

Rules for the classroom and other areas must reflect the overall Behaviour Management Policy of the whole school. It is the classroom teachers' responsibility to make sure that the class rules are related and reflect the rules of the school.

Where rules are negotiated between teacher and pupil we use the Rights and Responsibilities model and have logically related consequences.

Examples of classroom rules are. . .

Our SAFETY RULE covers. . .

- Walking in and around the classroom
- Use of equipment

Therefore in our room when we get out of our seat and move around we have the responsibility to do so without disturbing others. If I disturb others while moving around I may lose the right to this privilege.

Our COMMUNICATION RULE covers. . .

- Hands up
- Working noise
- Name calling
- Listening and responding to individuals' styles of communication

Therefore in our room when we wish to ask a question or make a comment we have the responsibility to put our hand up and wait our turn. This gives everyone a fair go.

When we use methods of communication such as eye contact, vocalizing or using gestures we have the responsibility to ensure we receive a positive response. Inappropriate noises or words will be ignored or followed through with a negative consequence.

These rules should be;

- Context specific and pupils are reminded that these may change as they move from place to place. E.g. corridors, dining hall, bus etc
- Revisited regularly at least at the start of each new term
- Displayed around the school and classroom for all to see
- Designed for all to understand, adapted into Boardmaker format etc
- Positive – describing the behaviour that is wanted

# Behaviour Management Procedure Flowchart (example)

Level	Strategies / Procedures	Possible Behaviours
Positive Behaviour	<ul style="list-style-type: none"> <li>Establish 3:1 positive to negative feedback about behaviours</li> <li>Establish and model rules / responsibilities</li> <li>Negotiated consequences with children</li> <li>Pupil of the week etc</li> <li>Free time / Golden Time etc</li> </ul>	<ul style="list-style-type: none"> <li>Consistent behaviours to maintain rights</li> <li>Withstands undesirable peer pressure</li> <li>Resolves conflict in a responsible manner</li> </ul>
Low	<ul style="list-style-type: none"> <li>Establish 3:1 positive to negative feedback about behaviours</li> <li>Establish and model rules / responsibilities</li> <li>Negotiated consequences with children</li> <li>Rule reminders, warnings, choice options, etc</li> </ul>	<ul style="list-style-type: none"> <li>Co-operates in individual, class and group activities with few reminders</li> <li>Follows teacher instruction</li> <li>Obeys class / school rules with occasional reminders</li> <li>Works in a sensible manner with few teacher reminders</li> </ul>
Medium	<ul style="list-style-type: none"> <li>Rule reminders, warnings, choice options. etc</li> <li>Establish 3:1 positive to negative feedback about behaviour.</li> <li>Anchoring the positive at the end of the negative.</li> <li>Setting achievable goals</li> <li>Time-out</li> <li>Negotiated consequences with children</li> <li>Completion of FFI checklist</li> <li>Record in incident sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Talking in class</li> <li>Not completing work</li> <li>Swearing</li> <li>Not following teacher directions</li> <li>Running in walking areas</li> </ul>
High	<ul style="list-style-type: none"> <li>Rule reminders, choice options, partial agreement</li> <li>Discuss consequences for the behaviour including the mandatory 'Working it out sheet'</li> <li>Record in incident sheet</li> <li>Teachers send copy of documentation to Head Teacher</li> <li>Parent / Teacher interview</li> </ul>	<ul style="list-style-type: none"> <li>Consistent Low / Medium behaviours</li> <li>Verbal bullying e.g. name calling</li> <li>Physical bullying e.g. hitting, kicking, pushing</li> <li>Psychological bullying</li> <li>Theft</li> </ul>

N.B.

\* Please note that pupils can skip stages according to the frequency and severity of incidents.

\* Throughout flow chart please refer to individual pupil behaviour or educational plans.

\* If a pupil becomes aggressive or violent at any stage, instant removal will happen into a time-out area that allows for cooling off to happen. Either the class teacher or S.M.T. using a 'Working it out' or 'Choice' sheet will then counsel the pupil as appropriate.



## STRATEGIES

When dealing with disruptive behaviour, it is often possible to be both positive and corrective. Several points need to be considered when doing this:

- Plan the language of corrective discipline.
- Use a least - to - most intrusive intervention.
- Balance corrective discipline with encouragement.
- Partial agreement.
- Re-establish a working relationship as soon as possible.

Behaviour may be of a minor nature and yet still interrupt a pupil and others' learning. Often teachers can respond to such behaviour and discourage it without major effort.

### Looking On

Often called the 'evil eye', looking on simply refers to a teacher pausing and looking purposefully at a pupil who is presenting with undesirable behaviour. Most pupils will stop and then change their behaviour. Socially reinforce the change.

### I Statements

'I statements' tell pupils non judgmentally what they are doing, how it affects your feelings and how it affects you and/ or others in practice. Again, this response to inappropriate behaviour can motivate a pupil to change. 'I feel. . . when you. . . because. . .' e.g.

### Corrective Language

Teachers when giving instructions can turn a negative into a positive. For example:

'Sam can you stop talking and look this way?' rather say 'Sam looking this way and listening - thanks.'

'Hands up without calling out thanks' rather than, 'Don't call out.'

'Walking quietly, thanks', rather than, 'Don't run!'

### Partial Agreement

A pupil is standing next to a teacher who has just given the instruction to the class to stop. The pupil next to her keeps putting away their work and does not stop. The teacher gives the pupil the rule reminder, 'Sally freeze and listen thanks'. The pupil responds with 'I wasn't moving'. The teacher then responds with 'Well maybe you weren't yet I would still like you to freeze'. Said in an expectant manner the teacher is partially agreeing with the pupil (i.e. not confronting them) and can then look around the room to ensure that the rest of the class have stopped as well, enabling that pupil to have time to follow the instruction, or Take - up - time.

### Take - up -Time

Time that the teacher gives the pupil to complete the instruction that they have just given. Time for the pupil to 'save face'. Also this enables pupils the time to do what you have asked without having to be confrontational or look good in front of their peers.

### Re-establish a working relationship as soon as possible.

Once an instruction or rule reminder has been given to the pupil, it is important to follow that child up and re-establish a working relationship with them. For example:

### Follow - up

This is following on the certainty of a consequence rather than the severity. If you have asked a pupil to do something make sure you follow through with whatever action you have said will happen. Alternatively follow - up with any praise that is needed.

### Choice Option

'Exercising choice is one of the most powerful motivational forces human beings experience'

### The Benefits of Choice;

- ü It brings empowerment
- ü It emphasises personal accountability
- ü It reduces conflict and tension
- ü It is emotionally consistent with human needs
- ü It provides a language for managing behaviour
- ü Simply offering children a choice does not guarantee that they will make socially acceptable ones!
- ü Therefore, choices link tightly to consequences

(Refer to Hook & Vass for further explanation of strategies)

Remember if it is not working . . . do something else!

## CONSEQUENCES +ve / -ve

There is a difference between punishment for and consequence of an action.

- An appropriate consequence should highlight that a person has a choice over their behaviour.
- When applying a consequence, either +ve or -ve it is crucial to emphasise explicitly that the pupil is receiving it as a direct result of THEIR choice
- Consequences are not stand alone – they should be tied closely with Rights / Responsibilities / Rules

Consequences should be;

REALISTIC

Not banned for life

RESPECTFUL

Not being put on show in front of peers. Delivered in a calm manner.

REASONABLE / RELATED

In line with what happened, i.e. not writing out lines for forgetting to finish homework. They should help the pupil to learn from their experience.

REVEALED

Without being revealed you are limiting the child's choice and ownership of the behaviour. Children may test the waters to see, if you really will follow through, if something does happen.

The certainty of a consequence happening is more effective than the severity of one.

## TIME-OUT

As part of a classroom management plan teachers may have a TIME OUT table or area available for pupils.

A time-out is only the initial consequence; therefore the role as the initiating teacher is also crucial.

Following an exit the initiating teacher should meet with the child as soon as possible to;

- Discuss choices for next time
- Demonstrate that you hold no grudges and next time is a fresh start
- Arrange for missed work to be done
- Work with the pupil on any strategies needed to be able to make better choices next time.
- Repair and rebuild the relationship.
- Document the incident

# PLAYGROUND

(Still being Constructed)

# SUPPORT SYSTEMS

'What do we live for, if it is not to make life less difficult for each other.'

George Eliot (1819 – 1880)

# DOCUMENTATION

It is expected that all staff document the incidents that occur in the classroom and if necessary throughout the school. This is **ESSENTIAL** as this helps:

- Create profiles of pupil behaviour
- Show pupils their pattern of inappropriate behaviour
- Enable pupils to work through and highlight their options / choices
- Provide good accountability
- Demonstrate your commitment to the monitoring and effective management of pupil behaviour (s)
- Support your claims in parent interviews
- Support your claims with multi agency groups
- The Senior Management Team support staff

## **Reflection**

After an incident has taken place reflection should centre around what happened, the action taken, how effective the action was, along with any thoughts and concerns

## **Documentation Records include;**

- Incident Form
- Choices Sheet
- Working it Out Sheet

All records should be filed in individual teachers 'Care and Welfare' Folders that are to be kept in a secure place within the classroom.



# INCIDENT FORM (Example)

Name: James Brown Class: 5E

Time	Date	Incident	Action Taken	Strategy Used	Next Steps
11:00	10/2/05	James was working upon a language materials sheet making bird noises. When asked to stop he was quiet for a while and then started making the noises again.	Explained that his choices were disturbing others. Started him reading sheet and noticed he was struggling to read some of the words. Went through them with him and explained I would be back to check when he had finished two questions.	D. O. R. Partial agreement Follow up	Talk with classroom assistant to help with reading in starting James off on tasks.  Keep an eye on reading level of project work sheets.

## Incident Form

### Aims:

- To improve your accountability
- To assist with building a profile / establishing patterns of behaviour
- To help with reflection and the establishment of effective strategies
- To aid in providing a staged approach to behaviour management.
- To improve effectiveness of teacher counselling and discussions with pupils

### How to use these:

- Forms are to be stored in the care and welfare folder
- When an incident takes place the teacher is to note down the appropriate information

# INCIDENT FORM

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Time	Date	Incident	Action Taken	Strategy Used	Next Steps

# CHOICES

Potential Situation

Choices

Potential Consequences

Best Choice

# Working it Out

Pupil: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

What I did to cause the problem

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These actions were against the following Rights and Responsibilities

What should I have been doing?

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Who may have been affected by these behaviours?

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I am going to solve the problem by.

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I would like these people \_\_\_\_\_

To help me by \_\_\_\_\_

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\_\_\_\_\_  
Signed (Pupil)

Comments / Further action required

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\_\_\_\_\_  
Signed (Teacher / Supervising Adult / Depute Head / Head Teacher)

# Administration Record

## Working It Out Sheet

- 1st incident
- 2nd incident
- 3rd incident
- Parent contacted
- Parent contacted immediately

Comments / Further action required

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- Copy sent to Head Teacher

## Working it Out Sheet

Aims:

- To help pupils reflect upon their behaviour
- To aid in pupils becoming more aware of their actions, rights and responsibilities.
- To improve effectiveness of teacher counselling and discussions with pupils.
- To aid in future discussions with pupils / parents.
- To help provide a more restorative than punitive method for helping children with their behaviour.
- To improve our accountability

How to use:

- Forms are to be stored in the Care and Welfare folder
- When ever an incident takes place that involves 'Working it Out' at a level that requires more than initial teacher intervention.

# Working it Out

Pupil: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

What I did to cause the problem

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These actions were against the following Rights and Responsibilities

What should I have been doing?

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Who may have been affected by these behaviours?

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I am going to solve the problem by.

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I would like these people \_\_\_\_\_

To help me by \_\_\_\_\_

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\_\_\_\_\_  
Signed (Pupil)

Comments / Further action required

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\_\_\_\_\_  
Signed (Teacher / Supervising Adult / Depute Head / Head Teacher)

# Administration Record

## Working It Out Sheet

- 1st incident
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- Parent contacted
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Comments / Further action required

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- Copy sent to Head Teacher

# REFERRING AGENCIES



# RESOURCES

### Resources

Hook,P., & Vass, A. (2004) Behaviour Management Pocketbook. Teachers Pocketbooks. Hampshire

Rogers., B., (1995) Behaviour Management – A Whole School Approach. Paul Chapman Publishing Ltd.

McLean, A., (2003) The Motivated School. Paul Chapman Publishing. London

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### Playground Resources

Mosely J, J., Sonnet, H., (2002) Making Waves: Exciting parachute games to develop self-confidence and team building skills.

O'Hara Min. Making the Playground Safe: Sensible solutions by changing the experience for children.

Active Playtimes – 50 Games

Mosely, J. Create Happier Lunchtimes: Guidelines for midday supervisors

Mosely, J. All Year Round: Exciting ideas for peaceful playtimes.

Wallace, F., & Thorp, G. 'Not you again. . .!' Helping children improve playtime and lunchtime behaviour.

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### Suppliers of Resources

[Orders@incentiveplus.co.uk](mailto:Orders@incentiveplus.co.uk)

## Websites

[www.inclusive-solutions.com](http://www.inclusive-solutions.com)

English – based site which offers a lot of practical support.

[www.users.globalnet.co.uk/~ebdstudy/interven.htm](http://www.users.globalnet.co.uk/~ebdstudy/interven.htm)

Extremely thorough analysis / advise, including behaviour profiling (with an on teaching parenting and material on self-esteem and social skills).

[www.disciplinehelp.com/](http://www.disciplinehelp.com/)

Identifies well over 100 specific types of pupil behaviour and gives suggestions to deal with them.

[www.tscotland.gov.uk/wholeschoolissues/disciplineandbehaviour.asp](http://www.tscotland.gov.uk/wholeschoolissues/disciplineandbehaviour.asp)

Gives access to:

[www.scotland.gov.uk/library3/education/rdtg.pdf](http://www.scotland.gov.uk/library3/education/rdtg.pdf)

This site provides a downloadable version of the document Better Behaviour / Better Learning the important 2001 report of the Scottish Discipline Task Group.

[www.nwrel.org/scpd/sirs/5/cu9.html](http://www.nwrel.org/scpd/sirs/5/cu9.html)

A 2001 American review of research on school discipline and behaviour strategies.

[www.ericfacility.net/ericdigests/ed327271.html](http://www.ericfacility.net/ericdigests/ed327271.html)

Suggestions re Positive strategies in ERIC, the Educational Resources Information Centre.

[www.antibullying.net](http://www.antibullying.net)

[www.pupilcouncil.co.uk](http://www.pupilcouncil.co.uk)

[www.schoolcouncils.org](http://www.schoolcouncils.org)

[www.lakeshorelearning.com/awardmaker/index.tem](http://www.lakeshorelearning.com/awardmaker/index.tem)

Clip art and borders for making award certificates.

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