

Inspirational Learning Academies Trust
MANAGING POSITIVE BEHAVIOUR POLICY and
Management of Exclusions

'Ensuring everyone reaches their full potential'
Reviewed in December 2016 by Mr A Irving-Director
Next Review: Autumn 2017

AIMS

- To create the conditions for an orderly happy community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment.
- To develop in pupils a sense of self-management and an acceptance of responsibility for their own actions.

These aims are best achieved in the framework of a structured, positive system based on praise for making the "right" choices about behaviour. This positive policy includes encouraging good attitudes, rewards and praise, setting a good example and having consistently high expectations of the pupils. Success will be celebrated.

Please see anti bullying policy and policy - use of force to control or restrain pupils.

CORE PRINCIPLES FOR STAFF AND SUPPLY STAFF

1. Get the children to behave well by making your expectations very clear and reinforcing them with praise and positive rewards.
2. Avoid sarcasm - young children do not understand it anyway and it is negative and damaging to self esteem.
3. Use descriptive praise to get what you want - e.g. "Well done XX, you are showing me that you are ready to listen because you are sitting silently, looking at me with empty hands.
4. If children misbehave, use a calm voice to tell them what is wrong with their behaviour - take issue with the behaviour, not the child, i.e. avoid remarks like "you are a naughty boy!"
5. Use a positive, firm clear voice to give instructions to whole classes. Ensure your tone gives the impression that you expect that the children will willingly do as you ask - they will "live up" or "live down" to your expectations.

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BEHAVIOUR MANAGEMENT

1. Be confident and in charge (even if you don't feel as if you are).
2. Give plenty of praise and encouragement.
3. Avoid shouting and nagging.
4. Avoid confrontation - don't push a child into a corner, they will come out fighting..
5. If in doubt always refer back to the class rules.
6. Remind difficult students of the choices they make.
7. Keep the class on your side even if that means ignoring a difficult child at times.
8. Try to ignore minor incidents, remember you are dealing with children , they will act like it.
9. Keep up the focus and pace of a lesson and try to include disruptive children.
10. Always describe and model the behaviour you expect.

Disruptive students need to be won over rather than controlled.
Concentrating on work rather than behaviour will lead to more opportunities for praise.

WAYS TO GOOD ORDER

Good Order	A constant aim - not just expected to happen High standards Apply rules firmly and fairly
Respect	Expect to give and receive respect Respect every person

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	Treat everyone as an individual
Relationships	Relationships mean between everyone Everyone to take the initiative to: <ul style="list-style-type: none">• Greet and be greeted• Smile• Communicate
Setting an Example	Staff to model speaking in a respectful tone Modelling of good relationships in front of the children Maintain formality using Miss/Mrs Xxxxin front of pupils
Success	Success breeds success/failure breeds failure Success indicated by the way problems are dealt with , as well as by the absence of problems
Positive Reaction	Avoid confrontation Listen Establish the facts Judge only when certain Use sanctions sparingly
Privilege	Privilege is a useful tool It's removal an effective strategy
Problems	Problems are a normal fact of everyday life for many children who test the boundaries of acceptable behaviour
Respecting the environment	Cleanliness. Attractive rooms/corridors/grounds High quality surroundings Display, visual impact stimulating and attractive Absence of damage, litter, graffiti etc.
About the Academy	Make the most of informal contact and enjoy it. Deal with misbehaviour (to ignore it is to

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condone it!)

Set high standards of speech, conduct and dress

Attend to small matters of detail

Within the Classroom

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating Lessons generate good behaviour and earn respect.

Expect to:

- Arrive before the class and begin on time
- Be prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate all pupils
- Mark all work promptly and constructively
- Encourage creative dialogue - confidence in discussion is important
- Keep an attractive, clean tidy classroom
- Maintain interesting wall displays
- Use first names

Please **never** leave pupils outside rooms. The problem needs a solution not complicating. Seek help if you need it. Some pupils may need some time out, so please establish a routine for this to ensure their safety.

Maintaining good behaviour

Insist on acceptable standards of behaviour, work and respect

Expect to:

- Apply academy rules uniformly
- Work to agreed procedure
- Insist on conformity
- Follow up problems to their conclusion

The majority conform and are co-operative. Deal immediately with the few who present problems

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- Establish your authority firmly and calmly
- Separate the problem from the person

If you cannot resolve a problem, refer it on.
Make sure it is pursued to a satisfactory conclusion.

Do all you can to avoid

- Humiliating - it breeds resentment
- Shouting - it diminishes you
- Over-reacting - the problem will grow
- Blanket punishment - the innocent will feel resentful
- Over punishment, never punish what you can't prove

Do all you can to

- Use humour
- Keep calm - it reduces tensions
- Listen - it earns respect
- Be positive and build relationships
- Know your pupils as individuals
- Carry out any action you have planned
- Be consistent

Liaison

Liaise with all necessary outside agencies as appropriate

A class should never be left unattended. Send a reliable pupil with a message to a senior member of staff if there is a problem

ACADEMY RULES

What we should expect

1. Courtesy and politeness
2. Co-operation with others
3. Attentiveness in class
4. Silence during registration
5. Quiet and orderly movement around the school
6. Respect for their own and other people's property

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7. Giving of their best
8. Honesty
9. At lunch time - quietness, good manners and correct use of cutlery and other implements

What we consider to be unacceptable behaviour

1. Bullying - mental, physical or cyber
2. Physical harm - fighting, kicking, pinching, biting etc
3. Destructive behaviour
4. Stealing
5. Foul language
6. Telling lies
7. Disrespectful behaviour towards teachers, other adults and each other

The following information explains the detail of the Positive Behaviour Management System that we have in our academy. This information is summarised in the Parents' Information Leaflet.

In our academy we are very proud of the high standards of behaviour achieved by our children. We have a very successful **Positive Behaviour Management** system in place, which encourages good behaviour and rewards the children who always behave well.

What is it?

- A scheme which gives continuous, positive feedback to pupils who behave appropriately and follow the academy's rules.
- A system recommended by the Government which contributes to raising standards of achievement.
- A system based on simple, clear rules which are explained to all the children.
- A system which has a clear list of negative consequences if rules are broken.

The main emphasis is on children who behave well

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Rewards systems

1. Positive praise
2. Golden book/box
3. Golden time - children earn golden time during the week
4. Stickers - in class, lunchtimes, headteachers etc
5. Praise pads, praise credit cards, postcards, class certificates, raffle tickets
6. Celebration of achievements with headteacher
7. Prize giving for progress - 2 pupils per class plus headteachers special award for outstanding achievement.
8. Attendance award for best class annually (e.g. bowling)
9. Behaviour charts/cards (for IEP pupils)
10. Beat the teacher

Consequences

1. If a child misbehaves during the day a verbal warning will be given. We will ensure that the child understands why their behaviour was inappropriate. They will be asked to make a positive behaviour choice with clear consequences agreed with the child.
2. If the misbehaviour persists then consequences will be followed through for example:
 - Yellow/red cards - verbal warning once then yellow card, then red card, consequence card & miss golden time.
 - Record event in behaviour log book
 - Miss playtime/study club
 - Spend time on the thinking chair/sad chair (nursery).(1 minute for every year of the child's age)
 - Withdrawal from the classroom and placed in another classroom into for time-out (do not put children out of classroom into corridor for Health and Safety reasons)
 - Letter of apology.
 - Contact with parents/child to phone parent
 - Loss of a particular activity that he/she likes
 - Record event in behaviour log book
3. Involve a member of SLT or HSLW. Contact parents. Persistent misbehaviour may warrant an IEP for behaviour and

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referral to SENCo and other agencies.

4. If the child's behaviour puts themselves or others at risk then withdraw from class and involve a member of the SLT or Home School Links Worker. If it is not possible to withdraw the child, withdraw the rest of the class and ask for assistance.
5. Children presenting with particular difficulties in conforming to acceptable behaviour will have an action plan and /or behaviour contract drawn up with their parents which all parties sign up to and which have clear consequences.

EXCLUSIONS

If a child's behaviour is so extreme that the Senior Leaders are unable to maintain the safeguarding of a child then in consultation with parents an exclusion plan will be implemented.

The academy seeks to work with parents/carers to follow the above positive behaviour policy and does not enter lightly into permanent exclusions.

A fixed term exclusion will be implemented on occasions when a child has breached all of the behaviour policy strategies and the academy uses INSPIRE - this provision is managed by Watermill Special School in Stoke on Trent and enables the academy to enter into a variety of bespoke programmes tailored to each child's needs.

The usual fixed term exclusion would be for a continuous period of 10 school days followed by a reintegration plan provided by the staff at INSPIRE.

A permanent exclusion will only be entered into if the directors agree and the academy will then work in conjunction with the Local Authority to help seek a managed transfer for a pupil.

In all exclusion cases, the Educational Psychology Service will be sort to provide additional guidance and support to help meet the needs of the child.

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