



Behaviour Improvement Policy

Iceni Academy Behaviour Improvement Policy

Governing Body Statement

The Governing Body of Iceni Academy views the Behaviour Policy as one of the vital elements in ensuring the overall aims and objectives of the Academy are met. This policy ensures that the whole school community works together to maintain the safety and emotional well-being of all, in order that pupils achieve their full potential and staff work within a supportive framework.

Academy mission statement: 'Proud to Succeed'

"A good self-image is the most valuable psychological possession of a human being"
[John Powell 1976]

"We must move toward developing competency and self-worth, accompanied by responsible decision making and helping one another. In this atmosphere schools can empower young people with courage, confidence and life skills instead of burdening them with feelings of fear and inadequacy".
[Nelson, Lott and Glenn]

A commitment to the continual improvement of behaviour underpins the structure of the school and all members of staff follow the whole school approach to behaviour improvement.

Whole school agreement on improving behaviour generates high morale amongst staff and children. The children know behaviour improvement will be consistent throughout the school and this in turn generates security.

When members of the community work together to create a learning environment that enables everyone to feel comfortable and successful inconsiderate behaviours will be reduced.

A well-structured and consistent set of procedures will be supportive to new members of staff, covering teachers and new pupils.

All behaviour improvement at Iceni Academy concentrates on raising self-esteem, encouraging self-discipline and engendering a community identity. The existence of an Inclusion Team with members of staff with responsibility for the development of behaviour systems and procedures is an indication of the importance attached to this area.

Every Child Matters

At Iceni Academy we work to ensure that the 5 outcomes of Every Child Matters and that the promotion of these principles is fundamental to all aspects of school life.

The five outcomes which mattered most to children and young people were:

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Economic well being

Aims of this policy

At Iceni Academy we aim to:

- Provide a structured, stimulating and secure environment where all children feel safe, respected and free to learn.
- Create a climate for mutual respect where all members of the school community are listened to, taken seriously and work together for the benefit of all.

Iceni Academy Goals of behaviour improvement

- To raise the children's self-esteem.
- To allow the children ownership of their behaviour, by developing self-discipline and self-control.
- To encourage the children to respect the rights of others and be confident in the fact that they in turn will be treated with respect.
- To ensure the children are able to learn without disruption.

To achieve these goals, we have developed a structured, consistent, and above all a positive approach to behaviour improvement, based on rules, rights and responsibilities.

The Rights of all at Iceni Academy

Our rights at Iceni Academy are an expression of the fundamental values that we as a community encourages, teach and promote. To ensure everyone's rights are protected; members of the community must abide by the 'fair' school rules and accept the responsibility of their own behaviour.

Values held by our school community

- A healthy school is a successful school.
- Equality of opportunity and treatment regardless of gender and race.
- Caring and tolerance by all members of the community to all members of the community.
- Justice and fairness.
- Personal responsibility.
- To be happy and successful.
- Co-operation and participation.

We all have the right to:

- Learn or teach.
- Be safe.
- Be treated with respect.

Our responsibilities are:

- To respect the rights of others.
- To have ownership of our behaviour.
- To follow the class codes of conduct.
- To respect our school environment.

Strategies and procedures for promoting acceptable behaviour and working habits within the school

The Elton Report [1989] suggests that when considering the requirements for effective school behaviour improvement the following 3 needs should be addressed.

- a clear code of conduct
- a balanced combination of rewards and consequences
- a positive community atmosphere

At Iceni Academy we feel we have addressed these three needs very effectively in the procedures and strategies that we have in place to promote acceptable behaviour and working habits.

Whole school procedures and ways of celebrating achievement within the school

School Rules

Our school rules serve to protect the rights of all members of the school community.

These rules are displayed in a prominent position in every classroom. They are revisited at regular intervals throughout the school year and the children are encouraged to show responsibility in abiding by them. All procedures and strategies are based on these 'fair' rules.

Codes of Conduct

At the beginning of each new school year the class teacher and children will formulate a class code of conduct to operate alongside the school rules. This will be the basis for all classroom behaviour improvement. The children and staff from each class then get together to formula. See Establishment procedures for details. These rules will be revisited and revised at regular intervals throughout the school year. All classes operate 'Time Out'.

My Own Targets

Each week the children decide to work towards a target that is based on social skills. This can be related to behaviour issues, friendship issues or working together in class.

Circle Time

Circle time or class meetings provide a structured forum for class discussions. They give teachers great insight into pupil's attitudes, concerns and opinions on school topics. Within this framework topics such as making rules and behaviour can be discussed in an open, democratic way. Circle time promotes group co-operation and cohesion as well as raising self-esteem.

There is a set format to follow with definite rules:

- Only one person can speak at a time (a special object can be passed round the circle and a person can only speak if he/she is holding the object).
- Everyone has the right to contribute or not to the discussion.
- All comments about each other have to be positive.

Circle Time can be very rewarding for both staff and pupils as they build up trust with one another. It is essential to ensure that all participants in a Circle Time feel comfortable. There are many 'warm-up' activities that can be used to achieve this. For further information see Circle Time activities to raise self-esteem*

Celebration of Achievement at Icen Academy

The whole school approach to behaviour improvement at Icen Academy is a positive approach and the celebration of achievement is an essential part of this. The more valued child feels the more positive is their self-image. When children feel their efforts

and achievements are recognised by the other children and adults within a school, they will strive to achieve more. Fundamental to any whole school, positive approach to behaviour improvement is the support of the Headteacher.

The Headteacher's Input

Promotion of a positive system of behaviour improvement must begin with the Headteacher. It is essential that he/she has very active and high profile participation in the celebration of achievement. At Iceni Academy this happens through:

- **Headteacher awards/stickers**
The Headteacher has a collection of special stickers that the children can choose from when they bring examples of their excellent work. The sticker is attached to the work and initialled by the Headteacher.
- **Headteacher certificates**
These certificates are awarded for participation in special events or contributing to school life in a special way. These can be individual or class awards e.g. participation in District Sports, Music Festival, working with the Infant children. These are often presented at a whole school assembly.
- **Star of the Week certificates and stickers**
At the end of each week a whole school assembly is held to celebrate the special achievement of one child from each class. The Headteacher leads this assembly and classteachers explain to the whole school how and why the child has been nominated for the award.
- **Yeti Awards** This is an award that recognises the achievements and effort that has been put in by a child at the school. They are seen to have not met their goal 'yeti' but they are actively seeking to better their Growth Mind-set to achieve this goal in the near future.
- **Contact with Parents**
The Headteacher/Deputy Head often inform parents personally of their child's special achievement, by telephone, before or after school and at Parent Meetings.

Class Awards

Daily incentives

If children have had an excellent week with no time outs or serious incidents they are able to have reward at the end of the week.

The House System

House points are awarded for considerate and supportive behaviour

House assembly

The Houses meet together regularly to share and celebrate achievements.

Other whole school recognition of achievement

General stickers

All members of staff (teaching and non-teaching) have a selection of stickers. When children produce a piece of work, which demonstrates good effort or progress, he/she can choose a member of staff to show the work to.

Walkabouts

The Headteacher and Deputy spend time in classes, observing and talking to children, looking at work and celebrating individual/class successes. This is very supportive for class teachers and indicates to the children that the senior management of the school take an active interest in their classroom activities. Positive comments show appreciation of the hard work resulting in a good classroom atmosphere.

Lunchtime Awards

MDA stickers

MDAs on the playground award stickers for appropriate behaviour and for having a healthy lunch.

Display

Staff and children spend time producing high quality work to be displayed in classrooms and central areas of each House. The shared responsibility of all members of the House encourages the children to feel pride and ownership of the displays (See Display Policy for greater details).

Specific procedures for those children who experience behaviour difficulties

Every school, at some point, will inevitably have pupils that for one reason or another do not respond to the type of general procedures already outlined. These children have special needs and require more individual strategies to help them develop self-control and take responsibility for their own behaviour.

SEND plans

If a child's behaviour is causing concern on a regular basis, the parents will be informed and the child may be placed on an SEND plan. This will involve recording the areas of concern and working out strategies to help the child. It will usually result in an Individual Behaviour Plan being formulated, with the Inclusion Manager, Behaviour lead, parents and child. In some cases the Headteacher may also attend the meetings.

Individual Behaviour Programmes

Identified children have an IBP. These outline the school's main areas of concern, set targets for the children and record how progress towards these targets will be achieved. The programmes are implemented by the person responsible for behaviour improvement on a weekly basis. Charts are monitored daily. The Headteacher monitors all the

programmes. The programmes are reviewed and renewed 2/3 times each year. Those children with an EBD statement also have a support plan detailing how support is used.

Time Out and Paired Teachers

If a child fails to respond to classroom procedures, they may have to be isolated from the rest of the group for a specified time. Each class has a designated Time Out area for this purpose.

If the child refuses to take Time Out within their classroom, or continues to be disruptive, they will be asked to take themselves to another class teacher to take Time Out in their area.

If the child refuses to leave, the class teacher will send for the paired teacher, who will come and remove the child. If the child still refuses, the Behaviour Lead will be called to remove the child.

If the child continues to refuse the Behaviour Manager will be called to remove the child.

Parents may be called to discuss the child's behaviour. All children who have had Time Out, must meet with a member of the behaviour team at the next available lunchtime to resolve the issue. They will then stay until their class is called for lunch. In extreme cases the child may be excluded for a few days.

Every incident of Time Out is recorded and followed up by the Behaviour Lead.

Classroom Procedures

The Elton report suggested that classroom management skills were perhaps the single most important factor in achieving good standards of classroom behaviour.

Classroom management

Class teachers/Set teachers and LSAs plan very carefully to ensure their lessons run efficiently and effectively at all times.

All classrooms are organised so the children have adequate working space and easy access to equipment. Books and other resources are displayed to create an attractive, stimulating work environment.

Class teachers take time on displaying children's work, demonstrating how this work is valued. All children will have work displayed over the year.

Planning

Work planned by the class teacher is differentiated to cater for the individual children's abilities and needs. Teaching of activities is very varied so the children experience a

wide range of teaching styles and stimuli. TAs work alongside the class teacher to support individual children or small groups.

Establishment Procedures

It is essential that all class teachers follow this procedure as it establishes their own and the schools expectations of behaviour management.

- **Revisiting or introducing the school rules**
All children must have access to a copy of the school rules. These must be read through carefully and discussed to ensure understanding of meaning and purpose, particularly the rights and responsibilities.
- **Draft suggestions for year group code of conduct**
Explain the purpose of the year group code of conduct and the relationship of these to the school rules. In groups children formulate suggestions for 4-5 'rules' for the code of conduct. Each group presents to the rest of the class. All suggestions are discussed and then 4-5 'rules' are chosen to go forward to the year group meeting. The class also decides who will present the suggestions.
- **Year group meeting**
The whole year group meets in the hall and the chosen representatives from each class put forward their suggestions. The whole year group then vote for the rules they wish to adopt. Members of staff must explain the importance of these negotiated codes and the fact that they will be the basis for all behaviour management throughout the year. The children also need to know that all members of staff that teach them will be aware of their code.
- **Acknowledgement of the code**
All children will sign an agreement to abide by the codes of conduct and the signed copy will be displayed in the classroom. A copy will also go home to the parents. During the first week of the school year the code should be referred to and revisited regularly so the children become very familiar with it as do we all!
- **Consequences and rewards**
Once the above have been accomplished the children must understand the consequences and reward systems that accompany the codes of conduct. Time Out and Reward times must be carefully explained. The children must be clear about the following:
Where they take class Time Out.
Who their paired teacher is.
That they always take Time Out with their paired teacher unless other arrangements have been agreed.
- **Use of the code**
All members of staff will have a copy of the year group codes. These are to be used when teaching any lesson, thus ensuring consistency of behaviour management across the school. When teaching a class for the first time remind the children that you have their code of conduct and will be using it to ensure everyone can learn without disruption.

When a class teacher begins a school year with a new class he/she needs to establish him/herself. This is setting the tone for the whole year. Procedures negotiated with pupils, for rewarding required behaviour often helps speed up this process. These will be

based on the class code of conduct, and could include 'Caught being good' or awarding counters for appropriate behaviour. These rewards are often individually given and then go towards a group total, helping to foster group co-operation. The class decides on a target number of rewards and chooses a long-term 'treat' to work for. Some classteachers have a weekly tally, and the winning group chooses an activity to do together.

Playground Procedures

Morning Breaktime

The members of staff on duty monitor behaviour on the playground. At the end of playtime a member of staff blows a whistle. All children stand still and silent. They are then given a verbal instruction to walk to their lessons. This is to encourage a calm end to play ready to begin the next work session. All incidents of inappropriate behaviour are dealt with initially by members of staff on duty but if the situation escalates the child/children involved in the incident will be sent to the Breaktime Room. If an incident needs further action all involved will go to the Lunchtime Room. The member of staff responsible for behaviour will deal with the incident.

Lunchtime

Lunchtimes can, at times, present difficulties for some children, particularly those with behaviour problems. It is very important for the children to have some unstructured time, when they organise their own play. [Although some soft play equipment is provided]. This can lead to disagreements and tempers become frayed. At Iceni Academy we have evolved a set of procedures to help children take responsibility for their behaviour in the same way as we have for other school times. All midday staff have a very positive, supportive approach to the children, which helps make the lunchtime procedures so successful.

Minor incidents at lunchtime are dealt with on the playground by the MDAs who record the incident in their record books. These record books are collected in each lunchtime and all incidents and the children involved are put on to an accumulative record. If a child's name begins to appear regularly in these records he/she is asked to come to the Lunchtime Room to discuss their behaviour and the consequences of continued problems. They will be given the opportunity to have respite from the playground if they wish to spend time in the Behaviour room.

Each class has an identified MDA who they are encouraged to approach in the first instance if they experience problems at lunchtime.

Lunchtime Room

This is a designated classroom, where the children can take themselves or be taken should they need 'time off' from the playground. The area is supervised by the responsibility for behaviour, the Behaviour Lead, the Inclusion Manager and the Headteacher

If a serious incident occurs at lunchtime all concerned will be taken/sent to the Behaviour room. If the child refuses to follow these procedures one of the Behaviour staff will be sent for to collect him/her.

The child/children will be spoken to and the incident recorded in the Lunchtime folder. All children involved will be given the opportunity to write/tell their side of the story. Once the incident has been dealt with to the satisfaction of all concerned the child/children can then return to the playground.

The Lunchtime Room is also used for 'make-up' time [see Time Out procedures] and for those children unable to go onto the playground for medical reasons or because they are not wearing correct school uniform. These children are able to participate in 'play' activities using the lunchtime equipment.

Eating Arrangements

A high standard of behaviour is expected of the children when eating. The Lunchtime staff monitor this.

If a child's behaviour is inappropriate he/she will be spoken to. If the behaviour persists, the child may be asked to eat in the Lunchtime Room. Should this happen the incident will be followed up, when the child has finished lunch in the Lunchtime Room.

Those children that experience problems regularly at lunchtime are paired with a named MDA. Success is rewarded with certificates/stickers.

Simple steps towards effective behaviour management

- Establish a positive supportive relationship with the children.
- Ensure that children are stimulated and working on purposeful activities. Well-motivated children rarely cause problems!
- Regularly reward positive behaviour, with attention, praise and encouragement.
- Identify problem areas/sessions and try to divert or modify the child's behaviour before there is a need for disciplinary measures.
- Be very familiar with the school rules. Use rules reminders, and be clear, polite and firm about the behaviour boundaries.
- Always remain calm when speaking to children. This helps maintain authority and confidence. It also preserves the positive relationship with the child / children. Whenever possible, ensure that the child is calm and reasonably receptive before you discuss behavioural issues.

- Avoid discussing behaviour incidents in public. If the child feels humiliated in front of his/her peers the reaction will often be more extreme, than in a more private setting.
- Try to avoid confrontation. If this is impossible, ensure a respectful approach is always used. Always focus on the behaviour rather than the individual.
- Be consistent in using school procedures, so staff can support each other in addressing individual children's behavioural needs and the needs of the whole school.

Raising self esteem is the most important factor governing all behaviour improvement

Raising children self esteem is the most effective way of improving their behaviour. If the child spends much of his/her time with adults who concentrate on their failings, their self-esteem or self-image is damaged. Their emotional, social and academic development is blighted. If however a child experiences respect for their opinions, has appropriate behaviour reinforced and is given time and approval they will develop a sense of security, identity, belonging and competence. The best way to enhance a pupil's self-esteem is to, verbally and through actions, makes them feel special.

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with shame, he learns to be guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith.

If a child lives with approval, he learns to like himself.

If a child lives with acceptance, he learns to find love in the world.

“A good self-image is the most valuable psychological possession of a human being”

[John Powell 1976]

Policy Updated Spring 2016

Policy for management of bullying: Appendix to Behaviour Policy

“Bullies are found in every age group and they learn that their behaviour gets them what they

want. Like aggression, bullying is a learned behaviour.”

[Besag 1989]

Definition of bullying

Bullying is the intention to hurt, frighten or intimidate another person.

Bullying can manifest itself in many forms and can be difficult to identify because serious sustained bullying is very secretive. It is also deliberate and persistent. It is not isolated incidents.

Common forms of bullying

- **Physical intimidation:** pushing, poking, tripping, punching, kicking, hair pulling, pinching.
- **Verbal intimidation:** name calling, threats of violence.
- **Social isolation:** no participation in games or friendship groups, no partners in school activities.
- **Emotional abuse:** withdrawal of affection, taunting with affections, emotional isolation, “no one loves you” (predominantly family members).
- **Abuse of property:** hiding items, destroying items, ‘trashing’ items.
- **Cyber intimidation:** bullying by e-mail, text, on line communication (Face book, MSN, My Space).
- **Homophobic bullying:** bullying motivated by prejudice against a person’s sexuality; against a person who may not act like other boys and girls; verbal abuse e.g. “those trainers are so gay”.

Signs that a child is being bullied

- Withdrawn behaviour.
- Failure to thrive (academically and socially).
- Lack of interest and motivation.
- Loss of self-confidence.
- Unwillingness to go to school (headaches, stomach aches).
- Displaying ‘retaliation’ behaviour; adopting ‘bullying’ behaviour but at random.
- Attention seeking behaviour as a cry for help.

Our Policy for Behaviour and Discipline states that at Iceni Academy we aim to provide a structured, stimulating and secure environment where all children feel safe, respected and free to learn.

Bullying will not be tolerated at Iceni Academy because a child who is being bullied does not feel safe, respected or free to learn. We take all reported cases of bullying type behaviour very seriously. All staff are very vigilant and the Behaviour Team, is responsible for all procedures dealing with this.

Pupil voice is given a very high priority at Iceni Academy and this is very apparent in all systems and procedures, including those in place for bullying.

PSHE lessons for all year groups tackle bullying and children are consulted when formulating an anti-bullying policy.

Information for Parents/Children

A Behaviour improvement sheet outlines procedures within the school and encourages the parents to come in.

Information is also included in the school prospectus and newsletters.

Procedures used in the management of bullying at Icen Academy.

During Establishment at the beginning of each academic year the procedures for all behaviour issues are explained to the children so they are aware of where to go and who to talk to if they have concerns.

Children will be taught to understand the definition of bullying and will be taught to understand that it refers to persistent incidents not one off friendship disputes.

The school has become part of the Peer Mediation Scheme, whereby children in year 5 undergo 2 days training by the Behaviour Lead in dealing with minor friendship issues. Very often children find it easier in the first instance to share concerns with their peers.

'The Victim'

When a child informs us they are experiencing difficulties with a certain child or children:

- He/she talks with an adult experienced in dealing with these difficulties.
- Friends are detailed to 'keep an eye' on the him/her, and to ensure they always have someone to play with, sit with at lunchtimes etc.
- An M.D.A. is detailed to monitor him/her, ensuring he/she is safe at all times on the playground at lunchtimes.
- ALL staff receive a memo explaining that he/she needs to be monitored for a set period. Any incidents involving him/her will be reported to a member of the Behaviour Team.
- Meetings are arranged with his/her parents, where all procedures are explained, anxieties allayed and confidence boosted.
- Parents are given regular updates of developments.

Talk sessions with members of staff

These are vitally important in helping children cope with bullying because they:

- Reassure the child that the bullying WILL stop.
- Show the child that someone will listen and take their problems seriously.
- Allow the child's fears and frustrations to be expressed in a non-threatening situation.
- Gives the child increased self-confidence to face the situation.
- Allows the child to talk through the bullying with an experienced members of staff who can offer strategies to make the bullying irrelevant.

During these sessions the member of staff will work on raising the child's self-esteem by re-enforcing their strengths and talents. The taunts and abuse are discussed and the child is made to believe they are irrelevant and must be rejected. It is explained that if the bully sees a 'submissive' reaction to his/her taunts it gives the message that even the 'victim' in a way believes the taunts. Once the victim is able to reject them the bully has lost his/her weapons.

The 'victim' is also offered the opportunity to 'face the bully', to express face to face how they feel (This is very carefully supervised by experienced staff).

'The Bully'

When a child has been identified as a bully:

- He/She will be interviewed by a member of staff, experienced in dealing with this type of behaviour (see separate section).
- It is possible he/she will be removed from the playground at Morning break and lunchtime until we feel it is safe for him/her to be re-introduced [this is the Headteacher's decision]. They will be able to socialise with chosen peers in the behaviour room during this time.
- When re-introduced to the playground, he/she will be monitored for a set period by a designated M.D.A.
- All staff are notified that he/she needs to be carefully monitored for a set period.
- His/Her parents may be asked to attend a meeting, where all procedures and consequences are explained.
- If deemed necessary, he/she will be delivered to and collected from the school office/class teacher by parents each day.
- He/She will attend a 'face to face' session with the victim [at the victim's request] to LISTEN to how the victim feels.
- If the 'bullying has affected a large number of children within a class and there is group responsibility, the 'leader' of the group will be identified and measures taken to stop the bullying. If necessary the 'leader' may be isolated from the rest of the class for a set period, and the other members of the group given strategies to resist the control.

Interviewing the bully

Bullies are often very unhappy, insecure individuals, who bully others to make themselves feel more powerful. They often choose victims that have abilities or attributes that they would love to have themselves. It is therefore vital to raise the bully's self-esteem so there is no longer the need to bully.

At the interview the bully will:

- Be told the bullying WILL stop and procedures and consequences explained.
- Discuss the effects of his/her bullying on the victim and ways he/she can help that person feel safe again.
- Have a 'face to face' session explained.

- Be allowed to talk about why he/she feels the need to bully.

Questions will be asked to determine whether he/she is being bullied inside or outside school.

The member of staff will spend time looking at the strengths of the bully and how these can be used in a positive way to raise the bully's self-esteem.

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