



# Southfield


PRIMARY ACADEMY

Southfield Primary School  
Brackley, Northamptonshire  
NN13 6AU

## Policy

### Whole School Positive 'Behaviour Policy'

Governor/Committee Link	Learning
Completed by	Jane Cartlidge, Headteacher
Date	June 2017

Ratified by the Full Governing Body	
Date	14 June 2017
Name	Lee Marland
Signature	
Position	Chair of Governors

Policy Review Date	June 2018
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## WHOLE SCHOOL POSITIVE BEHAVIOUR POLICY

**One rule covers it all... 'MAKE SURE THAT EVERY PART OF YOU IS DOING THE RIGHT THING AT ALL TIMES'.**

Summary:

### KEY BELIEFS

- : pupils want to behave well
- : pupils can learn to improve their behaviour
- : all adults can learn strategies to support pupils to improve their behaviour

### We adults can support our pupils by:

- : the quality of our relationships with each other and them
- : the quality of our teaching
- : the scaffolding we put in place

### The scaffolding consists of:

- rights and responsibilities
- rules
- routines
- the language of choice
- rewards and consequences
- reparation
- descriptive praise

Teachers may wish to discuss the meaning of the Whole School Rule but should not create a list of written class rules.

All classroom staff and extended services staff should use 1-2-3 Magic as a default.

Lunchtime and Admin staff should use their prompt cards as guidance.

Some children may need an individual behaviour plan – this must be agreed by the Senco, DHT or HT.

## **BULLYING including Cyber bullying (see E Safety Policy)**

- we do not tolerate bullying
- bullying should **never** be ignored
- **all** instances of bullying must be recorded using My Concern or a Pink Form
- parents should be informed by the class teacher by telephone – after speaking to the DHT or HT
- every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions and agreeing to stop/change the behaviour causing concern

Incidents are reported to Governors 3 times a year.

## **RACIST LANGUAGE/INCIDENTS**

They **MUST** be recorded through reporting to the HT or DHT using My Concern or a Pink Form. Incidents are reported to Governors 3 times a year.

**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.

- should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognized Team Teach training, and this is up to date
- should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect
- if used, it must be reported to the SENCO, HT or DHT and recorded
- if used, parent/carers need to be contacted before the child arrives home

**HOLDING** – by this we mean providing physical direction e.g. pupil is led away by hand/arm/around shoulder (using Team Teach practices)

- it falls short of restraint
- it is subject to considerations of sexual appropriateness and sensitivity
- is subject to interpretation, so must be used with care

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable and appropriate**, and be done with the aim to **reduce not provoke**.

## I-2-3-MAGIC

This is a behaviour management system, not a punishment system which has shown to be very effective with children aged 2-14 . Our rewards and sanctions are shown further below. Bear in mind that effective teaching and good organisation of pupils is the best preventative discipline strategy. This system is about:

- Controlling undesirable behaviour.
- Encouraging good behaviour.
- Maintaining healthy relationships with pupils.

Once you start using I-2-3 Magic, pupils will fall into one of two categories:

1. Immediate co-operators – the majority
2. Immediate testers – a few

Enjoy the co-operators and brace yourself for the testers!

There are two basic behaviour issues – the pupils are either doing something you would like them to stop ('Stop' behaviours) or they are not doing something you would like them to start ('Start' behaviours).

<p><b>'Stop'</b> behaviours (examples – not an exhaustive list) - Not necessarily serious individually but can have a cumulative negative effect on the class.</p>	<p><b>'Start'</b> behaviours - Constructive activities which are helpful to the class.</p>
<ul style="list-style-type: none"> <li>● whining</li> <li>● disrespect</li> <li>● talking out of turn</li> <li>● arguing / answering back</li> <li>● pouting / having a huff</li> <li>● yelling</li> <li>● getting up without asking</li> </ul>	<ul style="list-style-type: none"> <li>● getting on with work</li> <li>● tidying up / putting away resources</li> <li>● transitioning independently from one activity to another</li> <li>● waiting / raising a hand to speak</li> <li>● being nice to others</li> </ul>
<p>Notice that I have not included violent or aggressive behaviours or bullying – these transgressions require a punishment or sanctions as well as modification.</p>	
<p>Use I-2-3 Magic counting procedure</p>	<p>Use praise, a timer, charts.</p>

The over-riding principal of I-2-3 Magic is that the teacher is the one who is in charge of the classroom; the classroom is not a democracy – the children need training as to what are your expectations.

The two biggest mistakes that teachers make when trying to discipline children are:

- **Too much talking** (explanation / negotiation)
- **Too much emotion** (depersonalise – modify the behaviour, don't punish the pupil(s))

There are usually (broadly speaking) four types of teacher in terms of behaviour management:

1. **Authoritarian:** 'demanding switch' ON, 'warm switch' OFF  
Quick to jump on every unacceptable behaviour with a loud voice. Acts shocked or upset by non-compliance. Gains compliance through fear of reprisals or embarrassment. Very demanding. Warmth, support and positive re-enforcement are rare.
2. **Permissive:** demanding switch' OFF, 'warm switch' ON  
Sometimes described as 'too nice' or 'too weak'. They want pupils to like them so they are warm and supportive but not effective at setting limits. Can overly focus on effort, de-emphasizing quality of work. Disruptive behaviours may be ignored or handled with ineffective, repeated reprimands or pleading.
3. **Detached:** demanding switch' OFF, 'warm switch' OFF  
May sit at desk frequently during lessons engaged in marking or other activities not directly linked to the lesson. Does not offer a great deal of emotional support. Could sometimes be a result of illness or depression or could be a lack of knowledge and / or skill. Disruptive behaviours may arise in order to gain attention.
4. **Authoritative:** demanding switch' ON, 'warm switch' ON  
**The ideal!**  
The teacher has a positive, kind and supportive relationship with pupils but they know when she 'means business'. Because her classroom is organised and she has an effective discipline plan, her pupils respect her. There is more time for learning because students know the (high) expectations and consequences for misbehaviour are consistent. The teacher feels empowered, the children feel safe and capable.

### So ... Start Counting!

- **One short explanation (if even necessary) and then you count.**
- **Your authority is not negotiable.**
- **'Window of Opportunity' – re-start the count. N, R KSI – each lesson (4x a day), KS2 – each half day.**
- **N, R, KSI – Count 1, 2, 3 = time out (minutes of the child's age)**
- **KS2 – Count 1, 2, 3 then (if behaviour continues) identify a sanction**

#### Sanctions (to be selected by the teacher as appropriate)

- **Small chore**
- **Reduced break / lunch**
- **Recording of misdemeanour**
- **Visit to a Senior Teacher**
- **Note or phone call home**

These are the only sanctions to be used. Pupils should not be sent outside the classroom door. There should be no sanctions which are embarrassing or humiliating (names on board, involving other pupils). If a child does not respond to these sanctions or requires frequent sanctions, an individual behaviour modification plan will be created.

## Some Key Points:

- You can count different misbehaviours to get to 3
- You can give a 1 and your TA can give a 2 – 1-2-3 works best when the children know that all adults are doing it
- Keep a record for yourselves (not displayed for pupils) or counts so that you don't lose track
- Keep a record of pupils who move to a sanction but will not be keep a daily record of 1-2-3

## Questions:

- *What if the child won't go to time out?*  
Don't panic – just remember – **no talking, no emotion** – use a sanction. Engaging as little as possible you might quietly say, 'you have a choice – take the time out or there will be a sanction'.
- *Can I physically take a child to time out?*  
Unless there is a risk to the safety of the child or others – this is a 'hands-off' approach. The message of 1-2-3 is 'you need to start to take responsibility for your own behaviour', not 'if you don't do what I say, I will make you do it'. (You can, of course, gently guide N & R children if you need to show them where you want them to take time out).
- *What do I do if a child counts back?*  
Use your fingers – continued mocking takes the count to a 3.
- *Can you ever ignore anything?*  
The difficulty with ignoring is that teacher expectations can vary so it is better (usually) to have a zero tolerance of unacceptable behaviours and count. The only exception might be a pupil with known Emotional and/or Behavioural Difficulties who is seeking attention (although these children will also follow and benefit from 1-2-3).
- *Should I make the pupils apologise?*  
Apologies should be sincere and not part of the punishment. Consider if the child is just saying sorry or actually IS sorry.

Lunchtime supervisors can also use 1-2-3 also but must start each count fresh each day. Pupils will not have a time out at lunchtime (will NOT stand by a wall) but a note will be kept of anyone reaching a 3 which is passed on to a teacher. More serious misbehaviours should result in sending for a teacher right away.

## Group Misbehaviour

Usually it is impossible to get to the bottom of falling out unless you witnessed the event yourself. Limit discussions – give each child a short time to speak ('did you do anything wrong?', 'did anybody do something wrong to you?') and then move on (unless you felt that one child is very much more to blame or the situation is particularly serious – then use sanctions).

**One rule covers it all... 'MAKE SURE THAT EVERY PART OF YOU IS DOING THE RIGHT THING AT ALL TIMES'.**

## I-2-3-MAGIC – for Families

We are sharing our school behaviour management system with you so that you know how we are managing behaviour in school in a fair and consistent manner and so that we will have a shared language between pupils, staff and families. We will be keeping a record of pupils who require sanctions and we will share this with you (at parent consultations, on a pupil report or – if there is a concern, we may contact you to discuss your child's behaviour.

We will not be keeping records of the daily I-2-3 as the system is not about punishment but is about having clear (high) expectations of behaviour to which the child must conform – it is a behaviour expectation / modification programme.

You may feel that the system will work for you at home?

If so, you will find that much of the guidance given to school staff will be relevant – especially the two main rules in behaviour management of not talking (much) and not getting emotional.

Obviously the second bit is much harder for a parent because, much as we DO care for your little ones, we obviously do not have quite the same level of emotional attachment. In other words – you are bound to take it MUCH MORE PERSONALLY ('how could she say that to me when I do everything for her?' etc.).

All I can say is - it really does work. Give one quick explanation (if absolutely necessary) and then count. No extra talking, no extra emotion – you feel calmer and you feel better.

I would suggest that you have more power than we do to deliver sanctions – loss of mobile phone / TV / gaming time or a household chore?

The Key Concept behind I-2-3 Magic for families is that parents or carers be ready for anything rather than worrying about what the children are going to do next. The message is:

**'I love you. As part of caring for you, it is my job to train and discipline you. I don't expect you to be perfect (I'm not) but when you do misbehave, this is what I will do'.**

Some points & tips ...

- I-2-3 Magic works best if all main care givers are following the system.
- Sibling Rivalry – count both children at the same time
- Temper Tantrums – start the time-out when the tantrum is over (walk away)
- It's a good idea to use a reward system to encourage correct behaviours but do not confuse the two – never take back a token or reward following bad behaviour.

The 'magic' of the I-2-3 procedure is not in the counting itself. The power of the method comes primarily from your ability to accomplish two goals.

- Your first objective is to (briefly) explain – when necessary – and then keep quiet.
- Your second objective is to count as calmly and unemotionally as you can.

**Do these two things well and you will be amazed at how effective this system is!**