

# Mitchell House School



## Positive Behaviour Policy

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## **Introduction:**

This policy reflects the philosophy, aims and procedures in promoting Behaviour for Learning at Mitchell House School.

### **Mission Statement:**

At Mitchell House we strive to encourage mutual respect, trust and individuality. It is our goal to nurture learning and help our pupils to achieve their full potential.

### **Rationale:**

The Positive Behaviour Policy at Mitchell House School is a statement of good practice which allows all pupils to learn and all teachers to teach. It covers all aspects of the school that contribute to a positive learning environment and school ethos. All members of the school are expected to help maintain an environment conducive to learning of which the fundamental beliefs are understanding, respect, courtesy and belonging.

### **Aims of Positive Behaviour Policy:**

- To promote a school culture and environment that reflects our positive attitudes, values and beliefs with respect for the child at its centre.
- To focus on the well being of each pupil as of paramount importance.
- To provide a consistent whole school approach and clear guidance on management of behaviour.
- To present positive strategies for developing and maintaining appropriate behaviour.
- To work in partnership with pupils, parents and other relevant professionals in developing appropriate behaviours.
- To ensure that each child is respected for who they are, without prejudice.

### **We promote positive behaviour by:**

- Using positive reinforcement.
- Being good role models.
- Being fair and flexible.
- Fostering good relationships in whole school community.
- Teaching the core skills which children need to behave well through the curriculum.
- Creating a supportive learning environment.
- Listening to pupils.
- Working with parents.

All staff should continuously and consistently adopt a positive approach to improving behaviour in order to reward effort and application and build self-esteem. This approach ensures that preventative and early intervention is the norm. Development of good communication skills and careful management of the environment are essential in minimising the occurrence and impact of challenging behaviour.

# Responsibilities

## **Pupil Responsibilities:**

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others
- To follow the golden rules

## **Staff Responsibilities**

- To get to know each pupil well, develop and maintain strong positive relationships based on trust, respect and dignity
- To value each pupil, having high but realistic expectations of them
- To provide a consistent teaching approach, set clear boundaries and manage change within a secure, stable and predictable environment
- To teach by example, providing positive role models for pupils
- To consistently support pupils in learning to develop positive self images
- To support pupils in learning to develop strategies to manage their feelings and emotions in as far as they are able
- To support pupils in learning to take responsibility for their actions in as far as they are able
- To give each pupil the time they need to process information
- To provide positive feedback - rewards and praise as appropriate
- To notice and give attention when pupils are behaving appropriately
- To identify early warning signs that indicate foreseeable behaviours are developing
- Teach positive alternatives, redirecting to more appropriate activities/ behaviours rather than focusing and giving attention to inappropriate behaviours
- Negotiate and compromise
- Always offer the opportunity to 'start again'
- Provide space and opportunity for honourable exits and stand-downs

## **Parents' Responsibilities**

- To show an interest in all their child does in school;
- To support the school in implementing this policy; and
- To be aware of the school rules
- To attend meetings with the Head teacher or other staff to discuss their child's behaviour.
- To work with school to support their child's positive behaviour

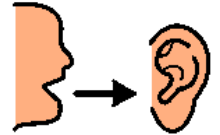
# Rules and Routines

These rules form our expectations of everyone in Mitchell House School so that we can nurture learning and help everyone achieve their full potential.

Our golden rules are:-

## **We listen**

- We wait until the person who is communicating has finished
- We show when we are ready to communicate
- We listen to each other



## **We are kind, helpful and honest**

- We think of others and their feelings
- We help and support one another
- We always tell the truth



## **We do our best**

- We bring our work folder to class everyday
- We try our best in all things
- We arrive to class on time



## **We stay safe**

- We move carefully at a safe pace
- We look around us before we move
- We move safely around others and objects



## **We look after property**

- We take care of our own belongings
- We respect the belongings of others
- We look after our school building and school property

## **Important Routines:**

### **Procedures for arrival to school**

- On arrival to school support staff assist students to their classes.
- On arrival into class pupils hang up their coats and bags on their pegs.
- Home/school folders are removed and brought into class and placed on desk.
- During cold/wet days outdoor coats can be worn between classes. On arrival to class coats must be removed and placed behind chair or, if available, on pegs within classroom.
- No outdoor coats or hats may be worn in class, unless otherwise stated.

### **Procedures for homework folders**

- All homework folders are to be brought to class everyday
- At the start of class, homework folders must be on the desk

### **Procedures for moving around the school**

- Line up and walk in the line quietly
- Walk on the left hand side of the corridor

## Communication of Golden Rules and Routines

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN
Set the example Role play Demonstrate and discuss appropriate behaviours Agree classroom rules Form class notice board Website Letters to parents Phone calls to parents Assemblies Parents meetings Classroom rules on display Rules on display in corridors Rules in journals Constant reminders Circle Time/ Form Time discussions	Positive interaction and praise - 'catch them being good'. Talking and listening activities as part of lesson Golden time reward scheme Pointing out good examples Consistency Staff visibility at break and lunch times Re-affirmed during lessons and topics Regular form class checks

### Examples of positive behaviour management strategies:

**Catch them being good** - notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.

**Non-verbal cues** - hands up, finger on lips.

**Casual questions** - got your pencil, john? Know what to do?

**Direction** - tell them what to do, say "thank - you" in advance, walk off.

**Re-direction** - repeat direction without being sidetracked. Use thanks and take-up time - don't stand over them in a confrontational way.

**Tactically ignore** - ignore secondary behaviour, minor interruptions.

**Physical proximity** - move closer to disruptive pupil.

**Proximal praise** - praise to children complying, a private message to those not complying.

**Distraction / diversion** - ask question, give task to disruptive pupil.

**When / then and first / then** - first we do this, then we do that - avoids "no".

**Humour** - use carefully as a distraction - not against pupil.

**Rule reminder** - refer to rule, use thank you **and take-up time**

**Where / what?** - where should you be? (in my seat) what should you be doing? (my work)

**Choices** - in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.

**Broken record** - calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.

**Partial agreement** - that may be so, but i need you to do this

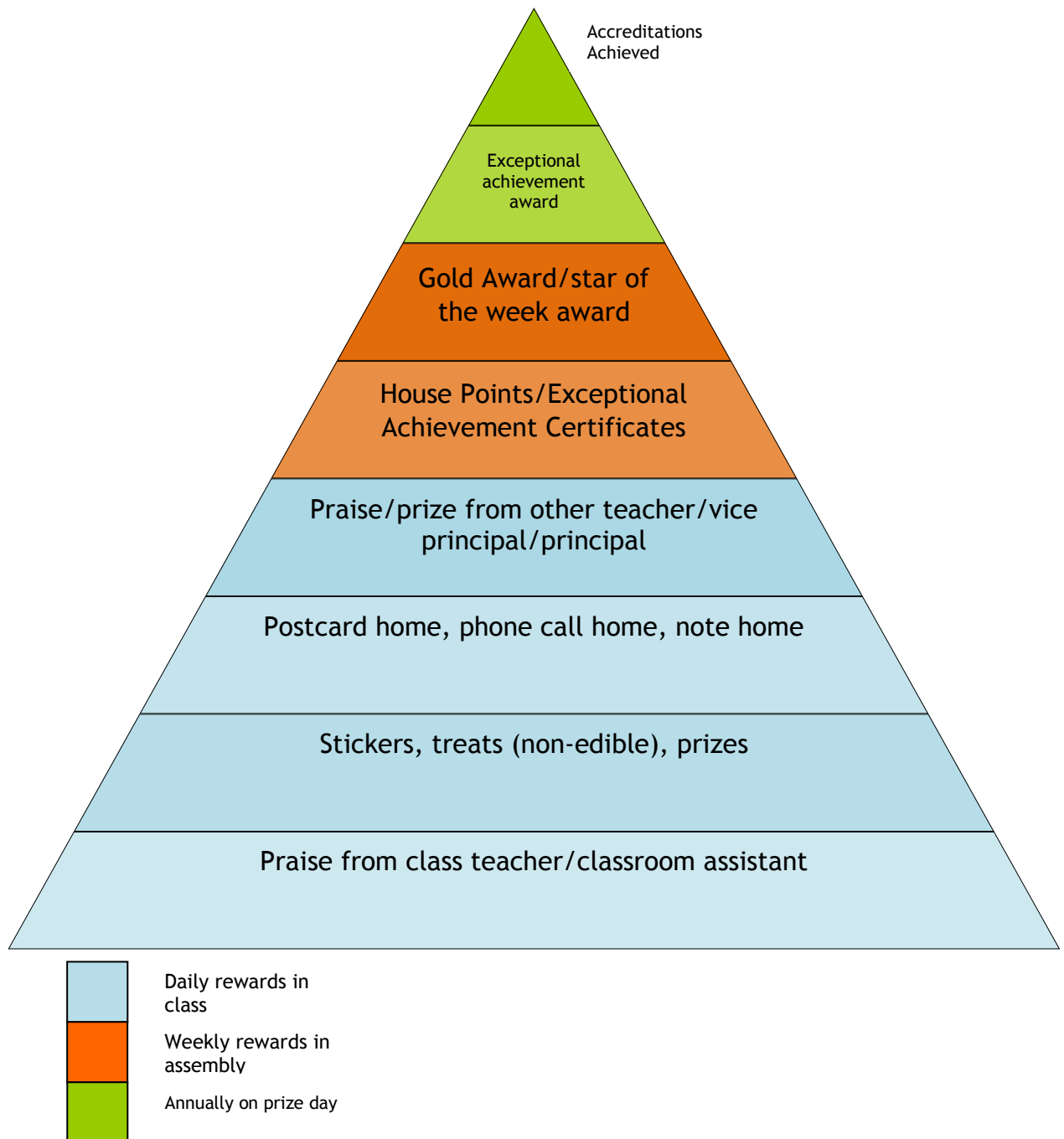
**I messages** - neutral e.g. Hitting must stop, i'm worried someone will get hurt, we speak nicely, i need you to ....

**Private reprimand** - a quiet word rather than a public confrontation.

# Rewards and sanctions

The school recognises that careful and systematic use of rewards is a positive means of promoting good behaviour. Rewards are to be appropriate, meaningful and genuinely satisfying for pupils. The following pyramid shows the range of rewards which will be used in our school starting from the most frequent at the base to the less frequent at the top. We emphasise the use of the positive rewards and positive strategies for dealing with our students and behaviours.

## Rewards Pyramid





## Sanctions

**Where it is considered necessary to use sanctions, they are to be:**

- realistic, sensitive, enforceable and just
- used in a planned way in situations where pupils have prior knowledge and understanding of the sanction
- the consequences of their behaviour
- applied equitably and consistently
- appropriate to the individual pupil (cognitive ability), the behaviour displayed and circumstances
- as far as possible, contemporaneous i.e. applied as soon as possible after an inappropriate behaviour(s) has been displayed. Where it is absolutely necessary for a sanction to be delayed e.g. missing a lunch time club after a period of days, the pupil is to be informed of this at the time the sanction is set. When the sanction is being put into effect, the pupil is always to be reminded of why it is happening.

**Sanctions that may not be used include:**

- time out by putting a pupil out of sight and hearing of staff
- verbal threats or verbal abuse
- use of threats of fears or phobias
- humiliation in front of peers/staff
- use of 'naughty chair/corner',
- forcing pupil to eat/drink something they dislike
- withdrawal of children from routine curriculum activities e.g. swimming
- The only occasions where it would be considered appropriate for a child to miss a curriculum activity is where there is a genuine assessed risk of injury to the pupil/ other pupils/ adults/risk of serious harm to property

**Sanctions that may be used are as follows:**

### Loss of Golden Time

- Verbal reminder of rule and that warning cards will be issued if the behaviour continues.
- 1<sup>st</sup> warning card issued to the pupil.
- 2<sup>nd</sup> warning card results in a loss of 5 minutes of Golden Time.
- It is down to the discretion of the teacher whether golden time can be earned back. In this case there must be an agreement made between the teacher and the pupil outlining clearly what the pupil must do in order to earn 5 minutes back.
- Golden time minutes should be displayed visually for the students in some form.

## **Other Appropriate Sanctions:**

- verbal expression of dissatisfaction at behaviour(s) displayed
- putting a situation right e.g. a pupil clearing up a mess they've made, apologising to an other person
- restricting choice where a pupil genuinely understands this restriction as a sanction
- break or lunch detention (see detention policy)
- the withdrawal of privileges, may only be used where a pupil genuinely understands the relationship between the sanction and inappropriate behaviour(s) displayed and where the sanction is consistently effective in reducing the inappropriate behaviour.
- management of inappropriate behaviours displayed may be dealt with by short periods of withdrawal from the group if this is considered appropriate and effective. Such withdrawal must always be managed in a positive calm way.

The school recognises that the appropriate use of sanctions in conjunction with rewards has an important role to play in encouraging pupils to take responsibility for their own behaviour. We recognise that sanctions can easily become abusive if applied for too long or with inappropriate use of threat/ emotional intensity.

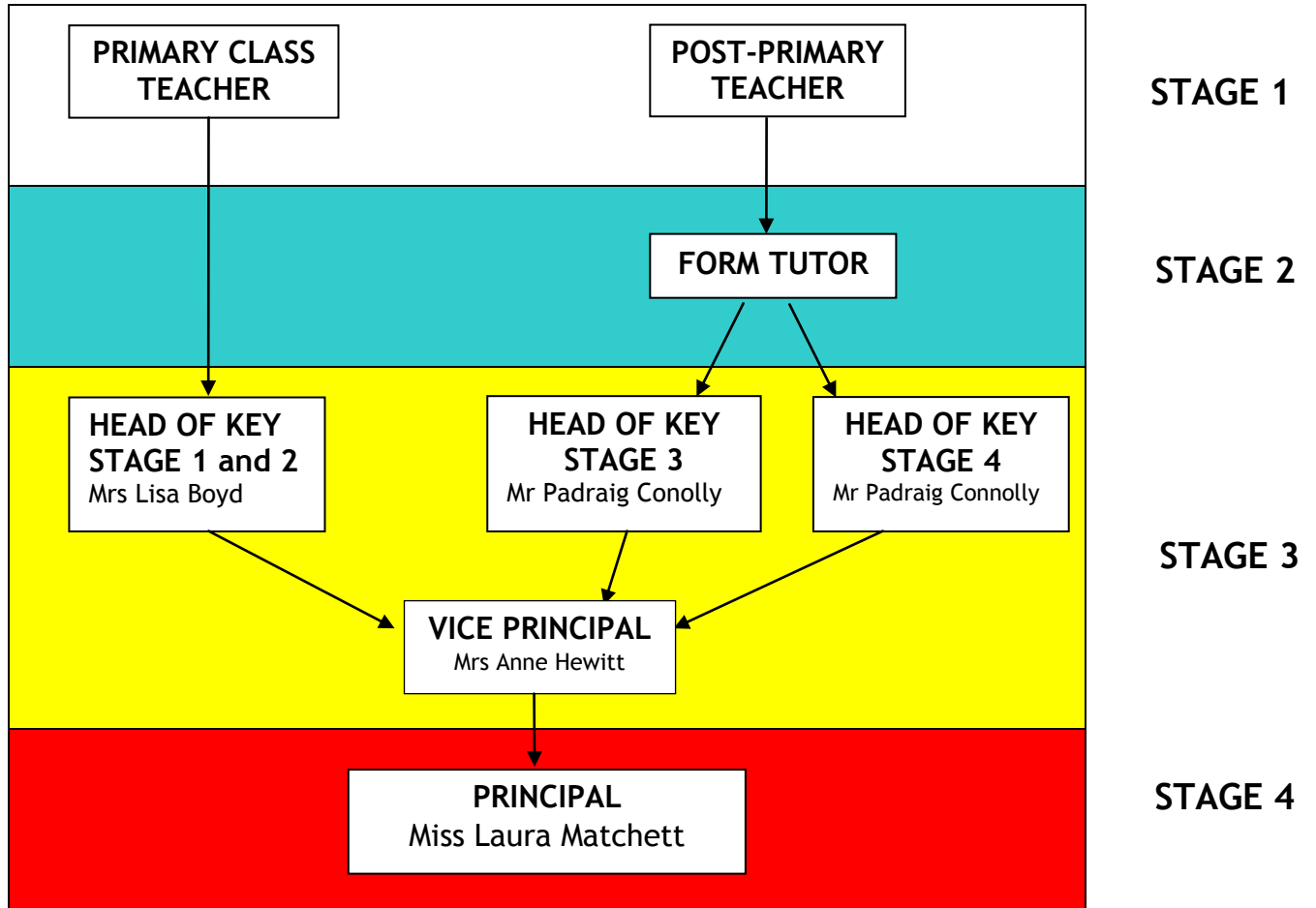
Where it is considered necessary to use a sanction, staff implementing are to always remain calm and give very clear information to the pupil concerned as to the expectation(s) being made of them, using appropriate non-threatening language that is sensitive to the particular needs of individual pupils.

Parents will be sensitively informed of incidents resulting in sanctions and their views taken into consideration in the decision making process.

**The boxes below outline who has responsibilities for managing specific levels of behaviour**

# Mitchell House Staged Referral Process

The processes for referral of students causing concern with regards to behaviour are outlined below.



## Behaviour for Learning – A Staged Referral Process

### Class/Subject Teacher

*For students exhibiting poor Behaviour;*

- Modelling the behaviour you want to see
- Class/Subject Monitoring
- Rule reminder
- Positive reinforcement
- Use of praise
- Distraction
- verbal expression of dissatisfaction at behaviour(s) displayed
- putting a situation right e.g. a pupil clearing up a mess they've made
- restricting choice where a pupil genuinely understands this restriction as a sanction
- withdrawal of a treat/golden time
- adult withholding attention or participation in social group for short periods
- increased supervision.
- Send to Break/lunch time detention with work/task
- Time out – chill room
- Write a comment in home book/student planner
- In some cases, phone call to parents /carers regarding the incident(s)
- **Where a pupil is continuously displaying behaviours causing concern class teachers should fill in a behaviour referral form and pass it to the form teacher**

### Form Teacher

*Where students are causing concern;*

- Work collaboratively with class teacher
- Seek advice from colleagues
- Discuss behaviour concerns with individual pupil
- Discuss behaviour issues with class in form time/ circle time
- Negotiation of apology or way to earn golden time back (in agreement with subject teacher)
- Place pupil on an individual target book in order to minimize specific behaviours
- Agree strategies and clarify expectations
- Daily contact with home linked to target book
- Note in home book/student planner
- **Where the form teacher has received 3 referral forms for a particular student that student should be referred on to the key stage leader**

### Key Stage Leader (supported by VP)

- Temporary withdrawal from class – settling period
- Withdrawal of privileges
- Discuss behaviour concerns with individual pupil
- Agree strategies and clarify expectations
- Individual behaviour plan drawn up and implemented
- Parental/pupil meeting arranged – behaviour strategies discussed and targets collaboratively agreed
- Behaviour plan shared with other staff
- Daily monitoring of progress towards targets agreed with form teacher
- Review of behaviour plan involving form teacher, pupil and parents
- **Where a pupil does not make progress as a result of these interventions he/she will be further referred to the VP**

### Vice Principal

- Formal School Letter sent home/phone call – outlining a failure to follow agreed strategies as previously discussed KSL
- Pupil referred to other outside agency for support
- Pupil may be issued with a formal risk assessment
- Pupil may need an individual safe handling plan
- Home/school agreement
- Emergency review of statement
- When progress is made, parent/carer informed – student is referred to KSL to set new or amend previous Behaviour targets to monitor weekly
- **Lack of progress will lead to a referral to the Principal - parent/carer informed**

### Principal

- Discussion with pupil and parent/carer regarding long-term future at the school
- Phone call home/ Letter sent home
- Home – School agreement signed
- Contact PSNI if required
- External provision may be recommended for pupil – seek external agency support
- Pupils may be immediately removed from lessons and placed in Isolation
- Fixed-Term / Permanent exclusion recommended
- **In the event of a Permanent exclusion – Governors decide whether or not to uphold the Principals decision**

## Behaviours to be corrected by relevant members of staff

### Class/Subject Teacher

- Late to lesson
- Lack of equipment
- Uniform issues
- Eating, chewing, drinking in class
- Failure to remove coat in class
- Being noisy / talking
- Failure to follow instructions
- Being un-cooperative (at least 3 different strategies used)
- Not sharing
- Interrupting a teacher / shouting out
- Throwing objects in the classroom
- Time wasting / avoiding work
- Using inappropriate language / swearing
- Moving from place
- Failure to complete class work, homework
- Expectation of work – quality and quantity

### Form Teacher

- Persistent low level behaviours (x3 referrals)
- General appearance: Uniform, footwear, jewellery, piercings.
- Poor behaviour of pupils; before, during and after school in public areas of the school.
- Low level bullying
- Refusal to follow instructions of staff on lunch/break duty
- Disrupting Form time
- Inappropriate language to staff
- Failure to comply with action/targets given by class teacher
- Persistent failure to complete homeworks

### Key Stage Leader

Mrs Ann Boyd – Junior School  
Miss Miriam Donnan – KS3  
Mrs Anne Hewit – KS4  
**Supported by Vice Principal**

- Personal issues leading to poor behaviour
- Failure to comply with sanctions / strategies laid down by Class/Form Teachers
- Persistent refusal to hand over jewellery / coat/equipment
- Persistent inappropriate language
- Persistent bullying
- Disruption of learning in several subject areas during a term
- Poor attendance below ?%
- Persistent poor behaviour in corridors.
- Persistent truancy during movement between classes
- Aggressive behaviours leading to removal from the classroom
- Failure to comply with action/targets given by form teacher

### VP

- Serious verbal abuse of staff and pupils
- Fights between pupils in and out of lessons
- Ongoing refusal to follow the instructions of the class teacher
- Unacceptable behaviour to/from school
- Theft
- Ongoing disagreements/behaviour issues between pupils
- Damage to property
- Disruption of learning in several subject areas lasting longer than a term
- Serious bullying issues
- Failure to comply with sanctions/strategies laid down by the KSL
- Persistent absenteeism - ?%
- Drug possession/dealing
- Smoking

### Principal

- Physical assault on staff
- Assault of a member of staff
- Drug possession / dealing
- Serious verbal abuse of staff or pupils
- Serious aggression fight / assault on another pupil
- Failure to follow strategies and sanctions laid down by VP.
- Parental confrontation of staff

## Behaviour Referral Form

<b>Student Name</b>	
<b>Class and form teacher</b>	
<b>Date</b>	
<b>Behaviours causing concern</b> Please detail any triggers, how things escalated, where and when the incident happened, who was present and list the specific behaviours being displayed.	
<b>Referred by</b>	
<b>Referred to</b> Please refer to the form teacher in the first instance.	
<b>Action to be taken</b>	
<b>Other notes</b>	
<p>The form teacher should seek support and advice from the Key Stage Leader if needed. After the 3<sup>rd</sup> referral form the concerns should be taken to the Key Stage Leader who should seek further support from the Vice Principal if necessary.</p>	

## Involving Parents

Parents are encouraged to take an active part in the school. We believe that is essential to establishing trusting relationships with all parents so that we can work together in partnership to teach all pupils positive behaviour.

### **Procedures in Place when there is Concern About a Pupil's Behaviour**

If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher. This will allow the teacher to find out if there are any factors that might be effecting the pupil (for example marital breakdown, bereavement or if the child is unhappy in school). The teacher will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short chat with parents and/or the pupil each week.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the head teacher or special needs co-ordinator. An individual education/risk assessment plan may be written and discussed with the parents.

After a short while the plan will be reviewed and if there has been progress the child might continue with the plan or it might be withdrawn. If progress has been very slow then an emergency review of the child's statement may be called.

In very exceptional circumstances a pupil might be excluded from school. This will only be done if it is felt that s/he is a risk to him or herself or to the other pupils in the school or when there would appear to be no other effective alternative. The education welfare service will be asked to support the pupil and his or her parents and a return to school will be negotiated with support if considered necessary.

## Conclusions

### **Links to other policies:**

- Child Protection Policy
- Safe Handling Policy
- Detention Policy
- Attendance Policy
- Homework Policy

### **In-service Training Needs**

Members of the school staff will attend

- Behaviour management training
- Staff meetings to discuss and resolve behaviour related issues in school
- Departmental staff meetings to develop systems within that department
- Team Teach training
- Training in writing Individual Behaviour Plans

### **The effectiveness of the policy will be measured by:-**

- A reduction in the number of behaviour related incidents in school
- A decreasing number of in school behaviour referrals
- A reduction in the number of pupils referred to external agencies; and