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## **Step-By- Step Approach to Positive Behaviour Management**

### **The Federation of Trosnant Schools**

Our behaviour policy is based on praise and promoting the positive behaviours linked to our values.

The Step-by-Step Approach is used to ensure effective transition for new children joining the school where behaviour may be a concern.

To develop a positive approach we do the following things:

- We ensure that staff build positive relationships with our children which allows them to identify the individual personalities and develop the ability to recognise the things that they are good at, and understand potential situations which may cause the child distress. This means that staff will be able to respond to and react in a pro-active way if children are finding it difficult to manage their behaviours.
- We establish a stimulating environment and climate (in classrooms and across the wider school) which encourages positive behaviours but also allows the development of the skills to ensure our children are able to access learning and which prepares them for life outside our school. We do this by:
  - Identifying class rules which promote the behaviours we would like to see in our children.
  - Using the class rules to teach and develop the skills necessary to support children to engage in their learning in a positive way. Our class rules and expectations around behaviour are revisited and reviewed at regular intervals and agreed by all. This will identify the skills that need to be taught to that particular cohort of children in order to move their social and emotional development forward at an age appropriate level.
  - Using the Zone Board as a positive behaviour management strategy which allows teachers to praise those children who are doing the right thing. Golden days reward behaviour which is worthy of celebration for the individual child based either on a particular day or over a period of time. Please see the attached document which outlines how Golden Days should be rewarded. The school's expectation is that all children should end the day on Green or above.

A range of other strategies should be employed to promote positive behaviour in the classroom. These may include:

- Stickers,
- Positive Praise
- Communication with parents
- Reward Time
- Sending a child to receive a value sticker from a member of SLT.
- Providing children with choices and allowing them take-up time to select their choice.
- Distraction

*It is important that these moments are recognised and captured in the class behaviour management folder; alongside incidents of concern.*

At the Federation of Trosnant Schools, we acknowledge that there are times when some of our children will find it difficult even when the positive approaches have been used.

### **One-Off Incidents**

In these circumstances, children should be given a detention. There are three levels of detentions – 10minutes, 20 minutes and 30 minutes.

- 10 minute detentions – these take place at break-time and are usually for the non-completion of work – either in the classroom or with the teacher on duty in a designated area. These detentions need to be recorded in the class behaviour management folder by the class teacher and information to be recorded in the whole school detention book by the teacher on duty. Children should be provided with an activity to do by their class teacher which will normally be the completion of work.
- 20 or 30 minute detentions – these can take place at a time agreed by the class teacher, child, parent and a member of the SLT. It is preferable that these are carried out on the same day as the undesired behaviour. These are usually given after a series of warnings and reminders of consequences for unwanted behaviours. The class teacher will need to provide them with an activity which will support them in developing the skills to avoid further detentions. The PIL app on the IPAD is a useful tool to help children to reflect on their behaviour. These detentions need to be recorded in the class behaviour management folder and information to be passed to the Head of School.
- In extreme circumstances, a longer detention can be negotiated with a member of SLT.

Other options include:

- Speaking to a member of SLT
- Encouraging the child to ‘use their words or pictures’ to help understand what is causing the unwanted behaviours and to support the child to identify strategies which will gain positive outcomes.
- Identify any environmental changes – e.g. position in classroom

*It is important that the consequence is given for the primary behaviour and not for any secondary behaviours the child may display as a consequence for the sanction.*

### **Continued Unwanted Behaviours**

If a child begins to show a behaviour regularly, it is not effective to continue to give the same consequence. The purpose of the consequence is to develop the skills to prevent the unwanted behaviour – not to punish the child. When we are starting to see potential patterns or escalations in unwanted behaviours then we need to adopt a different approach. This approach will very much be dependent on the needs of the individual child.

- In the first instance staff should complete tally charts to identify patterns in behaviour. ABCC sheets should be used to identify any patterns and trends and to start to think about what the behaviour is communicating. Why? Why? Questioning is also a useful tool to support staff to identify the communicative function of the behaviour. This should be done as a class/year team as pooling everyone's knowledge of the child is invaluable to fit together the pieces of the jigsaw. *Beki, Karen and Clive have all had training in Why? Why? Questioning and are available to support if needed.*
- If the behaviour continues then the next step is to discuss the child with the SENCO or the Teacher Responsible for Behaviour for Learning. At this point a range of strategies might be employed. Some of these happen 'in-house'. These include:
  - Individual Behavioural Management Plans (IBMP) – a plan which identifies strategies to use and skills to develop to help the child to feel happy and successful in our school.
  - Inclusion Partnership Agreement (IPA) – this is the step after the IBMP. It is designed for children who have long-term significant issues. It sets out clearly the needs of the child, what is needed to support them and who is going to carry this out within a time-frame. A copy of the IPA is sent to SEN, Winchester.
  - Risk Assessment - this needs to be carried out if a child is in danger of hurting themselves or others. It supports staff to identify the nature of the risk and the measures that we need to take to ensure that high risks become low risks.
  - Positive Handling Plans (PHP) – these help to identify the earliest physiological changes we might see in a child to show that they are finding it difficult to manage. It uses our prior understanding of the child to put strategies in place to manage their behaviour positively. It creates a plan for the whole of the crisis cycle.

Any plan will identify skills the child needs to develop. They may identify skills that can be taught through Quality First Teaching and the PSHE curriculum. They may also identify skills which require more specific interventions. This may be delivered by fully trained ELSA's, Thrive Practitioners or the Nurture Group.

*All of these plans are working documents. They should be reviewed and annotated regularly so that they continue to meet the changing needs of the child or become more effective due to a greater understanding of the communicative function of the behaviour.*

It is necessary to keep detailed records in the Behaviour File and annotate the plans. This is because it provides a clear insight of the child. It also means that we have the necessary evidence if we need to make a referral to an external agency.

- If the 'in-house' interventions are not successful and concerns remain, then it will be necessary to involve an external agency. These include – CAHMS, EP, SALT, PBS.
- Fixed term and permanent exclusions are only used when the behaviours have escalated to an unacceptable level or when the behaviour is persistent and disruptive to other learners. If a FTE occurs, then a meeting needs to happen between significant members of staff, parents and the child to ensure that measures and /or plans are put in place or reviewed.

*For all children who show significant levels of unwanted behaviours, then it is important to complete a pen picture. This will help all staff to understand the needs of the child and support the child to have a successful transition to their next year group.*

### **The Role of Teachers and Support Staff**

The role of the teacher and support staff is to provide the Quality First Teaching which enables all children to access learning. They need to work closely as a team to ensure that they build positive relationships. This leads to children trusting the adults who they work most closely with and allow them to identify their needs. Teachers and support staff need to try the range of positive behaviour management strategies outlined to promote positive behaviours. They need to be resilient and allow strategies time to work.

There should only be a small number of children in any class at any one time who need significant interventions. The majority of children's behaviours should be managed through adhering to the class rules. Teachers and support staff need to create a positive climate for learning where children feel safe and secure. Teachers should create a safe place within the classroom, or their year group area, to enable children to use this when they are finding things difficult. Teachers and support staff should be encouraging children to use this strategy to prevent behaviour from escalating to a point where they need to leave the classroom.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to monitor that behaviour management strategies are being used consistently and effectively throughout the school. The Headteacher, will deploy staff – i.e. SENCO or Teacher Responsible for Behaviour for Learning – to support staff development in the management of behaviour. It is the responsibility of the Headteacher to report to Governors when requested on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher sets high

standards of behaviour based on the core values. The Headteacher has responsibility for giving Fixed Term Exclusions to individual children for behaviours of an unacceptable level. For repeated or very serious acts, the Headteacher may permanently exclude a child. Government Guidelines are followed and the following legislation applies; Education and Inspection Act 2006, School Standards and Framework Act 1998 and Education Act 2008.

### **The Role of the Parents**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. Parents need to support their child's learning and behaviour as set out in the Home-School Agreement. Communication between parents and school is essential and parents are immediately informed if school have concerns about their child's welfare or behaviour. The school employs a Home School Liaison Officer to support families to further build collaboration and to greater increase the consistency between parents and school. If the school has to use reasonable sanctions to manage a child's behaviour, parents should support the actions of the school. If parents have any concerns about the way their child is treated, they should initially contact their child's class teacher. If the concern remains, they should contact the Headteacher. If these discussions can not resolve the problem, the formal complaint or appeal process can be implemented.

### **The Role of Governors**

The Governing Body has responsibility of setting down general guidelines on standards of behaviours and sanctions, and of reviewing their effectiveness. The Headteacher, has the day-to-day authority to implement the school behaviour policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. Governors and the Headteacher will deal with allegations about teachers and support staff quickly, fairly and consistently in a way that protects the child and the person who is subject to the allegation. The Governing Body will perform the key role of determining whether an excluded pupil should be re-instated. This will involve reviewing the decision of the Headteacher and considering the outcome of any independent review panel hearing.

### **Fixed-term and Permanent Exclusions**

The Headteacher will follow the processes detailed in Government Guidance. In most cases, permanent exclusion will be the last resort after a range of measures have been tried to improve a child's behaviour. Appropriate referrals should be made to engage the support of other agencies. If the Headteacher excludes a pupil, the parents should be informed immediately. At the same time, it is made clear that if the parents wish they can appeal the decision to the Governing Body. When a Governors' appeal panel meets to consider an exclusion they consider the circumstances in which the pupil was

excluded, and representation by parents and the LA, and whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be re-instated the Headteacher must comply with this ruling.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy, reports to the governing body and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of children with SEN.