The Webber Independent School

Behaviour Policy

This Policy Applies to Webber Independent School and Early Years Setting

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the National Minimum Standards for boarding and the requirements of the EYFS Framework 2017, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
  - taking part in any school-organized or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- Returning items to pupils or parents after a given period (where possible at the end of the school day. For example, items banned from school such as money, mobile phones, specific toys
- Destroying items. For example, pornography, tobacco, alcohol
- Handing items to the police. For example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the Head teacher/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as "just banter" or "having a laugh".

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
    - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
    - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Head teacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organization of facilities and resources

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

The named practitioner responsible for behaviour management is the Pastoral Lead – Ms Chessum.

Cross-references

This policy takes account of the guidance offered to staff in the following policies
- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

1. MODIFIYING PUPIL BEHAVIOUR POLICY

Rationale

At The Webber Independent School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

This guidance has been designed to inform teachers, parents and volunteers about why children behave in the way they do. The guidance also offers strategies to enable children's behaviour to be effectively transformed so that they can reach their full potential in education and for the future.

Why do children misbehave?

- All Children are social beings whose primary motivation is to belong
- Every action is purposeful towards social integration

"The direction in which a person moves, the goals which they have set for themselves, present the only access to an understanding of the total personality. Behaviour is movement towards a goal which the person pursues, and it implies action for a specific purpose. It is impossible to understand a person correctly unless one recognises the purpose of his behaviour." (Dreikurs 1962)

From an early age children will seek to find ways which will gain recognition. A feeling of importance and a sense of belonging. To the child it is not necessary for the behaviours to be constructive or socially acceptable-the only criteria, which determines if a particular behaviour will persist is whether it satisfies the child's need to belong. When teachers and parents say they don't understand why a child is behaving in a certain way, what they are saying is that they are not aware of the purpose or goal of the child's behaviour.

One of the ways in which teachers can determine these goals is by analysing their own feelings and reactions to the pupil's behaviour. Teacher's reactions can often sustain and strengthen undesired behaviour. They should try not to follow their initial impulse. If children cannot find their place through constructive, co-operative behaviours they will often seek to achieve their aim by pursuing "mistaken goals" for example:

- attention seeking
- demonstrating power
- seeking revenge
- escape by withdrawal

Pupil Behaviour Profile

Pupils with behaviour difficulties may not understand the teacher expectations and need to be taught specific appropriate behaviour.

Identify the Exact Circumstances:

- activities during which the child is non-compliant
- specific behaviour that occurs during those activities
- appropriate behaviour that you want the child to engage in

Attention Seeking Behaviour:

- demands excessive attention from teacher
- frequently disturbs others
- talks out of turn
- makes silly noises
- constantly gets out of seat
- interrupts lessons
- works only when receiving attention

Teaching Appropriate Behaviour:

- talk to the child individually with no other pupils around
- discuss the exact problem
- choose one area to work on at a time
- explain- "When you talk during individual work time you don't finish your work and you stop other children from getting on with theirs"
- state the exact behaviour you expect from a child during an activity
- check understanding-get the child to repeat instructions
- remind the child of the appropriate behaviour

Child's Goal: Attention Seeking
Two Types of Behaviour:

- Attacking behaviour
- Defending Behaviour

Attacking Behaviour: Pupils Strategy:

- Is a nuisance
- The show off
- The clown
- The "smart alec"
- The walking question mark
- Mischief maker
- Pushy

- Obtrusive
- Latecomer
- Instability
- Embarrassing behaviour
- Pencil tapper
- Chatterbox

Attacking Behaviour: How the teacher feels and reacts:
- Annoyed and irritated
- "For goodness sake stop!"
- Feeling the relief when the annoying behaviour ceases

Defending Behaviour: Pupil's Strategy:
- Lazy
- Wants help
- Bashful, shy
- Fearful
- Too tired
- Untidy
- Self-indulgent
- Vain
- Cute
- Model child
- Anxious
- Frivolous

Defending Behaviour: How teacher feels and reacts:
- "I must do something"
- Sense of responsibility
- Urge or coaxed into action
- Feeling of encouragement when pupil responds
- In case of "model child", flattered by child's conformity

Suggested Strategies for the attention seeking child
- Use planned ignoring. Praise the child nearby who is behaving appropriately
- Acknowledge and reinforce appropriate behaviour. "What gets attention will increase."
- Do the opposite of what is expected. Give permission for the child to continue unwanted behaviour
- Have clear expectations-rules,boundaries and rewards
- Employ a whole class reward system
- Teach friendship skills
- Express surprise at the behaviour
- Pair with good role model
- Give special job or responsibility
- Lable the behaviour-use "I" statements.
- Teach other children to use "I" statements
- Consequences are a choice
- Show an interest in the child
- Circle time
- Give unconditional positive strokes.
- Extend the "feelings" vocabulary
- Plan for success and celebrate it when it happens
- Focus on the child's abilities and strengths rather than disabilities and weaknesses. Stay "positive focused"

Childs Goal:Power

Two Types of Behaviour:
- Attacking Behaviour
- Defending Behaviour

Attacking Behavour:Pupil's Strategy:
- Rebellious
- Argues
- Defiant
- Truant
- Contradicts
- Disobedient
- Temper tantrums
- Bully
- Bossy

Attacking Behavour:How teacher feels and reacts:
- Feels threatened
- Feels angry
- Feels authority is being challenged
- Wants to win
- "If you think I'm going to stand for this you're mistaken"
- "I'll teach you to defy me"
- "You won't get away with this"
- Feels victorious when behaviour is quelled

Defending Behaviour:Pupil's Strategy:
- Stubborn
- Unco-operative
- Dawdles
- Forgetful
- Disobedient
- Refuses to do what they are told

Defending Behaviour:How teacher feels and reacts:
- Feels exasperated
- Feels irritated
- Feels challenged
- Feels fustrated
- "You won't get away with this"
- "You'll fall into line or else"
- Feels victorious when pupil does fall into line

Child's Goal:Revenge

Two Types of Behaviour:
- Attacking behaviour
- Defending behaviour

Attacking Behaviour:Pupil's Strategy:
- Vicious
- 'tough guy'
- Cruelty
- Brutal

- Stealing
- Destruction
- Vandalism

Attacking Behaviour:How teacher feels and reacts:
- Feels badly upset
- Feels deeply hurt
- Feels measure of trepidation
- "what will he do next"
- "what have I done to deserve this"
- "how could he do this to me"
- "what an ungrateful person"
- Feeling of immense relief and hope at any sign of improvement

Defending Behaviour:Pupil's Strategy:
- Sullen
- Moody
- Morose
- Refuses to participate

Defending Behaviour:How teacher feels and reacts:
- Feeling of injustice
- Feels that the child is ungrateful
- "well two can play this game"
- "this won't get you anywhere"
- "it's not my job to placate or appraise you"
- "you can make the first move"
- Feeling of self justification if child displays acceptable behaviour

Strategies for the child who needs to be in control:

- Keep calm! Avoid a power struggle
- Redirect and walk away- expect compliance
- Don't praise too soon- delay your reaction
- Keep praise low key
- Give power by responsibilities
- Arrange opportunities for the child to feel important
- Use 'you' not 'I' to give power
- Have firm limits and boundaries- negotiate rules to give ownership
- Use logical consequences applied to the whole class
- Try to be positive and friendly and don't take anything personally
- Be prepared to listen
- Avoid audiences-discuss behaviour in private
- Reframe their actions.

Strategies for revenge
- Set achievable goals
- Set short-term targets
- Highlight the positive
- Avoid labelling
- Use group support
- Help pupil identify the problem
- Chart and monitor progress

- Give success feedback to the home
- Plan activities that play to the pupil's strengths.

Child's Goal: Escape by Withdrawal
One type of behaviour:
- Defensive Behaviour

Defending Behaviour:Pupil's Strategy
- Stupidity
- Idleness
- Indolence
- Incapable
- Inferiority
- Won't mix
- Solitary activities
- Fantasy activities
- Babyish ways
- Hopeless

Defending Behaviour:How teacher feels and reacts:
- Feeling of inferiority
- Feeling of helplessness
- Feeling of despair
- "I just don't know what I can do"
- "I'm at my wits end"
- "I give up"
- "What can I do with him/her"
- Instances of improved behaviour are seized upon hopefully – "Perhaps he's a late developer"
- Expect nothing of pupil

Strategies for learned helplessness
- Build confidence
- Focus on past success
- Make learning tangible
- Provide tutoring
- Encourage positive self-talk
- Make mistakes OK
- Recognise achievement
- Modify teaching methods
- Show the child they are capable

Behaviour Modification
Behaviour modification refers to:
"The range of techniques in which the psychology of learning is applied in a planned and systematic way in an attempt to change the behaviour of oneself and others."

Major Underlying Principles
- Behaviour can be observed, measured and described in objective terms.
- All behaviour is learned.
- Behaviour is largely controlled by its consequences.

- Context is important.
- You predict the outcome before intervening. The approach is therefore open an unambiguous.
- The behavioural approach is carefully planned and systematic. Each step is monitored, evaluated and can, if necessary, be adjusted.

Conducting a specific behavioural review
- Schools are complicated places and communication can be difficult for a variety of reasons.
- People have attitudes to behaviour as well as different ways of dealing with misbehaviour.
- In addition their formal (and informal) roles and status may vary considerably.

REMEMBER:
- All behaviour is dependent on **CONTEXT.**
- There are **NO** simple **CAUSES** OR **CURES** for misbehaviour.
- Any cure will partly lie in the context and the relationship of the people involved.
- **Conducting a Specific Review:**
- What happened?
- Who was involved?
- What did they do?
- What was the context?
- How serious was the incident?

Practical Issues:
- Who is going to collect the information?
- How is the information going to be collected?
- Who is going to collate the information?

Major Underlying Principles of the Behavioural Approach:
- Behaviour is observable
- Emphasis is on specific behaviours which are described as objectively as possible.
- Environmental factors are important in moulding the individual's behaviour.
- Approaches are based on knowledge and theories derived from the scientific study of behaviour and assume that all behaviour is learned.
- Focus is a positive one and assumes that behaviour can change for the better.

Behavioural Approach
(A) Antecedents   – what led up to the behaviour
(B) Behaviour   – the behaviour that is occurring
(C) Consequences   – what happened after the behaviour

Used to:
- Reduce frequency of undesirable behaviour
- Increase the frequency of desirable behaviour
- Initiate and maintain new forms of response

Criteria for implementing a behavioural programme
- How annoying is the current situation to the class teacher?
- How dangerous is the current situation?
- To what extent is the current situation interfering with the pupil's progress and adjustment at school?
- Is it likely that you will achieve the desired outcome with intervention?
- How central is the problem with the complex of problems stated?

- How accessible is the problem – can you get at it or will you have to deal with something else first?
- What is the likely cost of intervention in terms of time, money, energy and resources?
- What is the relative frequency, duration or magnitude of the problem? Are you satisfied that the proposed outcome is fair and reasonable?
- Is it likely that the new behaviours will be maintained in the situation which the pupil finds him/herself in following intervention?

DEFINITIONS-

BEHAVIOUR
Behaviour refers to any single observable action. It is what the child is doing.

Problem Behaviour
What people complain about

Target Behaviour
The Desired Behaviour

Excesses
Behaviour we want to reduce

Deficits
Behaviour we want to increase

Steps-To-Target
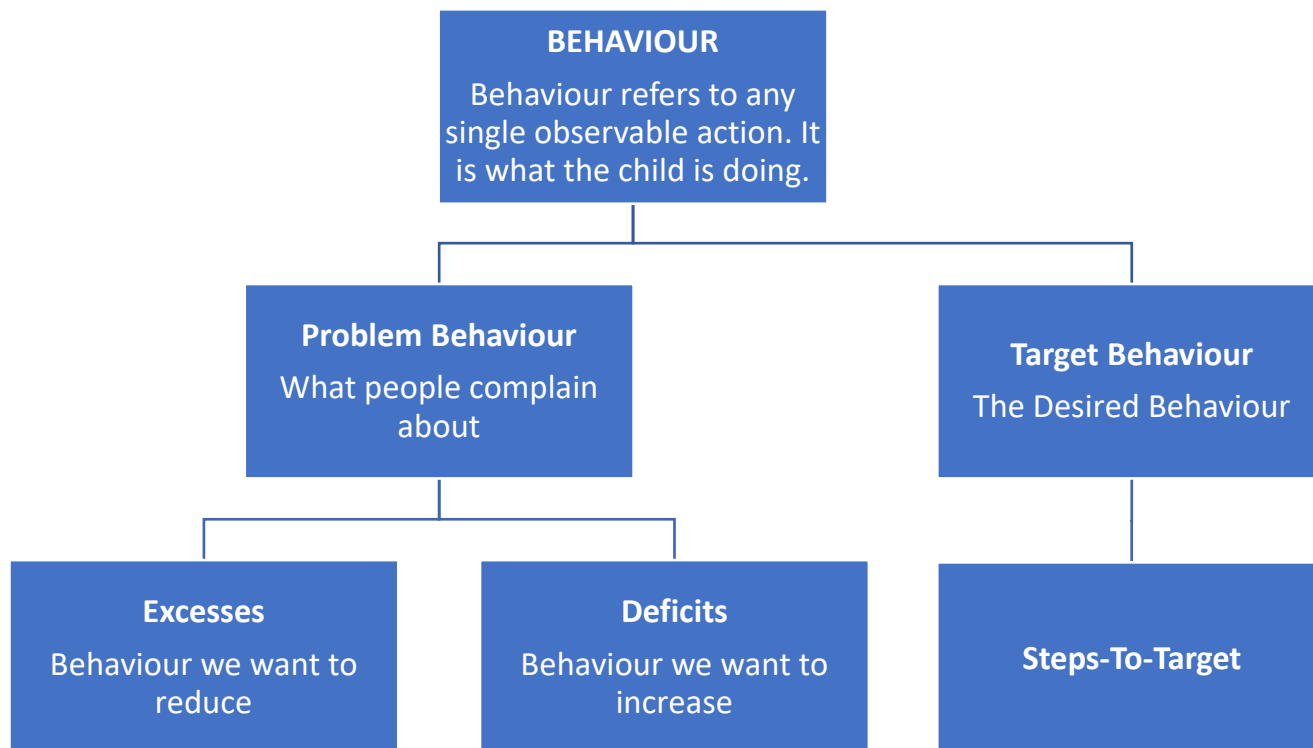
Reasons for careful observation
- To identify more precisely the behaviours to be modified.
- To clarify one's perception of the problem.
- Observation and measurement provide an accurate record.
- Observation helps us to select targets for intervention.
- Observation may reveal patterns of behaviour.
- It helps to evaluate the success of the intervention.

Fuzzy	Performances
"He's Disruptive"	He shouts out loudly when the reader talks to another child.
Jane can't concentrate	Jane is unable to work for more than three minutes before leaving her patrol and talking to scouts in the other patrol
Gillian is under-achieving	Gillian can master magnetic bearings, but is unable to convert them to grid bearings
Paul is Un co-ordinated"	Paul can run and jump but is unable to catch a cricket ball thrown five metres away.

Fuzzies and Performances

Behavioural productivity is increased by:

- Grading the performance task into steps that are small enough to reduce the task demands to a point where successful performance is guaranteed.
- Ensuring that the graduated steps are obvious so that the pupil can monitor his/her own performance (and thus become aware of his/her success).
- Focusing attention on what has been accomplished already, instead of worrying about how much there is yet to do.
- Ensuring that reinforcement is contingent upon performance. Preferably, reinforcement should be 'social' and administered by someone important to the child; ideally, the class teacher him/herself. It is hoped that this will facilitate generalisation to other things that the teacher does.

REWARDS-

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                    ┌─────────────────┐
                    │    Reinforcer   │
                    └────────┬────────┘
                             │
              ┌──────────────┴──────────────┐
              │  Anything that increases     │
              │  the likelihood of the       │
              │  behaviour recurring         │
              └──────────────┬──────────────┘
          ┌──────────────────┼──────────────────┐
┌─────────┴────────┐ ┌───────┴──────┐ ┌─────────┴─────────┐
│ Praise and       │ │  Activities  │ │ Tangible Rewards  │
│ Attention        │ │              │ │                   │
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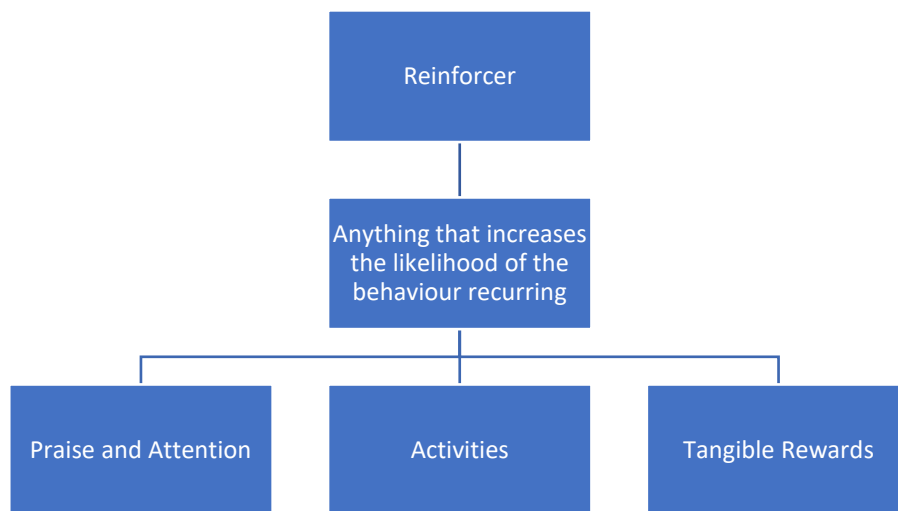
Rewards

Reward your child <u>as soon as</u> s/he does what you want him/her to do.

To begin with, reward the child <u>every time</u> s/he does it.

Tell him/her <u>why</u> you are pleased with her/him.

I.e. be specific:

- "I like the way you tidied your room"
- "Well done for getting 9 out of 10 for your maths homework"
- "Thank you for holding the door open for Mrs Thomson"

Form for exercise on meaning of disruptive behaviour

The kinds of disruptive behaviour which:

- <u>Make me angry are:</u>

- <u>Seem to me senseless are:</u>

- I find difficult to stop are:

- Embarrass me are:

- I find easy to deal with are:

- I can see the reason for are:

- Amuse me are:

CONDUCTING A SPECIFIC BEHAVIOURAL REVIEW

Why is it important?
- We need to transfer opinion and comment to hard data.
- Information about behaviour is most reliable when based upon hard data rather than opinion.
- This is particularly true about behaviour because it is such an emotional issue.
- It is therefore essential that any decisions in this area
- are grounded in reality.
- This is a critical part of the process of moving towards a Whole School Policy.
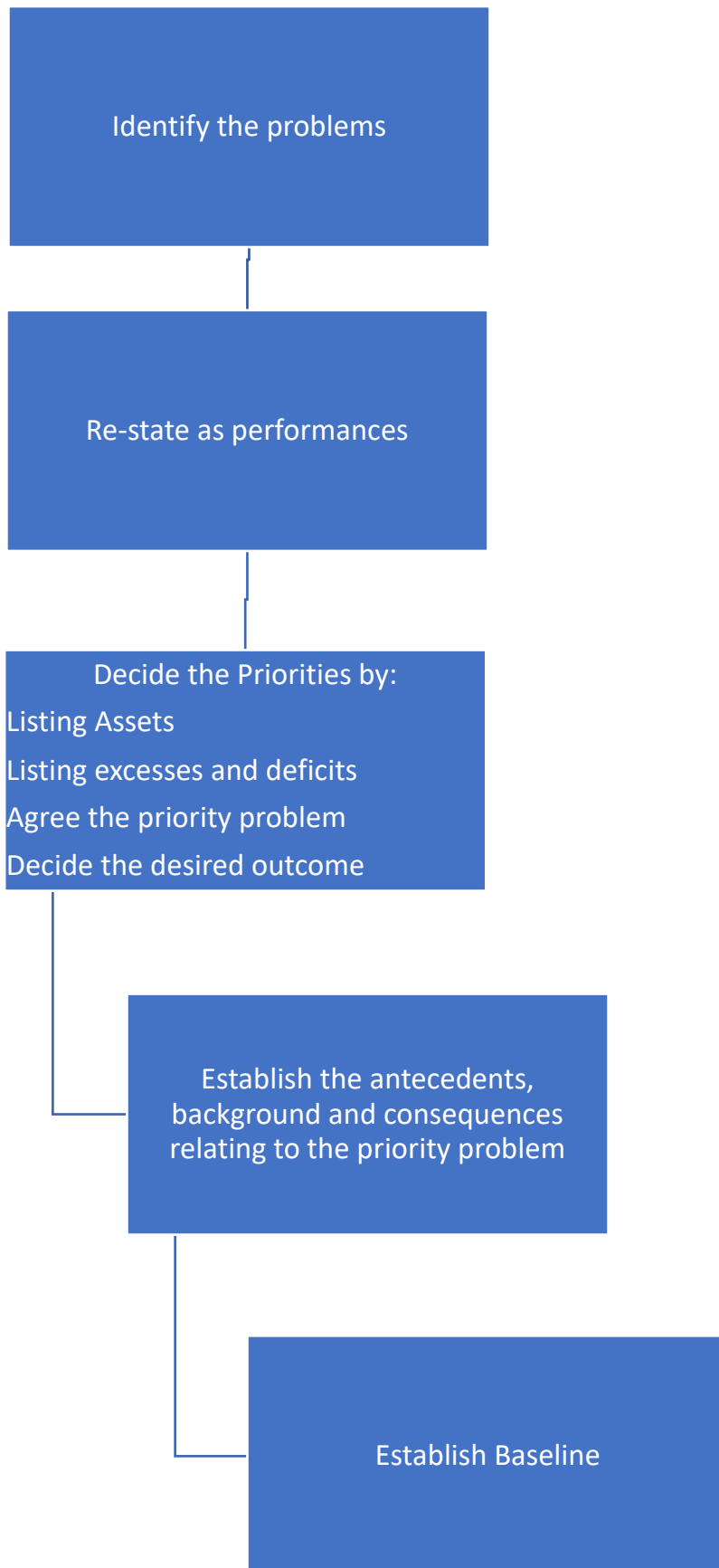
Advantages of a Whole School Policy
- Enables the school to focus on specific, agreed objectives.
- Provides an opportunity to share objectives with others.
- Helps to achieve consistency amongst all adults in the school.
- Provides a context for considering achievements.
- Creates an opportunity to match school requirements with needs and skills of teachers and support staff.

Common Attitudes for Misbehaviour
- It's someone else's problem
- It's the child's problem
- It's the parents' fault
- It's something that happened it early childhood
- No-one can do anything about it
- If this school was organised better we could do something about it
- All the family are like that

Behavioural Programmes (IBP)
- Define precisely the target behaviour.
- Observe and measure the child's usual behaviour.
- Select suitable reinforcers.
- Implement your programme by applying reinforcement.
- Evaluate

Identify the problems

Re-state as performances

Decide the Priorities by:
Listing Assets
Listing excesses and deficits
Agree the priority problem
Decide the desired outcome

Establish the antecedents, background and consequences relating to the priority problem

Establish Baseline

FIRST STEPS IN BEHAVIOURAL ASSESSMENT
DEFINITIONS
- **BEHAVIOUR-** What the child does that we can observe
- **POSITIVE REINFORCER-** Anything that increases the likelihood of the behaviour recurring
- **NEGATIVE REINFORCER-** Something which when withdrawn, increases the likelihood of the behaviour recurring.

A properly written Behavioural Objective has several components.
It tells:
- Under what circumstances
- Who
- Does what
- How often

Reinforcer- Anything that increases the likelihood of the behaviour recurring
- Make consequences clear.
- Make sure that consequences follow the desired behaviour in a regular and predictable manner.
- Emphasise positive aspects.
- If possible, use a visual record.
- Don't take rewards away.
- If you can, let the child have an option of rewards.
- It may be possible to arrange a situation so that the child can win rewards, not only for him/herself, but for the group.

Types of Reinforcer:
Praise and attention
- 'Smiles'
- 'Well Dones'
- 'I like the way you tidied up'
- 'excellent work'
- 'good, you got full marks'

Activities
- Choosing an activity in class
- Taking part in sports classes
- Producing things for special projects
- Drawing

Tangible rewards
- Stars and Diamonds
- Written comments on work from teacher
- Commendation from teacher

With regard to this policy we give members of staff the following guidance.

Modifying and Managing Behaviour through Positive Language

Rationale

At The Webber Independent School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

Our practice

It is expected that all staff members who work at The Webber Independent School will use and promote positive language with children where possible. Our behaviour management strategies at The Webber Independent School are based on the following principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. We ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote responsibility and independence
8. We use our knowledge of each child as an individual.
9. We do not make assumptions about children's understanding
10. We empower children to choose the right course of action

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