

DOWNVIEW PRIMARY SCHOOL



Behaviour Modification And Assertive Discipline

**Including the Downview Policy
Against Bullying**

Behaviour Modification and Assertive Discipline

Principles:

Our school policy starts from the premise that children will behave appropriately if they are given guidance and encouragement and clear boundaries of acceptable conduct.

"Treating people equally doesn't mean treating people in the same way-but treating them differently to allow equal access. To do otherwise is to discriminate." Dr Rita Jordan.

Our approach builds on the existing good patterns of behaviour, work ethic and manners already demonstrated by the majority of our children. We celebrate the good and deal quietly, and firmly, with the not so good.

Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the adult in intervening early to positively handle and de-escalate situations calmly when they arise, to ensure the education continues smoothly and uninterrupted for all those present. Remaining calm and professionally detached is not natural and therefore it is a skill that will need to be practised.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Sometimes staff may handle a difficult situation in a positive way by just saying the right thing at the right time. Sometimes positive handling involves keeping quiet when staff cannot think of anything helpful to say, rather than inflaming the situation. Positive handling helps people to learn and grow. We are all concerned with feelings and thoughts as much as with behaviour.

Behaviour is driven by feelings which are changed by the experiences of the person. Behaviours result in reactions from other people. As staff we need to ensure that we control our reactions so that we do not feed the spiral which can escalate into conflict. We cannot control other people's behaviour but we can influence it by controlling our own.

Aims:

To ensure that the school exhibits a calm and ordered environment in which children can feel secure, motivated and able to flourish.

To assist all children to recognise the need for codes of acceptable behaviour both within the classroom and outside it.

To assist and support those children who find school difficult, do not achieve and present with challenging behaviour.

To work alongside children and parents and external agencies to establish positive behaviours of children throughout the school.

Introduction:

We are a caring inclusive school and aim for every member of our school community to feel valued, respected and safe. Behaviour Modification and Assertive Discipline are two quite separate, yet linked, approaches to the conduct and behaviour of children in school. The first attempts to deal with a general, whole school approach to behaviour in school; the latter with appropriate behaviour in the classroom environment. A programme of Behaviour Modification, therefore, needs to have the full support and commitment of all staff, whereas an Assertive Discipline programme is devised by teams and run by individual class teachers. It is important to have whole school continuity and progression and consistent agreements across each year team. Some children will require an individual behaviour management programme which will require the understanding and support of the entire staff team and individual Risk Assessments are written in conjunction with class teacher, TAs, SENCO, parents and possibly outside agencies.

Encouraging high standards of behaviour

There are relatively few school rules; these relate to the need for all children to appreciate that they are part of the school community. Personal qualities such as honesty and kindness are stressed, alongside the importance of thought for others, for property and politeness.

The children are expected to respond to these basic requirements. We expect children to treat all members of our community with respect. Parents and other agencies are involved when usual rewards and sanctions do not seem to have a positive impact on a child's behaviour.

High standards of behaviour are important in order to enable children to obtain the most from their lessons and the classroom environment. The School Council will play an important role in communicating and reviewing aspects of the behaviour policy.

Our classroom rules are based around the following guidelines:

I will:

- Be prepared for learning everyday
- Work hard and listen carefully to instructions
- Be polite and thoughtful towards others
- Have a positive attitude and help other children do the same
- Show respect for the school building and belongings

Each class also has its own set of rewards and sanctions to support these rules.

If children do not work within these they will firstly be spoken to by the class teacher, if further support is required then they can be seen by the Head of Year or Lead

Learner and should this not improve their behaviour, then they are seen by the Deputy or Headteacher. Parents are involved at an early stage.

Behaviour logs incidents are added to CPOMS.

How we foster positive behaviour at Downview

If children are not adhering to class/school rules, we:

1st - Give them a visual cue (look) / touch (e.g. on shoulder) / whisper in ear

Ask the child if they are experiencing a difficulty-level of work? Noise level? Too hot? Social interaction? Position in class? Upset?

Give the child an opportunity to suggest where or how or who they might be able to work with more successfully. Choosing to work away from the group or class should not be seen as a punishment but more as a sensible choice by the child.

2nd - Sit the child with an adult to explain or model behaviour / move the child to the Teacher / give verbal warning / use strategies such as 1, 2, 3, Magic

3rd - Give the child a choice or consequence, e.g. work on own / lose play

4th - Time out to shared area / other room /HOY or Lead Learner
*CPOMS for certain children

5th - Choice or consequence to involve SLT. This could lead to: - staying out for the remainder of session, or until work is completed / contacting parents
*CPOMS incident

6th - To have an IBP / to refer to Inclusion Support

7th - Internal exclusion / Fixed term or Permanent exclusion

NB It may be necessary to enter at any point of this structure, depending on the incident.

Should 1 - 4 be required regularly the SENCO will determine whether the child needs an IBP.

Persistent low level disruption/persistent poor behaviour, including disobedience

Class teachers in discussion with SLT may decide that, at times, certain children require differentiated behaviour modification programmes. This will include a range of strategies, for example:-

- selecting fewer 'rules' to remember,
- alternative learning and play sessions,

- following 'one, two or three strike and out' process, regular parental phone calls and other sanctions including internal exclusion.

Such programmes will always be recorded and circulated to all staff involved with the child.

Unacceptable behaviour

Unacceptable behaviour will be determined through the class rules. It is recognised that some children may need additional support to work towards meeting behavioural expectations.

It will **always** be unacceptable to:

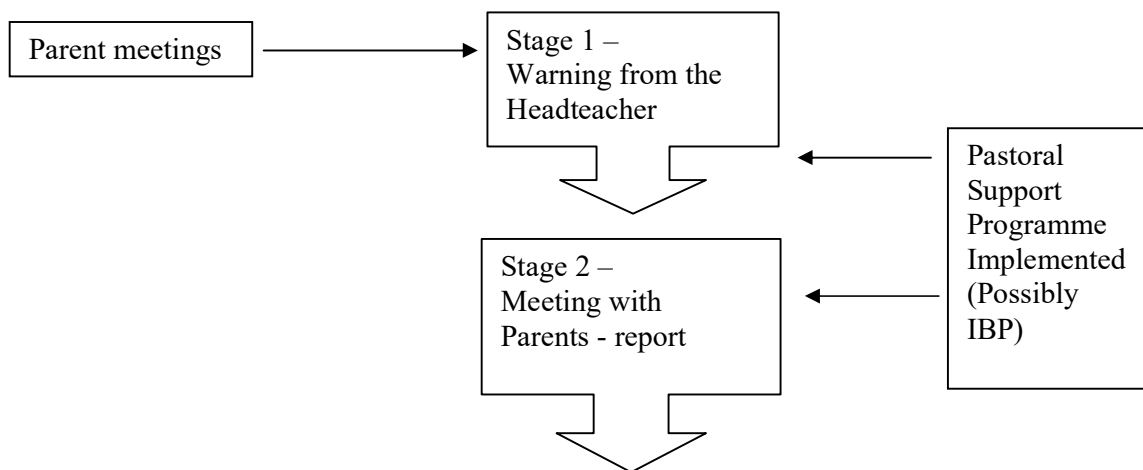
- Deliberately show physical aggression towards anyone
- Swear deliberately at an adult
- Bully in any way
- Deliberately damage property

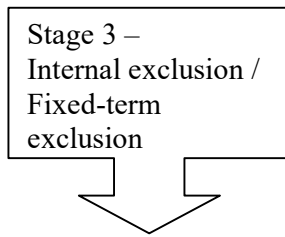
Any of these actions could lead to exclusion from school and if property has been damaged, the school will ask for it to be paid for by the parent.

We will also follow up reports of misconduct to or from school, usually informing parents of the incident. We believe that it is very important that outside of the school premises children continue to act as good ambassadors for us.

We take any allegations of bullying, racial, sexual, homophobic harassment extremely seriously. We believe it is everyone's right to come to school without fear of intimidation or harassment and we ask for parents' support in maintaining our happy and supportive environment.

Every effort will be made to ensure that children have every opportunity to improve their behaviour, but if this should not happen, the following procedure will apply:





We look for parents' support in implementing this.

Exclusion of a child would be in line with current DFE guidelines (September 2017).

[Dfe guidance 2017](#)

Positive Handling Plan

Positive Handling describes an holistic approach to a range of risks reduction strategies which include non verbal, verbal and, where 'reasonable and absolutely necessary', physical interventions.

If we feel that a child is putting themselves or others at risk, trained members of staff will use Positive Handling (restraint / reasonable force) as part of our School Policy.

Positive Handling is supported by documentation which supports the child and aims to provide security, safety and acceptance of recovery, repair and reflection for all concerned. A Positive Handling Plan will be drawn up for children causing a concern.

A thorough risk assessment, (Behaviour Management Plan), will be completed by a member of SLT if Positive Handling has been required during an incident.

Our rewards for positive behaviour

CLASS	YEAR GROUP	SCHOOL
<ul style="list-style-type: none"> ▪ Smile ▪ Verbal praise ▪ Smiley face on board ▪ Stickers ▪ Choose first ▪ Role model ▪ Traffic lights ▪ 'To be teacher' ▪ Stars ▪ Table points ▪ Send work to another teacher ▪ Special jobs ▪ Special cushion ▪ Trophy table ▪ Golden time Y1-4 ▪ Star of the day/week ▪ Achievement tree ▪ Badge ▪ Positive praise ▪ First out to play ▪ Tokens ▪ Extra play ▪ Class game ▪ Marble jar ▪ Individual behavioural reward chart 	<ul style="list-style-type: none"> ▪ In Y1, 2, 3, 4 - Golden time 25 minutes maximum per week ▪ Good work assemblies ▪ Send to other year group teachers 	<ul style="list-style-type: none"> ▪ Golden time in Y1-4 ▪ Positive postcards ▪ Child of the week ▪ Raffle tickets ▪ Send to head / deputy ▪ Good work assemblies ▪ JW Sports Award ▪ Stickers ▪ House point celebration wall in hall. ▪ End of term DVD

Downview Policy Against Bullying -

Defining Bullying

There are many definitions of bullying, but for the purposes of our policy, the following are perhaps easy to follow and to communicate to children:

- A person is bullied when he or she is exposed **regularly**, and over time, to unfair actions on the part of one or more persons
- Bullying is long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend himself in the actual situation.
- It is necessary to understand that;
 - bullying is different from random acts of aggression
 - the harmed person suffers over a period of time
 - bullying is not just physical violence, but includes many different sorts of behaviour, intimidation, teasing, name calling, isolation.

Aims and Objectives of our policy

Our main aim is to establish an environment in which all children can feel secure, happy and safe as they learn and play.

With regard to this main aim, it is important that all staff assume responsibility for helping children to co-exist happily together and, at the same time, offer guidance and direction to those children who find this difficult.

As a school, therefore, we accept responsibility for defining standards of behaviour for children and staff that will allow us to achieve our main aim.

Staff who find themselves in a threatened position occasioned by any individual should inform a friend and someone in authority within the school. This may be Head of Year, Lead Learner, a member of SLT, or indeed a governor they feel they readily relate to. The governor or school manager should initiate action as soon as facts are clear.

We will be ready to identify areas of potential conflict and address these. Our bullying policy is seen as one aspect of our overall behaviour policy for the school; but at the same time bears heavily on wider issues, such as:

- Playground play and supervision;
- In-class activities, such as PSHCE, Circle Time, class contracts and assemblies;
- Pastoral support;
- Communication between staff and also with children, parents and governors;
- The development of self-esteem.

Activities in class

The PSHCE (Personal, Social, Health and Citizenship Education) syllabus, spanning all year groups, includes opportunities for activities related to bullying. These take place through opportunities identified in drama lessons and circle time.

Opportunities within class are always used to highlight the importance of attitudes such as fairness, friendship, caring and sharing and the support of others in difficult situations. Such attitudes are also reinforced through the normal rewards system, general assemblies and those specifically related to awards.

Playground and Breaktimes

The school recognises the need for quality supervision on the playground at breaktimes. All staff are aware of the need for supporting the behaviour of all children. All staff are made aware of the need for particular vigilance in specific circumstances. All staff on duty wear highly visible jackets.

Communication between staff and parents

Staff are quick to inform colleagues of important problems with children including behavioural issues. These incidents are put into writing and circulated to all who need to be aware of the issues raised and actions taken.

Parents are contacted in all but the most minor behavioural incidents involving their children.

Pastoral support

Staff offer a team approach to the pastoral support of children. Commencing with the class teacher and head of year, issues can be taken further to senior management team by children who have more sensitive concerns.

In addressing the issues of bullying and poor child behaviour, we also take note of the following:

- ` Schools which put too much faith in punishments to deter bad behaviours are likely to be disappointed This does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and sanctions.'

BLISS 1994

- ` All young people should be celebrated. If you treat people well, you get the best from them. If you are nice to someone you don't like very much, you may be surprised to find that you begin to see a nicer aspect of his or her personality. Sometimes, it is the very child who appears to deserve celebration least, who needs it most! And sometimes it may be thrown back in your face. If a positive comment

cannot be accepted without rejection and hostility, then this is just the person who really needs to be celebrated.'

ROBINSON & MAINES 1994

- 'Over and over again, we hear from victims that they are advised and urged to change their behaviour in some way, either by parents, teachers or through group work. They try to 'stand up for themselves', 'hit back', walk away, 'pretend you don't care', and each time their failure to act in a way which ends their misery just makes it worse. They feel it is their own fault that this is happening to them. It is not. Whatever their own inadequacy or difficulty, it is not their fault and it is not their responsibility to stop it. It is our responsibility and we must give them that message loud and clear if we are not to compound their unhappiness.'
- MAINES & ROBINSON 1992
- "Men build too many walls and not enough bridges." SIR ISAAC NEWTON
- Communication is the key, gaining a better understanding of a person, what their individual needs are and how the school can best meet those needs in a caring, safe and appropriate way will allow a relationship of trust and understanding to develop.

Preventative Steps

As part of our policy, we ensure that all children are involved on a termly basis in developing a class contract which is displayed on the classroom wall.

This ensures that all children from their first day in their new class are aware of the acceptable levels of behaviour and the parameters in which they must work.

Policy for Assertive Discipline

Our assertive discipline policy, active in all classrooms, bases the establishment of behaviour control primarily through positive reinforcement and rewards rather than punishment.

Assemblies

Each year there are assemblies that define bullying for children. Strategies to assist children who may be being bullied are identified to help them through threatening situations (See Appendix 2).

The process and procedure when bullying takes place

When a bullying situation is drawn to the attention of a member of staff, it is very important that they investigate this to determine:

- a) whether this is a random event **OR**
- b) an act that is starting to occur on a more regular basis and needs to be identified as bullying and dealt with as such.

In either situation the problem must be addressed and dealt with as rapidly as possible, thereby preventing witnesses colluding or being influenced by the main parties in the dispute.

Parents should be informed directly, and without delay, that action is being taken.

For repeat or more serious offences, an SLT member should be informed who may take over or offer relief time for the investigation to be carried out.

Procedure – When bullying is suspected

The victim, alleged aggressor and any witnesses should be interviewed separately and notes taken as evidence of what has occurred.

Use the Bullying Incident Report Form attached as Appendix 4. Support the victim by:

- ensuring that the child feels that he or she is listened to
- assuring the child that all incidents of bullying are taken seriously
- reassuring the child by explaining how he or she will be supported, and how the incident will be dealt with.

The victim should ideally also be supported by the member of staff he or she has confided in. The disclosure will usually have occurred as a result of the child identifying someone who cares or can help, you should respond to this trust and confidence.

Ensure the suspected bully is dealt with fairly by:

- describing the reasons for your meeting (at the same time, do protect the victim and the identity of any witnesses)
- remaining calm and non-judgemental in order to ensure that the child feels that he or she is listened to
- assuring the child that all incidents of bullying are taken seriously and that, regardless of the reasons, you disapprove of all acts of bullying
- explaining how he or she will be supported and how the incident will be dealt with.

Attempt to help both the suspected bully and the victim to:

- see the situation from another perspective
- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved (i.e. how to be assertive rather than aggressive or submissive)
- how they can resolve the present conflict.

See both children together for a mediation session.

At this meeting, do the following:

- Remain calm and non-judgemental when the children talk through their understanding of the problem.

- Listen more than you speak. Don't assume that you know how the children feel or anticipate what they want to say. Children are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what you are told to show that you understand what the children have said. It's how the children perceive the situation which is important, not how you perceive it.
- Encourage the children, through your questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Encourage children to identify how they can resolve current difficulties and avoid the problems from recurring.
- Explain that the bullying Incident Report Form will record:
 - The details of the incident
 - The future conduct of the children, as identified and agreed by all parties in the meeting
 - The actions either child should take if there is further bullying or provocation (e.g. to report it to their teacher immediately)
 - The monitoring arrangements for ensuring that the problems don't happen again.
 - The further action the school will take if the problems do happen again
 - The date when these arrangements will be reviewed (usually after 2 weeks).

The advantage of the Bullying Incident Report Form is that it helps the school to:

- Set clear and consistent procedures for dealing with incidents of bullying
- Monitor the progress of individual children
- Monitor and review its Anti-bullying Policy
- Not collude with the secrecy which surrounds bullying. Make sure that everyone directly concerned with the child's welfare is made aware of what has happened and how it is to be addressed.

You can decide at this stage how appropriate it is to punish the bully.

Hold a review meeting after about 2 weeks.

Repeat the initial procedures (i.e. interview the children individually before you all meet up). This is less threatening for both parties and it more likely to result in a frank and open discussion.

If no further incidents are reported by the time the review occurs, put copies of the Bullying Incident Report Form in the files of both the bully and the victim. Make sure the SENCO has a copy, incidents of bullying must be filed in the Bullying Register, kept by the headteacher, so that the school's Anti-bullying Policy can be evaluated.

For repetitive bullying incidents, the head teacher or Deputy must always be involved. In this case, in conjunction with the SENCO and other involved staff as appropriate, a PSP may be implemented. Outside agencies may be involved, e.g. educational psychologist, social services, CAMHS.

Once the incident has been successfully resolved, unless there is a further occurrence of bullying, don't refer back to it.

Involvement of children, parents, and staff

Children will be informed in a simplified way of the school's attitude to bullying through in-class activities associated with PSHCE lessons and daily routines. Assemblies will also be used.

Parents will be made aware of the existence of the Policy on Bullying initially through the school website.

Staff: the initial policy was drawn up by the whole staff through In Service Training. It is reviewed at insets or staff meetings. New teachers are required to read the policy during their induction process. Training in behavioural needs and management strategies takes place.

STRATEGIES TO ASSIST CHILDREN

BULLYING - DON'T SUFFER IN SILENCE

When you are being bullied:

- Be firm and clear - look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

When you are talking about bullying with an adult, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

If you think you are being a bully you need to tell an adult so you can be helped to put things right and to stop behaving in this way.

