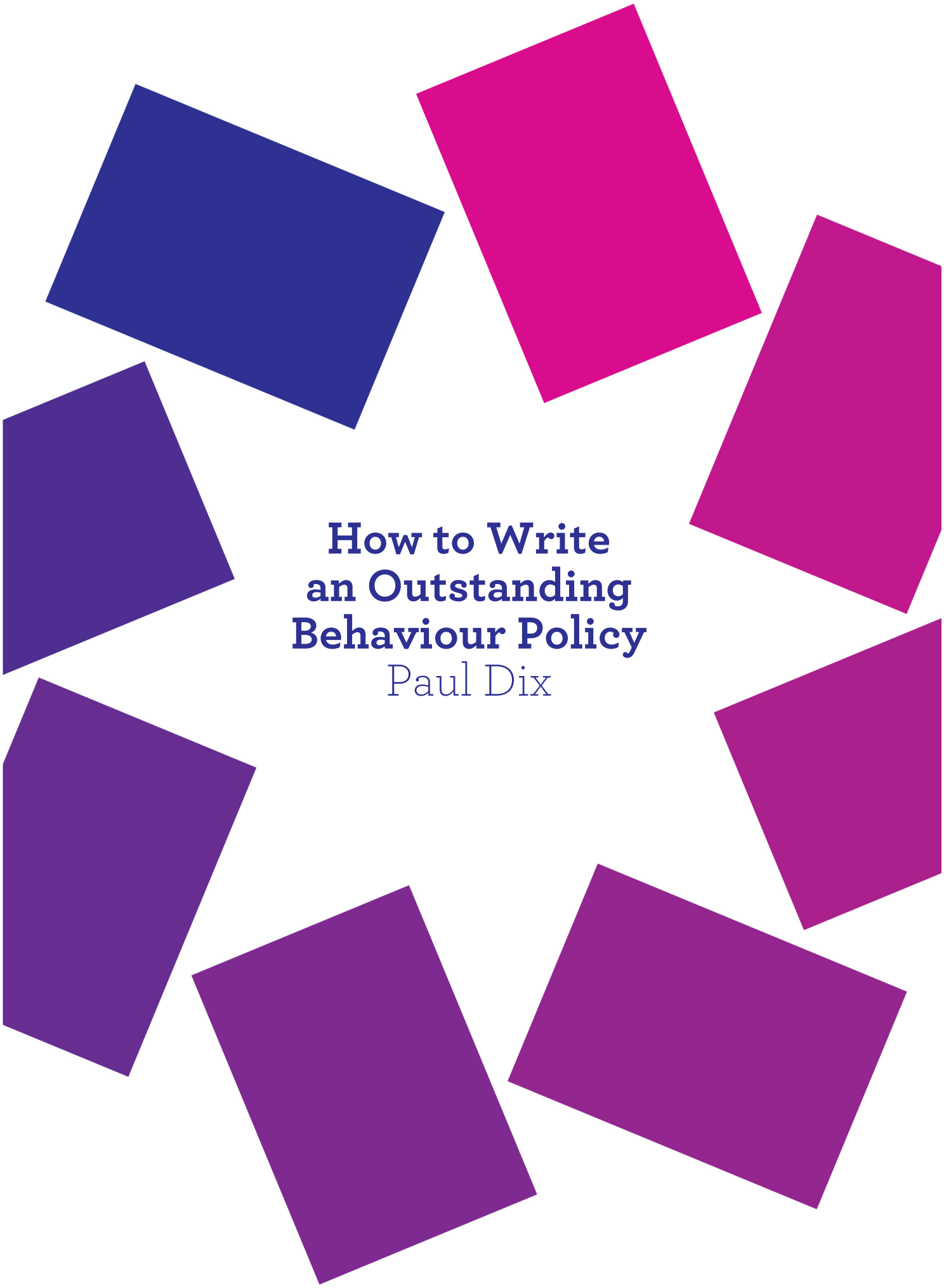
Pivotal Education



How to Write an Outstanding Behaviour Policy

Paul Dix

Good examples of opening statements…

1. Policy statement

XXXXXXXXXX is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Outstanding behaviour policies…..

- ✓ Are simple, clear and coherent *#LessIsMore*
- ✓ Create problem solvers not process monkeys
- ✓ Encourage professional judgement
- ✓ Define technical building blocks of Behaviour Management
- ✓ Make praise easy
- ✓ Make emotional acceleration difficult
- ✓ Address adult behaviour directly
- ✓ Enshrine consistency
- ✓ Allow positive professional relationships to flourish

Three is the magic number

How will staff behave ?

1.

2.

3.

3 Rules

1.

2.

3.

All staff, every day

1.

2.

3.

Middle leaders

1.

2.

3.

Senior leaders

1.

2.

3.

3 key ways to recognise conduct that Is ‘over and above’

1.

2.

3.

Support beyond the classroom

1.

2.

3.

Alternatives to exclusion

1.

2.

3.

Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

- Consistent **respect from the adults**: Even in the face of disrespectful learners!

- Consistent **models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.

- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

Consistent cultures of excellent behaviour management

When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted of challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

All staff

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe'**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach..

School/college level

1.

2.

3.

Department level

1.

2.

3.

Classroom level

1.

2.

3.

Managing behaviour in departments

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

School/college level support

Steps	Actions
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	

It's TRAGIC...young people just don't realise that with social networking sites their past can come back to HAUNT them!
©fran@francartoons.com
...what did he do? was it drink...DRUGS!
I'm RUINED, the kids will DESTROY me!
...Morris dancing!

Appendices

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

a. Gentle approach, personal, non-threatening, side on, eye level or lower.
b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of 'On Call'/Security will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at XXXXXXX College are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At XXXXXXXXX we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Coach mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by XXXXXXXXXX
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on our Behaviour Data platform.

Restorative conference

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the PLC, Teacher, Learner, Learner advocate (if requested), Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to college as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

Behaviour for excellent teaching and learning – One page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

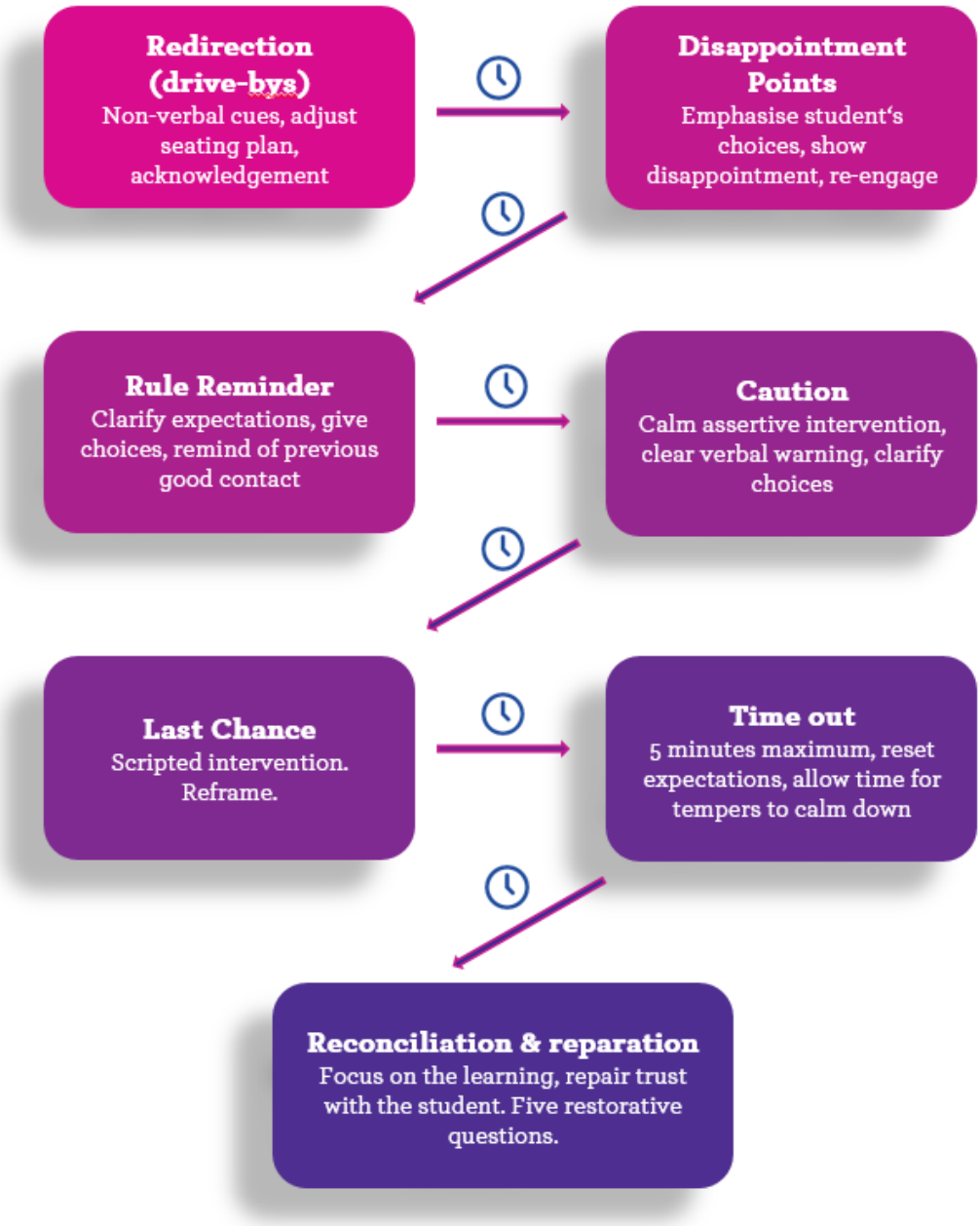
1. **Meet and greet** at the door.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	At this point the learner will be referred internally to another room in the department for the remainder of the lesson. **All internal referrals must be recorded on XXXXXXXXX**
6) Reparation	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7) Formal Meeting	A meeting with the teacher, learner and Head of Department, recorded on XXXXX with agreed targets that will be monitored over the course of two weeks.

A **Serious Breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback

Behaviour and learning management

All learners must be given ‘take up time’ in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.



Paul Dix

National Training Awards Winner. Royal Television Society Award Winner 2011, broadcast work for BBC1, Channel 4, Teachers TV and the National College for School Leadership, leading author for Pearson/Longman with 5 titles, writer for the Times Educational Supplement, Blogger for the Guardian Teacher Network, Advised UK Government on Teacher Standards and Behaviour. Paul speaks all over the world on Behaviour and Excellent Teaching.

Pivotal Education Ltd is an education training consultancy working across the whole of the UK and internationally. Founded in 2001, Pivotal Education has always been committed to providing exceptional training and support for teachers, school leaders and other professionals working with young people.

We are the leading specialists in Behaviour Management and Safeguarding in the UK. Our aim is simple: to train adults to inspire young people.

Our acclaimed in-house training team work with a huge variety of teachers and educators in diverse settings. Our live training sends consistent ripples through your teaching teams, our online training sustains changes in practice and our licensed instructors scheme embeds lasting cultural change.

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T +44 (0)20 7000 1735
E ask@pivotaleducation.com
W pivotaleducation.com

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