



ST PAUL'S ACADEMY

Behaviour Management Guide for Staff

Revised September 2019

Prepared by: SPA Inclusion Team – November 2019

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Introduction

This guide aims to help St Paul's Academy staff create an environment where learning takes place in an atmosphere of mutual respect, following at all times the Academy's 3 Bs:

- Be safe
- Be respectful
- Be ready for learning

The 3 Bs should be displayed in all teaching rooms. These should always be referred to for positive behaviour as well as when challenging inappropriate conduct.

Our principal aims are to:

- Encourage, record & reward excellence in behaviour & learning;
- Minimise the loss of teaching time;
- Provide a framework for behaviour management which encourages detachment and avoids over personalising issues;
- Help all students respect themselves and the rights of others;
- Use 'Behaviour Watch' to create a record of challenging behaviour & identify persistently disruptive students quickly, so we can be as pro-active as possible in approach;
- Record positive behaviour consistently on 'Behaviour Watch,' to provide a complete picture of every student – not just a record of their misdemeanours;
- Ensure we are consistent in the standards we expect.

This Guide has been organised around the following:

- A Staff Conduct Guide.
- Classroom Management
- Guidelines for Managing Classroom Behaviour.
- Sending for Assistance
- Red Incidents
- Behaviour Referrals
- Guidance for Safer Working Practice, May 2019.

STAFF CONDUCT

The following is a guide to positive behaviour management which the Academy expects all staff to follow. Staff must also be aware of the 'Staff Code of Conduct' which is an integral part of our Safeguarding requirements. It is expected that behaviour management at St Paul's Academy is always characterised by Gospel values and the teaching of the Catholic Church

1. Staff behaviour should provide a suitable model for students to follow. Establish the perception that you have respect for all other people. Always act as the professional adult.
2. Be firm and consistent, which does not mean never change your mind. Intelligent flexibility is respected, but do not allow yourself to be manipulated & remain objective.
3. Avoid threatening consequences which you cannot follow through. Students will sense this immediately and you will lose credibility. De-escalation tactics avoid then escalating an incident beyond the original issue. Do not keep giving warnings. After each warning there should be a consequence: 1st warning – name on board, 2nd warning – planner taken and third warning – sanction given.
4. Whatever the provocation, remain calm and maintain self - control. If you lose control of your own annoyance, you may argue yourself into a 'no – win' situation.
5. Save raising your voice as a last resort. If you raise it too often, it loses its effect and can create a more frenzied atmosphere. Always maintain control & if you do "up the volume," lower it immediately afterwards.
6. Avoid creating or escalating a conflict situation, but if one develops deal with it, in the first instance, by staying detached and use the appropriate measures. In extreme circumstances, this may involve immediately sending for another member of staff.
7. If appropriate, humour can sometimes be used to defuse conflict. Humour should only be used when good professional relationships are already established. Do not use sarcasm and never make a student the object of public ridicule – this often leads to retaliation
8. Distinguish between the act & the agent. Make it clear that it is the individual's behaviour which you find unacceptable, not the individual. Say that a child is behaving rudely, not that they are rude. Avoid judgemental statements.
9. Don't make assumptions which can seem very intrusive. Refer to "people at home" or "parent or carer" if wishing to know whom to contact. Referring to specific family members can be very risky, if you are unaware of the home circumstances. The person you've mentioned may have moved out of the family home or could even be dead.
10. When it comes to speaking to individuals, if you feel that a difficult situation could develop, always ensure that another member of staff is present, when you conduct the interview. If there is time, it is a good idea to decide on roles beforehand – one of you need be no more than a witness.
11. If you are very annoyed with a student, always allow time to cool down before dealing with them and always have another member of staff with you. Never make the mistake of demanding a certain level of sanction from a colleague in front of a student
12. If you see a member of staff in what appears to be a difficult situation with a student, do not walk on by. However, rather than immediately launching an offensive, enquiring if everything is all right &/or standing quietly nearby is usually much more effective.

13. Everyone is entitled to their own space. Physical intervention, restraint or force must NEVER be used as a form of punishment. Staff should avoid physical contact with students, except in circumstances where there is a risk of:

- harm to that student
- harm to another person
- extreme damage to property

On these occasions, staff must use their own judgement, regarding the appropriate and safe use of physical intervention or restraint and it is vital that only the minimum force necessary to prevent harm or damage is used and only for the minimum amount of time. The decision to intervene physically is that of the member of staff. Staff are advised to use their professional judgement.

Staff should be aware of those students where physical intervention could be counter-productive. Such students will be on the “High Risk List” which will be regularly updated and distributed to all staff and will have this clearly stated in their Provision Map.

The use of physical restraint is also referred to in our Behaviour Policy which all staff must be familiar with.

CLASSROOM MANAGEMENT

We see no virtue in a rigid code, where every misdemeanour is allocated a specific sanction. Teacher discretion and professional judgement are to be applied within the guidelines provided by ‘Behaviour Watch.’

It is vital that all classroom teachers have a copy of their students’ provision maps placed in their class profiles. These are easily available via “linked documents” on SIMS and it is important that we all follow the guidelines in teaching and managing SEND students. While unacceptable behaviour needs to be challenged, there are approaches which will only exacerbate the situation with some students and we have a responsibility to be aware of this. (Following points 5, 6 & 11 in the Staff Conduct Guide will contribute greatly towards mitigating such a situation.)

If you have occasion to deal with a student whose SEND status is unknown to you, ensure that you do not proceed to an intensive investigation or application of sanctions before consulting with one of the Safeguarding Team.

However, we would expect all staff to have these expectations of their students:

1. They arrive on time to lessons and in full uniform
2. They are ‘on task’ in the classroom
3. Homework is always recorded on Doodle and attempted sensibly
4. The ‘3 Bs’ are understood and followed

Students should, therefore, expect and accept that there will be inevitable consequences when they fail in any of these fundamental areas.

We would also expect a common approach to include these basics:

1. The start and end of a lesson are very important:
2. Wherever possible, aim to arrive before the class, ideally waiting for them outside the classroom door.

3. To avoid “dangerous” dead time, have something for the class to get started on - which does not involve using the whiteboard/display screen. If you are using a whiteboard, you can display and freeze a starter activity. This will give you time to sign into Behaviour Watch and open the ‘Behaviour Register,’ log onto SIMS & take the register. The attendance register must be taken every lesson without fail; when the register is done, save it & minimise it so you make amendments later if necessary. SIMS must never be displayed to the whole class – but the whole point of the Behaviour Watch ‘Behaviour Register’ is for it to be displayed and used to encourage good behaviour.
4. Get the students focused as soon as possible; don’t make the rest of the class wait while you sort out individuals.
5. Start of lesson procedures and DUDE procedures for the end of lesson must be followed.
6. Teachers earn their students’ respect through making it clear that they see themselves as responsible, in the first instance, for creating an environment where mutual respect is expected of everyone and learning can take place.
7. The philosophy of respecting others and the learning environment, which underpins the ‘3 Bs,’ is referred to, whenever correcting students, whilst focusing on the student’s behaviour rather than them as an individual.
8. Avoid only addressing students directly to reprimand them; praise should be given where it has been earned & rewards issued where appropriate & recorded on ‘Behaviour Watch;’ For classroom based lessons, the ‘Behaviour Register’ is by far the best way to record positive input. There are stickers for star of the lesson & other awards which should be put into the Student Planner on the correct page.
9. All sanctions imposed must be recorded on ‘Behaviour Watch.’

Guidelines for Managing Classroom Behaviour

Please bear in mind that jumping straight in with the most severe sanction will almost always be counter-productive & “cut your legs away” for repeat offences in the future. Very often, minor transgressions can be corrected simply by saying the student’s name. It can sometimes be useful to allow ‘take up time,’ rather than setting up a ‘head to head.’ Saying something like, “I notice you’ve not got your folder out yet, X. By the time I’ve taken the register, I expect everybody to be ready and focused,” is better than standing over X, until he/she does as requested. This usually only serves to delay everybody (and often provides a handy time out for others to exploit) as well as giving X an opportunity to wind you up nicely by switching into slow motion mode, grumbling provokingly the whole time. Having been given the ‘take up time,’ if X has still not responded, as requested, within the time allocated, following up by asking them what they should be doing will often get the required response. However, if it does not, or if you find, as the lesson progresses, that you are continually repeating the same student’s name, then issue a clear warning of a sanction. It may be appropriate, at this stage, to refer to the relevant part of the ‘3 Bs.’ Use your professional judgement in deciding whether this is best done publicly or (probably more usually) via a quiet word

The class perception of your ability to deal with situations is crucial. Therefore, it is vital that, whilst lesson time is not wasted on issues that could be resolved later, you never give the impression that you are ignoring bad behaviour or allowing a difficult student to get their own way. So, be very clear. If a student is less than co-operative, but stops short of outright defiance, make it plain (for all to hear, if others have noticed) that you are not prepared to take up other people’s time on the issue, but that it will be resolved later. Obviously, it is then vital that this happens, on that same day, for example through a behaviour discussion with the student. You may want to include their tutor,

or if this route has been used several times before, their Raising Standards Leader. When this happens, we would advise the use of the “Behaviour Reflection Sheet” in these situations.

Do not allow students to demand that you justify what you have asked them to do. A repeated public refusal must be dealt with immediately, even though it will mean teaching time being lost. Students know full well, from talks in assembly and at form period, that the teacher has an unquestioned right to ask for their planner, decide where they should sit in the classroom and make judgements about their behaviour. They also know that, apart from quite exceptional circumstances, we do not expect teachers to have to verify their view of an individual’s conduct with supporting statements from other students.

If the student argues vociferously or obviously re – offends, then you must act on any warning. Refer now to the ‘3 Bs,’ if you did not do so earlier. Use your judgement again to decide whether you need to make this reprimand obviously public. Take the student’s ‘Planner’ and get on with the lesson. All students should have their planner on the table in front of them. Do not enter into any debate. Try and stay detached and deliberately ‘non personal’ (in line with no. 8 of the ‘Staff Conduct Guide,’) throughout all of this.

Ensure your action is in line with the offence as shown below & detailed on ‘Behaviour Watch.’ You will notice that “rudeness” is not listed; this is because it is a very vague catch all term on which it is notoriously difficult to get consistency.

Use of language in the classroom

It is of vital important that as adults we model the behaviour we expect from our students. Please be mindful of the language you use in the classroom. For example: Instead of saying ‘do not talk while I am talking’ say, ‘do not talk while I am teaching’ and rather than ‘take your books out’ say ‘thank you for taking your books out’.

SENDING FOR ASSISTANCE

Referral out of the classroom for poor behaviour should only be used as a last resort, not as a regular part of your disciplinary process. It is essential that a student is not left unsupervised standing outside a classroom. If you have a TA with you, please ask them to watch the class while you seek help or use them as your messenger. Alternatively ask a responsible child to find a colleague from your zone or a member of staff who is not teaching. A member of SLT will be circulating the building throughout the day. Familiarise yourself with the staff on duty and seek support from them if necessary. The Academy’s referral process should be followed. If a student is removed from lesson this must then be recorded on Behaviour Watch.

Please note, whatever the circumstances, the initial responsibility is with your Learning Zone. It is not appropriate to track down the Zone with responsibility for that year group – particularly as they may be teaching at the time

RED INCIDENTS

You will note from ‘Behaviour Watch’ that staff actions on Red incidents are restricted to referring or escorting offending student(s) elsewhere. This must happen for all Red Incidents. Action cannot be delayed.

You must follow these protocols; failure to do so can lead to serious health & safety issues:

- If anybody's personal safety is at risk, you must use your professional judgement as to how far you can intervene physically but, in any case, always send for the nearest assistance immediately;
- Never send a child, who has committed an offence at this level, to report elsewhere of their own accord (indeed it is never good practice to send a child to report elsewhere under their own steam, if they are the subject of a disciplinary process); if you or a TA cannot escort them, send a reliable child with a short written message to find someone in your Learning Zone who is not teaching.
- You will usually need to remove the offending student(s) from the immediate proximity of others, but they must never be out of your sight unless they are in the company of another responsible adult; they must never be placed outside the classroom door where they are unsupervised, again a serious health & safety issue.
- As a red Incident will inevitably involve a number of people, you will need to decide which of you will record the incident on Behaviour Watch. It is vital that this is done.
- **It is vital that written statements are always taken** following a high level incident which is likely to be categorized as Red. These should include a staff account, student witnesses, any victim(s) and - **this must not be neglected** - the alleged perpetrator(s) of the incident.
Students must be kept separate when making or dictating statements about the same incident and – as far as possible – all opportunities for collusion removed.

BEHAVIOUR REFERRALS

An old chestnut, but one with a pretty sound kernel of truth: “You can share a problem, but never just pass it on.”

Teachers should see themselves as responsible, in the first instance, for managing their own classes & ensuring that good behaviour is recognized & rewarded & bad behaviour is not allowed to undermine or destroy the learning environment. Similarly, when staff are the first line in an out of lesson incident, they can very often deal with matters themselves, depending on: the time available, the seriousness of the matter and their knowledge of the student(s) – see previous guidance on “High Risk” students and the use of Provision Maps.

However, it is vital that people seek - and are given support - where it is needed, without feeling that this impacts negatively on the Academy's perception of their ability.

Routes to take

In Class Issues

Class teacher > Subject Lead > Head of Learning Zone > Raising Standards Leader.

Most issues will be resolved by this stage. Beyond this, there is consultation with Behaviour Leads, who will get involved at this point if the situation warrants it.

Out of Class Issues

Staff involved > Raising Standards Leader for the appropriate year group > Behaviour Lead.

Where relevant, at any stage down these routes, it may be felt appropriate to consult with Form Tutors, Learning Mentors, the SEND Team or other members of the Inclusion Learning Zone.

Contacting Home

It may be felt useful to contact home and either speak by telephone or invite parents or carers in to discuss behaviour issues. We would always advise staff to consult with someone “further up” the referral chain before doing this and to have another member of staff with them when meeting parents or carers face to face. When talking to parents or carers, it is important to use a “working together” approach and tone, not one which can be interpreted as an angry listing of offences or letting off steam. Any parental contact must be recorded on ‘Behaviour watch.’ There is a separate tab for this.