

Parents Forum – The March C of E School - Nov 2014

Date – 11.11.14

Topic – Behaviour

Chair – Mr Jackson (Deputy Head)

Governor Attendee – Mr John Proctor

Further attendees – Mr Edgington (Headmaster) and parent attendees

BEHAVIOUR

Mr Edgington led this topic with an overview of the ***Behaviour & Discipline Policy*** as set out in document available on our schools website and open discussion. A brief outline of documents contents, as follows

- Aims and expectations
- The Governing Body's statement of behaviour principles
- Parents
- Rewards & sanctions
- Exclusion
- Bullying
- Reasonable force/restraint
- Off site discipline
- The role of the class teacher
- The role of the head teacher
- The role of the Governors
- Monitoring
- Review

PLEASE NOTE – that whilst many areas of this document were presented and discussed, not all topics could be covered in the time frame. It was suggested and agreed by all that this topic could easily generate an opportunity for ongoing discussion at a future PF.

Outline of Policy Ethos

The Policy is agreed and set based on the ethos of the school. As a Christian aided school, it is based on gospel values.

We, as a school community, set ***Golden Rules*** based on these values. (see ***Behaviour & Discipline Policy***)

The school has a Christian value topic each term (eg – current topic 'Hope')

Overview of School Policy

Providing 'choices' and 'consequences',
Rewards and sanctions.
Enabling the pupils to find 'routes to return to the right path'

Keeping children safe
Modeling good behaviour
Positive rewarding
Giving guidance where behaviour is not safe

Clear class based systems

Good to be green

Yellow cards - warning and understanding of consequences of behaviour
Red card – for ongoing disruptive behavior that requires the intervention of the Headteacher and parents.

This can lead to the removal of the pupil from the teacher's own class and relocation within another class. This releases tension in the class and allows the pupil time for reflection.

This approach is carried out at the discretion of the teacher as to whether it is appropriate for an individual pupil. It can be cathartic and instigate a calming process in the pupil.

This was a topic that generated discussion as to its merits and success. A good understanding of the approach and how it works was beneficial.

Rewarding good behaviour – *'Intrinsically and extrinsically motivating'*

Merit certificates – given in assembly
Gold cards (worth 5 House Points) – given by Headmaster
Head Teachers Award – monthly

Other formats for supporting Behaviour Policies in our school

External Agency

The March School has chosen to utilise the external Agency *'The Root of It'* as a source of expert advice on behaviour. The school is visited each Monday by an advisor from the agency who can help support teachers with behaviour and discipline issues, as well as many other matters. The school elects to pay for this facility as part of its annual budget.

Play Therapy

This facility is provided to help support pupils to understand and improve their behaviour. It is carried out in the school one day a week (currently Wednesday) and is recommended for a pupil by its teacher in agreement with their parents. It is also available privately.

These sessions focus on the 'unmet' needs of the pupil. It provides an opportunity to explore the issues that drive their behaviour, either in a 1 on 1 or peer to peer situation. It allows the pupil the 'space' both emotionally and physically to look at these issues. The sessions last approx. 20/30 minutes and the results are considered to be positive.

PLEASE NOTE – there was some discussion regarding concerns over pupil potentially missing out on valuable learning in classroom whilst attending these sessions. It was stated that it is important the timing is agreed in liaison with the teacher in order for this not to occur. Also in discussion it was noted that it is important that these sessions should not be misunderstood as a 'reward for bad behaviour'.

Restraint Policy

Six teachers are currently qualified, through Team Teach, to carry out appropriate restraint on a pupil if required. This would usually be deemed appropriate where the safety of other pupils or staff, or the child themselves is at risk.

Special Needs Agenda

Key elements are -

Inclusion

Confidentiality

all policies and planning at schools must support this

Assessment of special needs, within the school environment, are reliant on the support of parents in order that they can be put in place to meet the needs of the pupil as quickly as possible.

Note – the Governments theories on the drives behind behavioural issues have changed. It is now believed that behavioural issues are a symptom of 'unmet needs'. This is often an 'Issue of Attachment' and is outlined in the article attached.

WWO – Working with Others

The school has elected to adopt a cooperative learning and teaching method called '*Working with Others*'. The school will start training on this at the Inset in April.

Link to website - <http://www.workingwithothers.org/benefits-of-wwo-for-schools/whole-school/>

Points of discussion

- Rewarding good behaviour – positive reinforcement. It was noted by all that this is important. It was also discussed that it can sometimes seem as if pupils who are inherently 'doing the right thing' are not being acknowledged, whilst others around them are rewarded.
- Discussion around the use of 'inclusion' rooms in Secondary Schools. The Play therapy room is a type of 'inclusion' room. Also around other current practices such as 'low stimulus classrooms'. <http://www.sunrisertc.com/low-stimulus-classrooms/>
- It was discussed that confidentiality policies do not allow us to be advised by the school of any matters pertaining to inappropriate behaviour in the school. Schools are reliant on our trust, as parents, that they are managing these matters appropriately and that our children are in a safe environment.

Recommendations/suggestions

- There was a strong feeling that it is important the school ensures that there is a clear emphasis on rewarding positive behaviour.
- The current practise of 'Circle Time' is highly recommended as a tool to support pupils in their class environment, to discuss events and issues of importance to them/ that affect them. This can help to ensure a clear understanding of why a behaviour may have resulted in a particular outcome and what we can all learn from this.

NEXT MEETING – 20.01.2015

TOPIC – **SEN –Special Educational Needs**

OTHER ITEMS to be concluded

Parent Forum – Objectives, Scope and Conduct DOC – Ashley Hatton

- Final document – to be reviewed and published

Guidelines for Topics at future Parents Forums

- Outline of *School Improvement Plan* to be provided as aid to setting future Topics for discussion

Publication of Minutes from Parents Forums

- All Minutes of Parents Forums to exist as archive on school website, as reference tool for parents/carers.