



POLICY FOR BEHAVIOUR MANAGEMENT

RATIONALE

College Park Infant School is an inclusive school and identifies that, in accordance with our agreed aims and objectives, a sense of community should be developed within the school ethos to promote good behaviour. Good behaviour is necessary for effective teaching and learning.

PURPOSES

As a school we promote an assertive and positive approach to behaviour management. We fully believe that teachers have the right to teach and that pupils have the right to learn in a school free from disruptive behaviour – a school that both reflects good behavioural expectations and creates an atmosphere in which pupil self-esteem can flourish. Therefore we endeavour to:-

- Create a climate where all children are able to learn
- Ensure that all pupils feel that they are valued members of the school
- Develop a sensitivity to the needs of others
- Foster courtesy and respect
- Encourage self-discipline
- Encourage pupils to take responsibility
- Engender a living and thriving community within the school.

To create this learning environment we have established six Golden Rules that clearly define the limits of acceptable and unacceptable behaviour.

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| 1. | Be Gentle | Do not hurt anybody. |
| 2. | Be Kind and Helpful | Do not hurt people's feelings. |
| 3. | Work Hard | Do not waste your or other people's time. |
| 4. | Look After Property | Do not waste or damage things. |
| 5. | Listen to People | Do not interrupt. |
| 6. | Be Honest | Do not cover up the truth. |

These 'Golden Rules' will be displayed prominently throughout the school and in the playground.

The 'Golden Rules' will be shared with parents in both the School Prospectus and in our Home School Agreement.

In addition to our whole school 'Golden Rules' each class will have a set of agreed and negotiated class rules/expectations.

- ✓ All staff have the right and responsibility to teach pupils to consistently follow these rules and directions throughout the school day and school year.
- ✓ All staff have the right to ask for assistance from parents and senior staff when support is needed in handling the behaviour of pupils.
- ✓ All pupils have the right to staff who will provide them with consistent encouragement to motivate them to behave.
- ✓ All pupils have the right to know what behaviours they need to engage in that will enable them to succeed in the classroom.
- ✓ All pupils have the right to staff who will take the time to teach them how to manage their own behaviour.

PROCESSES TO SUPPORT THE RATIONALE AND PURPOSE.

- All classes teachers will have access to a copy of 'Assertive Discipline Positive Behaviour Management' and a resource book 'Assertive Discipline Elementary Workbook' for referral. Further books and resources by Jenny Moseley and Lee Canter etc. are kept in the staff reference library.
- The school follows both the curriculum for PAtHs and SEAL, using resources as appropriate and planning for social, emotional and behavioural development.
- Within the school there will be high expectations and encouragement of all pupils.
- All pupils will be treated with respect and as individuals with feelings, rights and responsibilities.
- The teaching methods and the curriculum planning will be constantly matched to the pupils needs and abilities.
- There will be recognition given to appropriate behaviour backed up by praise and reward.
- Disruptive behaviour will not be permitted to impinge on the education, safety or well being of others.
- Parents will be kept fully informed of the behaviour of their child and will be involved in any behaviour programmes deemed to be necessary.
- The school promotes full attendance and punctuality.
- Playtimes will be supervised at all times by staff who will ensure that behaviour is not harmful to other pupils or to members of staff.

- Lunchtime supervisory assistants will be trained and made aware of the school rules. The Lunchtime Play and Welfare Manager will have responsibility for the behaviour at lunchtime before having recourse to the teaching staff, Deputy and Headteacher.
- Movement within the school will be in a controlled and quiet manner.
- Bullying will not be tolerated nor will any form of racial or other harassment be permitted. (See policy no.15b Anti Bullying Policy, 11a Racial Equality and other equality policies).
- Members of the School Council will set an exemplary model of behaviour and may assist members of staff in upholding good behaviour.

The school uses a balanced system of rewards and sanctions including:-

REWARDS :- We use a range of rewards among those used at present are:-

Use of Praise, both public praise and quiet praise.

Stars to reward good work and behaviour

Award of Smiley cups and Polite Person cups.

Stickers to reward positive attitudes and behaviour

Stickers and Ink Stamps to aid marking of work and to praise

Certificates of achievement to develop pupil-teacher-parent relationships

Special privileges for meeting behaviour targets e.g. extra time on playground equipment, lunch at 'Top Table'

Sharing achievements with parents

Mention in monthly school newsletter

Opportunities for greater responsibility in school

Recording achievements in Record of Achievement File

A golden leaf on the school's Golden Leaf Tree in the hall.

We recognise that there will be occasions when there will be problems of behaviour for many reasons. We try always to understand the reasons for misbehaviour, so that we can deal with it most effectively. When dealing with problems, it is important always to label the behaviour and not the child (e.g. say "That is not the right sort of behaviour" or "I know that you know how to behave", rather than "You are a naughty child").

It is important that we are consistent in dealing with misdemeanours, however for some children who have difficulty with finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time.

In some cases a non-verbal signal e.g. a look or a frown may be sufficient, or a verbal rebuke. If it seems that there is a problem then the adult dealing with it should ask the child what he/she is doing, establish if it is against the rules and, if it is, then try to work out with the child how the problem is to

be resolved. This may be sufficient in itself but it may however be necessary to invoke some sort of sanction.

SANCTIONS :- We use a range of sanctions and among those used at present are:-

For minor infringements

A verbal rebuke

Withholding praise, if it is not deserved.

Repetition of task, if not done satisfactorily.

Loss of privilege 'Time out' system e.g. having to sit apart from the rest of the class.

For more serious contraventions of rules and all instances of really "unacceptable behaviour" e.g. violence, bullying, harassment, vandalism etc.

Verbal referral to class teacher, senior teachers, deputy headteacher

For major misdemeanours and frequent breaches of school rules

Verbal referral to headteacher for more persistent neglect of school rules

Removal from place of problem for a longer period.

Contact Parents if misbehaviour persists and parental involvement will be beneficial

Individual Education Behaviour Plan

Behaviour Programme for those children who find difficulty in conforming for any length of time. (Although this is a sanction it will often involve a sticker card or folder which rewards improved behaviour)

Referral to Advisory Teacher (Primary Behaviour Support Team) for children with behavioural difficulties

Referral to Educational Psychologist for further advice and support

Pastoral Support Programme for child at risk of exclusion

Fixed-term Exclusion

Permanent Exclusion

(These last two sanctions would only be used when every other way had been tried and as a very last resort). In the rare cases where a pupil is at risk of exclusion, this confidential information will be shared with an identified member of the Governing Body.

* High priority is given to establishing positive links with parents as this is crucial in maintaining the necessary standards of behaviour. (See policy no.28 Policy for Positive Practice in Parental Liaison)

REVIEW

WHEN :- Annually

AGREED : September 2009