

Positive Behaviour Management Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust, in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Curriculum, Assessment, Equal Opportunities, Race Equality, SEN, Early Years Foundation Stage, Learning and Teaching, Able, Gifted & Talented.

CHILDREN'S EXPECTATIONS

Following discussions during assembly and at the School Council the children agreed that the Golden Rules were very important and that their rights in school were as follows:

- To be allowed to work (in peace)
- To be allowed to play with their friends
- To feel safe
- To be dealt with kindly
- To be listened to
- To help make their classroom safety rules

In order for these rights to be met, the children agreed that teachers must also have basic rights. These are as follows:

- To be able to teach children without interruption
- To have 'quiet' when explaining things
- Children to stay in their places if told to
- Children to put their hand up and ask politely when required
- Children to look and listen when the teacher is talking
- Children to use quiet working voices in the classroom

In other words, we **ALL** need to work together to meet these rights and expectations. It is a two-way process!

KEY PRINCIPLES

Secure attachments, positive behaviour management and good inter-personal relationships support community cohesion and create an environment in which individuals can flourish.

We are very conscious that difficult or challenging behaviour may be an indication that a child has worries and concerns that they are unable to express in words and that these may be preventing them from learning.

Having consulted with parents, children, the staff and Governors at Bournes Green Infant School, we believe that self-directed behaviour is the goal of all behaviour management. All children need to have self-confidence and self-control in order to operate effectively in a range of situations and with a variety of people. We believe this is a desirable quality both in school and throughout their future lives.

In school children need a clear set of rules and boundaries within which they can operate. They need to be praised for keeping the rules and they need to understand that sanctions will be imposed if the rules are broken. Thus we have a set of 'Golden Rules' and we use 'Golden Time' to reward those who keep the rules.

Some families may feel they need additional support to provide the nurture and security that their children need. We are committed to working with our parents to meet this need.

AIMS

We aim to help children to:

- Build upon those positive social skills of sensitivity, politeness, tolerance and consideration that have been developed at home
- Express their worries and concerns appropriately
- Recognise and display behaviour, which is acceptable and appropriate in a variety of situations
- Value and respect others regardless of differences in opinion, ability, gender, race, religion, colour, culture and need
- Think about feelings of all members of the school community
- Be responsible for their actions and think about the consequences of their behaviour on others
- Learn positive approaches to dealing with conflict
- Feel safe, secure and happy in a calm, caring and purposeful atmosphere for learning
- Work collaboratively as part of a group
- Take pride in their work; enjoy their success and that of others, thus maintaining self-esteem
- Respect their environment

We aim to promote this by:

- Operating a system of Golden Rules and using Golden Time to reward those who keep the rules

- Regularly praising and rewarding good behaviour
- Using proximity praise and looking for the 'good' to motivate others
- Good classroom management and organisation
- Good timekeeping and accessible equipment
- Providing a clean, orderly and stimulating environment

Exploring behaviour issues with children, gives the children opportunities to:

- Develop good relationships with their peers
- Talk about their feelings
- Develop their listening skills
- Discuss and reflect on a range of scenarios acted out by puppets
- Be introduced to the concept of resolving conflicts by using a "Would it help if..." approach

Starting each new school year with a class discussion about Golden Rules and Safety/Classroom Rules so that everyone understands what is acceptable behaviour. Rules will be framed positively.

We encourage children to work collaboratively and to make different contributions in a variety of different roles and groupings.

We encourage children to talk about their own festivals, customs and cultures as part of the normal class activities in order to promote understanding and community cohesion.

Using teaching assistants to give children the time they need to talk over their problems.

Where necessary, we will use outside agencies to access further resources including play therapy.

Continuing to develop and foster an effective partnership between home and school; providing parenting support for families who request it.

All staff demonstrating a high standard of conduct - recognising and accepting the need to 'lead by example' in the way they listen to, treat and speak to children, and in the way they are seen to treat and speak to each other.

Criticizing the act, not the child.

Inclusion

Our positive approach to behaviour management is designed to support **all** pupils and create an environment in which they can flourish. Pupils with learning difficulties and disabilities will receive all the help they need to develop their self-confidence and manage their behaviour in order to access the curriculum. Relevant staff have received TEAM Teach training to enable us to support pupils who exhibit challenging behaviour.

Golden Time

Golden Time encompasses a system of incentives and sanctions. All children begin the week with their Golden Time intact; they are not required to earn this privilege. We trust and expect them to enjoy this.

The children have a choice to behave well or to break the Golden Rules. If they choose to break a Golden Rule they will first receive a verbal warning. If they choose to continue with their behaviour they may receive a further warning, this is a reminder that they have a choice either to modify their behaviour or they will lose Golden Time.

If the child continues to ignore the warning they lose five minutes Golden Time. It is possible for a child to earn back half of their lost time by negotiating an achievable target for success. Loss of Golden Time for deliberately hurting another child and covering up the truth is automatic and not negotiable.

We operate a zero tolerance policy with regards to any Key Stage 1 child hurting another child deliberately. They will automatically miss their next break time. They will also miss some Golden Time if they are in Year 2

In Reception, Golden Time is a shorter more regular event with greater use of visual reminders.

The Golden Rules

Staff frequently refer to the Golden Rules regarding desirable behaviour. These are used to reinforce good behaviour throughout the school day. A golden display in every classroom enables children to receive written recognition each term for keeping the Golden Rules. Some children will receive more than one if their behaviour is outstanding.

We need to be gentle

We don't hurt anybody

We need to be kind and helpful

We don't hurt people's feelings

We need to be honest

We don't cover up the truth

We need to work hard

We don't waste time

We need to look after property

We don't waste or damage things

We need to listen

We don't interrupt

In the classroom rather than giving attention for poor behaviour staff reinforce the desired behaviour by using proximity praise and noticing the good and boost self esteem.

At Playtime and Lunchtime

- Staff will praise helpful and considerate behaviour

- Children are encouraged to play games. The older children learn games to share with younger children using the 'play buddies' training scheme
- At lunchtime play equipment and clubs will be available to the children. 'Big Game' time led by a member of staff will happen daily
- At lunchtime the mid-day staff use the 'Golden Rules' reward system,

When things go wrong

Staff on duty in the playground, or in the classrooms at playtime, may use the following strategies.

- Begin by praising a nearby child who is behaving well
- Give a verbal reminder
- Ask the child to walk around with them until the behaviour has calmed, changed and/or the child is ready to be introduced to the playground activities

When things go wrong in the classroom

Staff will use the following approaches:

- Praise those children who are demonstrating good behaviour which they wish to reinforce
- Apply the Golden Rule sanctions as outlined above
- Very occasionally loss of privileged time (i.e. official break times) may be necessary to complete work or to reinforce messages about acceptable behaviour

The next steps

In the case of persistent unacceptable behaviour the child will be referred to the Headteacher. A member of staff may then be allocated to develop a behavioural programme addressing issues relevant to the individual child in a positive way.

We do not expect to move to the following steps, but parents need to be aware that exclusion is an option if:

- There are repeated serious breaches of the school behaviour policy
- Allowing the child to stay in school would seriously harm the welfare of the child or of others in the school
- Allowing the child to stay in school would seriously disrupt the education of other children in the school
- Acts of vandalism occur that are of concern to the school

The exclusion process would be used for two main purposes:

- To inform the child and their family that the behaviour is unacceptable and must change if the child is to remain in school
- To allow a cooling off period

The school would follow current DfE and Southend Borough Council guidance.

Fixed term exclusion

The length of fixed term exclusions would be determined in accordance with current regulations.

If the child is not already on 'School Action/School Action Plus' for behaviour, this will be reviewed.

After an exclusion, the Headteacher would call a post exclusion meeting with the child and his/her family. The purpose of the meeting would be to draw up a contract between the family and the school with the intention of avoiding further exclusion.

Permanent exclusion

This will be an option if fixed term exclusions fail to modify behaviour to an acceptable standard.

HOME SCHOOL PARTNERSHIP

The behaviour policy will have the greatest impact when home and school work together.

This policy is available on our web site. Paper copies can be provided on request.

Parents receive an introduction to our approach to behaviour management at induction meetings.

Further guidance is available on request and we offer parenting support. The school nurse is also available to offer advice.

If a child's behaviour is giving cause for concern parents will be informed, usually by the class teacher.

When appropriate, staff are asked to inform the Headteacher if they speak to parents so that she is fully aware of any concerns should parents wish to discuss the matter further.

Incidents of a serious nature and ongoing issues will be dealt with by the Headteacher.

This policy was reviewed and approved by the Governing Body Spring 2017

It will be reviewed in line with our Policies and Key Documentation Timetable