



Jacobstow Primary School & Preschool

CARES - about preparing our children for their place in the world of the future

Behaviour Management Policy

Why do Children Misbehave? Children misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways.

The most common needs and feelings which trigger unacceptable behaviour are:

lack of attention, boredom, curiosity, imitation, self-preservation, independence, anger, frustration, anxiety, fear, excitement, anticipation.

Remember:

- Behaviour is learnt
- Behaviour can change
- Rewards work better than punishments
- Practice makes perfect
- Consistency is the key

Never assume that a child misbehaves intentionally. It is not the child who is bad but the behaviour they are using.

PRESCHOOL

Our children are very young and may not have learnt what appropriate behaviour is yet. Children need to know what we want them to do and it is important that we tell them what we want them to do rather than what we don't want them to do.

Misbehaviour will be repeated if the underlying children's needs remain unmet.

We aim for the children to learn to:

- Leave their parents/carers happily and with confidence.
- Participate in group activities and develop the skills of sharing and taking turns in their play.
- Ask for and be willing to receive help or advice from others.
- Follow simple instructions appropriate to their individual development.
- Enjoy and respond to praise.
- Develop skills of concentration when involved in both self-initiated and adult-directed activities.
- Demonstrate good manners at all times.
- Show consideration and respect for the nursery equipment and resources, and for others' belongings.
- Establish consistency in behavioural responses between home and nursery and when spending times with different adults.

The staff should:

- Recognise the individuality of all our children.
- Support each child in developing self-esteem, confidence and feeling of competence.
- Provide a keyworker system enabling staff to build a strong and positive relationship with children and their families.
- Work in partnership with parents and carers by communicating openly.
- Praise children and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.

The staff at Raindrops Preschool aim to encourage good behaviour by:

1) Developing in the children's the 5 key characteristics which underpin good behaviour:

Confidence, Communication, Cooperation, Curiosity, Concentration

2) Promote Positive Behaviour by:

- Being a good role models
- Giving lots of praise
- Being consistent
- Using distraction
- Catching them being good
- Giving warnings
- Planning ahead
- Swapping bad news for good
- Using positive body language
- Having clear boundaries

3) Setting clear boundaries and simple rules:

- We are kind to each other.
- We use gentle hands.
- We use our listening ears.
- We share things and take turns.
- We say 'please' and 'thank you'.
- We use walking legs in the classroom
- We help to tidy up.

4) Building Relationships

Achieving an environment in which all children can flourish is dependent upon warm, harmonious relationships. Good team relationships with colleagues, parents and children are fundamental to successfully managing children.

5) Showing Respect

We show respect towards our children by:

- The way we listen
- Our facial expression
- The language we use
- Our body posture
- The way we talk
- The way we touch
- The quality of our attention

6) Understanding Feelings

Understanding and recognising how the children feel day to day is crucial. It is also important to help the children to understand their own feelings and how to manage them. We teach children how to do this through daily activities

7) Talking Appropriately

Children have a lot to learn about language so it is vital when talking to them we are sure they understand what is being asked of them. It is very easy for a misunderstanding to arise. When making an assertive statement make sure:

- It is a clear short message
- It is specific
- It is positive
- It is delivered direct to the child and not shouted

- Eye contact is made
- A calm, firm voice is used
- It is achievable

8) Giving Clear Instructions

Children are just learning that questions invite a variety of answers. Questions posed in adult speak are not always helpful to children 'Please would you put your coat on?' is polite to an adult but better phrased 'Put your coat on, please.' For a child as it makes the expectation clearer. Only ever ask questions when you are prepared for the answer to be "No"!

9) Understanding Attention Span

- Children's attention span is not very long. About 1 min for a 1 year old, 2 min for a 2 year old etc. during the early years.
- Children can't listen & do at the same time.
- They need to stop what they are doing before given instruction.
- Children of this age can only carry 2 or 3 information carrying words. We ensure that instructions are not cluttered with unnecessary words. It is easier to remember what to do if the instructions are given in the order in which they have to be done.
- Picture / visual clues may help for younger children and children with learning difficulties.

10) Giving Rewards

Rewards should be given to children to encourage them to repeat the behaviour that we want. They should be -

- Immediate
- Meaningful to the child
- Small
- Varied from time to time

Children respond to praise and social approval. Remember for children your attention is often the biggest reward and positive attention is so much more effective than negative attention.

Rewards include -

- Praise - "Thank you for picking up the toys."
- Attention - Smile.
- Thumbs up.
- Stickers
- Special activities - Choosing a story.

Modifying unacceptable behaviour.

Before we modify unacceptable behaviour we -

STOP and check the following points -

- **S**urroundings - Are the surroundings suitable for the child's age & development?
- **T**oys/activities - Are there enough available and are they appropriate to their age & development?
- **O**bservation - Did you see exactly what happened or just the end result?
- **P**romoting Good Behaviour - Are we promoting good behaviour throughout the day?

If all the above items are in place we will then modify unacceptable behaviour by:

- Talking to the child in a firm yet calm voice, keeping it short.
- Remind them of the positive behaviour we expect.
- Encourage them to make it better.
- Re-join them in an activity.

If they repeat the unwanted behaviour, time-out may be given -

- The area will be varied, close to you and way from others
- The child will be told to sit quietly for a short period (it could be for 30 seconds to 3 minutes).
- They will then be encouraged to re-join in with the activity.
- We will use spot timers for children who find it hard to sit quietly.

If children behave in unacceptable ways:

- They will not be single out or humiliated in any way. The staff will redirect the children towards alternate activities and a discussion will take place respecting that child's level of understanding.
- Staff will not raise their voices in a threatening way.
- Physical punishment is never used or threatened
- Children will not be physically restrained, unless to prevent physical injury to themselves, other children or adults and/or serious damage to property.
- Parents will be informed if their child is unkind to others or if their child has been upset. Parents may be asked to meet with staff to discuss their child's behaviour.
- Confidential records of negative behaviour should be kept. Parents will be asked to read and sign any entries concerning their child.

We will always remember

- To maintain a child's self esteem
- To acknowledge a child's feelings
- Ensure they know the Rules
- Sometimes ignoring the little things and redirecting a child's play can be more effective in the short term.
- Positive Attention is much more effective than negative attention.
- Keep parents informed

If the challenging behaviour continues the staff will determine the best solution and decide on the best way to handle the situation, with the parents and child.

PRIMARY SCHOOL

Upon transfer to Jacobstow School: Within the main school the key principles of the preschool behaviour management continue to be followed. Having established a strong starting point for behaviour expectations and management through the preschool, the majority of our children coming into the main school at reception age have good behaviour and positive attitudes towards their learning.

This means that they are ready to follow our school

GOLDEN RULES

These rules show us how we should treat other people no matter where we are.

Please always try to:

- ***be the best that you can be***
- ***be honest***
- ***listen with thought and care***
- ***be polite***
- ***care for others and our school***

Through these rules our aim is to ensure that all children are healthy and feel safe, are able to achieve and enjoy their education and are able make positive contributions to the well being of their school community by:

- providing clear guidelines for pupils on acceptable and non-acceptable behaviour.
- providing a clear system of rewards and sanctions which, can be implemented by all members of staff (teaching and non-teaching)
- ensuring that all staff have similar expectations of pupil's behaviour and to enable them to respond in a similar manner when dealing with either good or bad behaviour.
- promoting respect for other people and for other people's property.

We believe that it is essential to provide the pupils with clear guidelines on behaviour and for staff and children to be able to discuss and rationalise the reasons underlying them. A whole school approach is necessary to help avoid any confusion and to ensure the secure and supportive atmosphere which we wish to offer to all of our pupils.

Underpinning this rationale is a strong Personal, Social & Emotional education programme.

REWARDS

We believe in the positive reinforcement of good behaviour and in having high expectations of the behaviour of the children.

Good behaviour is demonstrated in:

- positive attitudes towards learning
- respectful relationships between staff and children
- respectful relationships between children
- modelling of good behaviours, respect and good manners by all staff and adults in school
- adherence to the school rules
- awareness of the need for rules
- good manners at all times

Good behaviour is expected but also rewarded.

Class rules

Each class has its own set of classroom rules which are negotiated by the children with the class teacher. Children who behave in accordance with the **class and school rules** are rewarded with a 'golden time' at the end of each Friday afternoon. 'Golden time' gives children ½ hour of self chosen activities. The range activities available for the children to choose from will be decided in negotiation between the children and their class teacher.

House points

House points are earned through good work and positive attitudes towards learning and behaviour. House points are recorded on the individual class dojos and added to a weekly house total for each house. The points for each house, from each class, are added together at the end of each week and the winning house is rewarded with verbal praise. At the end of each ½ term the winning team is rewarded with 15 minutes extra play time and at the end of the term each member of the winning house gets a small prize. House points encourage children to do their best in their work to earn house points, therefore working for the good of the team.

Other recognitions of achievement.

Each week achievement is rewarded with a 'Gold Award' which is given for good work, effort, progress and achievement. There are 2 Gold Awards awarded in each class. The children receive a certificate of achievement and their photos is displayed on the 'Stars of the Week' chart.

There is a good behaviour award in each class each week and their photo is displayed on the 'Stars of the Week' chart.

Each child who receives one of these awards also has a raffle ticket which goes into the reward box and at the end of each term a ticket is drawn and the winning child receives a 'WH Smith' £5 voucher.

At the end of the week 3 lunchtime stars are chosen, rewarded for good manners and quiet respectful dining. The reward is to choose a friend to sit with, a table cloth, china plates, flowers and 1st service and the opportunity to choose to stay in at lunch time during the next week to play games, use the computers or read.

Stickers are given to reinforce and reward a range of positive behaviour, work, generosity, friendship, kindness.

At the end of each ½ term there are 2 STARS of the ½ term in each class and these are awarded in a celebration assembly. This assembly also rewards behaviour and attendance. It may also 'show cases' work either from each class or a single class.

Reading is the key essential skill for all children to learn and therefore it is important that children have regular practice not only in school but also at home. Children who read 10 times are awarded a bronze badge, 20 times a silver badge and 30 times a gold badge. Those who get a gold badge during a ½ term are further rewarded with a prize and the opportunity to win a £10 book token.

THE SANCTIONS SYSTEM

We hope that with our positive approach to behaviour management sanctions are used as little as possible. However, we recognise that there are times when sanctions are necessary to ensure that misbehaviour is managed effectively and robustly. Children need to understand that there

consequences for misbehaviour. We try to ensure that all misbehaviour is investigated fairly and with openness.

In the Classroom

- A verbal warning is given
- If there are 3 warnings teachers may:
 - take minutes off play time
 - take minutes off the end of week 'golden time'
- On occasions it may be appropriate for child/ren to have a time out, this will happen outside the head teacher's office.
- There may also be a referral to the head teacher.
- Parents will be informed if their children are sent to the head teacher through the home school diary.

In the Playground

In the case of a child exhibiting unacceptable behaviour when at play, the responses of the adult on duty will be:

- a verbal warning
- the child will be asked to stand by the wall for 2 minutes
- the child will be asked to stand by the wall for a further 5 minutes
- the class teacher will be informed and children will miss time from their 'golden time'.
- the pupil may also be asked to go to the foyer for a timed period of reflection upon their behaviour, in this case the head teacher will speak to the child.

Repeated Misbehaviour

In the case of repeated misbehaviour either in the classroom or in the playground, the head teacher will be consulted. The head may decide to exclude a pupil from contact with other children at break times or in specific lessons depending upon individual situations.

It will be usual for the parents to be contacted to discuss ways in which they and the school can work together to improve their child's behaviour. Behaviour books/modification sheets may be used to monitor the child's behaviour and to provide a record for home and school use.

Severe Misbehaviour

In most circumstances a child will be deemed to have committed an act of 'severe misbehaviour' if s/he:

- verbally or physically abuses an adult
- exhibits an uncontrollable temper tantrum
- physically abuses another child
- is heard by an adult to be severely verbally abuse another child

In the case of severe misbehaviour, the procedure will be:

- the offender will be isolated from other children
- the offender will be spoken to by the head teacher
- The head teacher will consult adults and other children involved in the incident to ensure that all information about the incident is gathered to ensure complete fairness and transparency of action
- the head teacher will record the incident and the action taken in the behaviour log
- the parents will be informed that the offender's behaviour has been unacceptable.
- a meeting may be arranged between the head teacher, the parents and the child in order to discuss ways of avoiding repetition of such serious behaviour

Formal Exclusions

It is the policy of the school to avoid at all costs, the exclusion of a child. We want our children to be in school and learning. Indeed for some exclusion is, in itself, a reward. However, in extreme circumstances exclusion may be the only option in order to support the well-being of both the child in question and other children. The head teacher has the right to formally exclude a child

temporarily. The head teacher will inform the Chair of Governors of any such exclusion at the earliest possible opportunity.

The head teacher, in partnership with the Governors of the school, has the right to exclude a child permanently if it is believed that all other possibilities have been explored and that no other response is suitable. The head teacher will consult the Chair of Governors concerning the need for such an exclusion. All exclusions will be reported to the LA.

Special Educational Needs

It may be that a child has a special educational need. This means that they find aspects of school life, relationships, understanding rules difficult or they have had life experiences which have had an impact upon their emotional and social control. As a result their behaviour may not be as we would hope and expect. In this situation it might be that different responses and actions are needed to support them to change their behaviours. In these circumstances it can be hard for both parents and children to understand the actions that the school takes, however, we are bound by confidentiality and therefore are unable to explain out actions.

Our priority is the wellbeing and safety of all the children and sometimes have to respond differently in individual circumstances.

This policy is reviewed annually to reflect changes to the school systems of behaviour management. The school believes that behaviour management should be constantly reviewed in discussion and negotiation with the children whose voice is heard through the school council.

See below:

Appendix 1 Home School and Pupil school Behaviour Agreements

Appendix 2 Behaviour checklist for teachers

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Appendix 1

At the beginning of each school year the children are asked to sign the following behaviour agreement

PUPIL

I will/try to:

- ✓ follow school rules
- ✓ follow my class rules
- ✓ attend school regularly and on time
- ✓ wear school uniform
- ✓ bring all the equipment I need every day
- ✓ do all my class work and homework as well as I can
- ✓ be polite and helpful to others

Pupil's signature:

Pupil's name (please print):

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HOME SCHOOL AGREEMENT

To support this policy parents are all asked to sign and return the following home school agreement acknowledging their agreement that good behaviour is the key to good learning and also to a harmonious community school life and to show their support for the school in its behaviour management policy.

**JACOBSTOW COMMUNITY PRIMARY SCHOOL & PRESCHOOL
HOME – SCHOOL AGREEMENT AND DECLARATION**

SCHOOL

The school will:

- ✓ be open and welcoming

- ✓ provide a broad and balanced and exciting curriculum and a range of extracurricular activities
- ✓ care for the children's well-being and happiness
- ✓ encourage the children to do their best at all times
- ✓ keep parents informed about school matters generally and about their child's attainment and progress in particular (through reports and parent consultation meetings)
- ✓ let parents know about any concerns and work with them to solve problems
- ✓ set and mark homework in accordance with the school's homework guidelines
- ✓ be committed to dealing with behaviour incidents with fairness and openness
- ✓ set up procedures for dealing with complaints

PARENTS OR CARERS

I/We will/try to:

- ✓ see that my child goes to school regularly, on time and properly equipped
- ✓ notify the school if my child cannot attend and explain the reasons for absence
- ✓ support the school's policies on behaviour and uniform
- ✓ make the school aware of any concerns or problems that might affect my child's work or behaviour
- ✓ support my child in homework and other opportunities for learning
- ✓ read and act upon my child's report
- ✓ attend parents' evenings and discussions about my child's attainment and progress

Parent or carer's signature:

Appendix 2

Behaviour checklist for teachers

Classroom

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

Pupils

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.