



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 to 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.

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

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 to 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
- You are specific
- You are positive
- You are close to the child
- You try to make eye contact
- You use a firm yet calm voice
- Avoid comparison
- 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.
- 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 - Are there enough toys/activities 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 sand 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 such as smacking or shaking is not or threatened.
- Children should not be physically restrained, unless to prevent physical injury to 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 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: 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:

Respect everyone's right to learn

Understand the need to be honest and truthful

Learn to be gentle and kind and think of other people's feelings

Expect to take care of our school

Strive to work hard and try your best

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 are the Primary National Strategy SEAL materials and circle time philosophies.

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, respects and good manners from 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.

Marble Treats

Each class has its own set of classroom rules which are negotiated by the children with the class teacher. If the class follows the class and school Golden Rules they will earn 6 marbles each day. Once 50 marbles have been won the whole class will have a treat time. The nature and time of the treat will again be negotiated between the class and teacher. This encourages the children work as a team to support each other to behave correctly and by the school and class rules.

House points

House points are earned through good work and positive attitudes. House points will be recorded in work books or given verbally within each class and added to a class total. This total accumulates. The winning house at the end of each week is rewarded with verbal praise, each ½ term end with 15 minutes extra play time and each term end 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.

At lunch time there is a 'Table of the Week' which rewards good manners and quiet respectful dining. The reward for the table is a table cloth, china plates, flowers and 1st service.

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 rewarded in an open celebration assembly to which parents are invited. This assembly also rewards behaviour and attendance. It may also 'show cases' work either from each class or a single class.

THE SANCTIONS SYSTEM

We hope that with our positive approach to behaviour management, sanctions are used as little as possible but recognise that there are times when sanctions are necessary to ensure that misbehaviour is managed effectively and robustly and, that children understand that there consequences for misbehaviour.

In the Classroom

- A verbal warning is given

- Teachers will dock minutes off play time if behaviour is not modified following a verbal warning
- If the poor behaviour continues a red card will be issued to the individual child/ren and they will miss all but the last 5 minutes of the next play time. Time missed at play time will be missed in silence and with no activities; there will be no tuck. The children will be allowed to go out for the last 5 minutes to have a short run around, a drink and to go to the toilet.
- If the majority of the class is deemed to be at fault a class colour card will be issued and the class will stay in under the same conditions – however, those seen to be behaving appropriately in the lesson will not be included in this class punishment and will have playtime as usual.
- 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 be a referral to the head teacher.
- Parents will be informed if their children receive a red card 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
- a red card will be issued and the same sanctions applied as for poor class behaviour - again parents will be informed through the home/school diary
- The incident will be recorded in the playtime behaviour book and reported to the class teacher
- 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 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 will be arranged (generally for the following day) 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 and for some exclusion itself is 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 s/he and they believe 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, at the earliest possible opportunity.

All exclusions will be reported to the LA.

HOME SCHOOL AGREEMENT

To support this policy parents and children 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.

JACOBSTOW COMMUNITY PRIMARY SCHOOL 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
- ✓ set up procedures for dealing with complaints

Headteacher's signature

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:

PUPIL

I will/try to:

- ✓ follow school 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):

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.