



Policy and Guidelines for Behaviour Management

Aims

- To promote a caring atmosphere in which children will learn to become self- disciplined and develop a respect and tolerance for each other.
- To allow teachers to teach and children to learn in a calm safe environment.

We aim to achieve this by:

- consistently following our Behaviour Management Plan
- providing positive role models
- raising children's self esteem
- creating situations whereby children can explore their own and other people's feelings e.g. role play, assemblies, circle time
- upholding the principles outlined in our Home School Agreement
- being sensitive to any cultural and linguistic differences in dealing with behaviour.

Principles of the Behaviour Management Plan

Our plan is based upon a behaviour programme known as Assertive Discipline. The teacher will clearly and firmly explain to children exactly what is expected of each and every child. The teacher will be prepared to follow up their words with appropriate actions without violating the best interests of the children.

The principles are:

- positive behaviour is necessary to facilitate an effective teaching and learning environment
- good behaviour will be recognised, praised and rewarded appropriately
- there is a set of clear rules which children must understand and follow
- every day is a fresh start.

The Plan

The plan consists of three parts:

1. Rules that staff will enforce and children should follow at all times
2. Positive recognition which is the praise and rewards given to children who follow the rules
3. Consequences which are the sanctions applied when a child chooses not to follow the rules.

The Rules

The rules are the guidelines for promoting a good working atmosphere and positive relationships to enable everyone to fulfil their roles happily in school. (Please see Appendix for Rules and Consequences)

Southsea Infant School has agreed to apply the same set of rules throughout school. These rules are displayed clearly in every teaching base, in corridors, the toilets, the hall and on playground doors.



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Consequences

A consequence will be provided each time a child chooses to break a rule. Consequences vary in severity during class time as appropriate to the age ranges of the children.

After a consequence has been delivered an effort will be made to praise the child concerned at the earliest appropriate opportunity.

Positive recognition

The setting of clear rules provides staff with more opportunities to praise/reward children who behave well. We will recognise and reward children who follow school rules.

We will reward children in the following way:

- verbal praise
- a smile or encouraging nod
- giving the child a responsible job to carry out
- child's name on 'golden key' - children will collect rewards for this on a card. When 10 rewards have been achieved they will get a prize
- children whose names have not been 'moved' all week will be recorded and given a raffle ticket at end of week to enter a $\frac{1}{2}$ termly whole school draw.
- using a behaviour chart to recognise individual good behaviour.
- using a whole class reward system e.g. marbles in a jar
- awarding children who have kept their name on the 'smiley' face all half term with a badge in assembly
- children may be given stickers for good work only and these will be placed on special work cards.

Sweets will never be given as a reward.

The Severe Clause

The following behaviour would result in the use of the severe clause:

- deliberate kicking or hitting
- biting
- spitting (at someone)
- bullying (see separate guidance on anti bullying policy)
- open defiance to an adult
- swearing (at someone)

Children exhibiting any of these behaviours will be sent to the Headteacher. The child will remain with the Headteacher (or be supervised by the Deputy Head or School Office staff if the Headteacher is not available) for a suitable period of time. Parents will be notified and maybe asked to meet with the Headteacher as soon as possible to discuss follow up action.

Exclusion

Children will be excluded from school only in exceptional circumstances at the discretion of the Headteacher, or Deputy Headteacher in the Headteacher's absence.

Exceptional circumstances would include:

- a serious isolated incident



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- a series of incidents where the severe clause had been applied without success in half term period.

The local authority procedures for exclusion will be followed giving parents a right to appeal against any decision.

Records of Pupil Behaviour

Daily records to track children's positive and negative behaviour will be visually displayed in every classroom:

- Name card class system (smiley face/warning triangle system).
- Class teachers and lunchtime supervisors will liaise with partner teachers to ensure information is exchanged throughout the day.
- Class teachers will keep a half termly record of sanctions applied and these will be reviewed at the end of each half term.
- If a child present with difficult behaviours class teachers will keep an ongoing record of children's behaviour so a picture can be built up over time and a balanced view presented. Parents will be informed and sanctions will be accelerated in the case of persistent unacceptable behaviour in any two week period.
- It is the class teachers responsibility to contact parents to inform them of concerns regarding a child's behaviour at the end of the school day.

Information about the Plan

- a) To Parents
 - details of the Behaviour Management Plan are published in our school brochure
 - parents will be advised of the Plan at the annual parent induction meetings with school staff.
- b) Supply teachers and student teachers
 - supply teachers and students will be informed of the plan before starting work in school.

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