

# BEHAVIOUR POLICY - APPENDIX 1

## GUIDELINES FOR GOOD PRACTICE

### Agreed Guidelines

The guidelines are a reference for staff so that they can act consistently. It may therefore, be changed from time to time to reflect different circumstances.

#### **i. While Working**

As this is an open-plan school, children should remember that others are working, so noise must be kept at a reasonable level. Everyone should remind them about this.

Children are expected to keep work areas tidy and to clear up at the end of a work session, with appropriate guidance from adults. They should show respect for apparatus, furniture, materials and their own and others work.

Children should be encouraged to behave co-operatively in the classroom and should show consideration for others working.

We seek to foster a positive atmosphere where children are praised for good behaviour, hard work and good achievement (Achievers Assembly and SuperStars Assembly).

#### **ii. In and Around the School**

Children should walk in all areas of the school so that they and other people are safe. They should move around the school quietly. Individual children who should not run, and if they do they should be made to walk instead, and reminded of our school rules.

The cloakrooms should be kept tidy. Lunch boxes must be kept on their hook or underneath their peg for hygiene reasons and health and safety. Foundation children keep their lunchboxes in an allocated place.

Children should be encouraged to keep the school and grounds tidy by putting litter in the bins and putting equipment back where it belongs.

### iii. During Lunch

At lunchtime, children are expected to visit the toilet, wash their hands and behave appropriately walking to and from the hall. If possible, they should not leave to go to the toilet while eating, but this must be flexible with young children.

We promote good manners, eating carefully and with an acceptable noise level. General behaviour expected - talk quietly, don't kick or wave arms, eat with mouth closed, and sit properly. Sharing food is not allowed so that parents decisions on the child's diet are respected. Reminders about these, particularly about the noise level, are essential.

### iv. In the Playground

Children should go to the toilet, get their milk (as appropriate) and/or their fruit brought in from home and put on coats before going out to the playground.

If they need to come in, they must ask the member of staff on duty first. They can have a drink from their water bottle before they go outside and after they come back in. They can go to the toilet during playtime, but not back into the classroom to collect toys.

Children can take their coats off, if it is warm. If the weather is very cold, a child who is unwell can sit in the library, but this is an exceptional circumstance.

At the end of play, all staff inside the building should go into the corridor to check the children are behaving sensibly. Teaching staff should collect their class from outside to bring them into their classroom, supervising their behaviour.

The person on duty should send in a 2 minute reminder to the staffroom, then bang a drum to indicate the end of playtime. Children should **WALK** to their class line quietly, and then when the teacher on duty sends them in walk sensibly into school.

Playground equipment boxes can be taken out at the beginning of play by Playground monitors. Staff can choose what equipment goes out and the equipment must be used safely.

If a child is unwell or hurt, they should see the adult on duty and if necessary, be sent inside with another child to find another staff member for first aid.

If a serious accident occurs, stay with the child and tell a responsible child to get adult help immediately. Make it clear that this is an emergency.

The following areas are out of bounds, but children will need reminders:

- The grass in winter or when it is very wet, except to retrieve a ball.
- The car parking area.
- The hedge
- The corner of the outside area.
- The front of the school

Ball games should be played at the recreation ground end of the playground.

Visitors are not allowed in the playground during playtime.

**The children should play happily together and behave sensibly and safely.**

Children who are not behaving well or who are making other children unhappy, should be spoken to firmly, with a clear explanation of what is unacceptable and of how they should behave. They should be given a chance to explain their behaviour. If they continue to misbehave they should be warned of the consequences. For most children, this is sufficient but any child who is still behaving unacceptably can be told to stand by the adult on duty for a limited time (5 minutes maximum) or sent inside to stand outside the staffroom for a short time. Children sent in should report to staff inside or another child go with them to bring a message. Losing all of playtime is only used in extreme circumstances. It should be clear to all children that they obey the adult on duty.

Serious problems on the playground should be reported to the class teacher or headteacher in case they continue afterwards.

## Encouraging acceptable behaviour/managing children with behaviour difficulties -

### Strategies and Management Structure

Good behaviour is encouraged in all areas of school activity. Young children need these expectations to be stated clearly and to be shown appropriate behaviour. Although everyone has their own style, it is important that everyone is consistent in reinforcing these expectations. The greater the difficulties a child has, the greater the need for clear guidance, frequent monitoring and consistency.

Good choices, acceptable behaviour and how to be kind, friendly, etc is also discussed on a regular basis in assemblies, as part of Personal Education (PSHE), in circle discussion time and as part of cross curricular studies. If a particular problem arises, it may also be discussed as a class or whole school item because we need to respond to things which currently affect the children to help them to make sensible choices and to feel safe.

We aim to state our expectations in a positive way and to praise children for good behaviour. This may be by verbal praise or non-verbal signs (eg a smile) to individual children or by more public praise which reinforces to other children what is acceptable.

Staff may operate their own "rewards" system for individuals or the class (eg spoken praise, achievement sticker). There are also shared school structures such as sending a child to another member of staff for praise which can help generate self-esteem and reinforce good behaviour or work habits. We also have an Achievers Assembly, Superstars Assembly also takes place every half-term. The Achiever Assembly is going to be linked to the 'Attitudes to Learning' we are keen to promote in school.

If children repeatedly misbehave, the following procedure is followed:

1. Discussion with a colleague.
2. Possible actions to be taken :
  - Remedial strategies in school - short term sanction, being sent to someone else for a reprimand, smiley sticker card for a week to improve behavior

- Informal discussion with parents, withdrawal of a privilege for a short time,
  - Losing a short time at the beginning of play.
3. If behaviour shows no improvement :
- formal discussion with parents involving teacher or teacher and head, with a follow-up to report on the child's behaviour.
4. The following may also be used. All require consultation with parents
- Using links with support agencies.
  - 'On report' procedures with a set time limit.
  - 'Contract' with the child.
  - Exclusion - used very rarely and mainly if a child is endangering other children or shows complete lack of control with staff. Governors would usually be consulted before such steps were taken.
  - Serious difficulties with behaviour will necessitate the child being put on the Special Needs Register with an Individual Behaviour Plan or a Pupil Support Plan.

### **Partnership with Parents**

The staff work alongside parents to encourage children's development. Parent involvement is essential. They can help by drawing attention to times when children are worried by events at home or at school. School incidents should be followed up and talked through with the child/children concerned.

If good relations are built with parents, the rare occasions when they have to be consulted if a child's behaviour is unacceptable can be seen in a supportive framework. It is the school's policy to inform parents if children are disruptive, disrespectful, destructive or a danger to themselves or others. This must be done in a balanced way, deciding whether this is an isolated incident which deserves a quick mention or one of a series of incidents needing a lengthier discussion. It is important that parents do not feel overwhelmed by too many approaches. A short weekly report back can be helpful. It should also be balanced by telling parents about improvements in behaviour as well.

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