

	MONKLEIGH PRIMARY SCHOOL		
	BEHAVIOUR POLICY		
Date adopted	31st January 2018	Version	
Last Review		Review Cycle	annual
Author/Owner	Teaching & Learning Committee	Review	Spring 2019

Aims

Through this policy we aim to:

- To provide a safe environment for all in our school community – both for children and adults
- Promote respect for each other
- Encourage individuals to take responsibility for their own actions
- Provide an environment which promotes the best learning opportunities for all Children

To achieve this we will:

- Create a positive calm learning environment
- Provide stimulating learning opportunities
- Have an awareness and appreciation of the needs of others and of individuals
- Have a shared understanding of procedures and a consistent approach
- Focus on the behaviour and not the child
- Model good behaviour and build positive relationships
- Have high expectations and communicate these effectively
- Be proactive instead of reactive
- Have regular staff training to continually develop and improve our skills and management of behaviour & revisit this policy in September with all staff.

Promoting Positive Behaviour:

- Each class establishes their own Class Agreements.
- Expectations are taught and explored regularly through PSHE, Circle times & assembly themes.
- Rewarding positive behaviour in these ways:
 - ✓ Verbal & non verbal praise
 - ✓ Written Praise through marking & feedback
 - ✓ Whole class & group rewards
 - ✓ Class Dojo system
 - ✓ Praising children in front of peers
 - ✓ Showing learning or behaviour to another adult/class
 - ✓ Sharing & praising work in assemblies – weekly celebration assemblies
 - ✓ Public display of work
 - ✓ Acknowledgement on newsletter
 - ✓ Leaf on celebration tree
 - ✓ Stickers
 - ✓ Tea and cakes with Head Teacher

Discouraging Unacceptable Behaviour:

Whilst we endeavour to promote positive behaviour it is important that we have strategies for ensuring unacceptable behaviour is discouraged or stopped.

- Low level attention seeking behaviour will be ignored until it disrupts the learning of others. At this point the consequences will be put in place quickly and with as little attention to the individual as possible.
- Some behaviours which are more serious e.g. hurting another child - the first stages of consequences are skipped.
- Any behaviour, which is considered bullying, or verbal or physical abuse to children or adults will be brought immediately to the attention of the Head Teacher (See also Anti Bullying Policy)

Behaviour issues relevant to Preschool children:

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

Sequence of Consequences

1. Non verbal and verbal recognition or distraction
2. Reminder of correct behaviour
3. Time removed from activity in class – to think about actions.
4. Loss of part of a playtime.
5. Discussion with head teacher
6. Teacher informs parents/carers – face to face or phone call – record of meeting kept and copy to head teacher. (If a child is regularly reaching this level of consequences or a member of staff recognizes a child is having emotional and behaviour difficulties then an Individual Educational Behaviour Plan IBP will be put in place with support of the SENCO & appropriate multi agencies will be used to support the needs of this child - See SEN Policy)
6. Child put on report card (very rare!)
7. Formal meeting with Head teacher, parents/carers & teacher – record of meeting kept.
8. Fixed Period (Suspension) & Permanent Exclusion

Use of racist or sexist language.

If children use inappropriate language based on race, gender, disability etc, the first step is to explain why this is inappropriate and why it must stop. It is good practice to inform parents at this point. The child's behaviour should be monitored closely for an agreed period after this and additional support given. The incident should be recorded and based on severity, reported to the Local Authority.

If there is a repeat of the offence, then further action will need to be taken and advice sought on suitable sanctions and actions to take at this time.

Exclusions – Fixed Term & Permanent

Full details & supporting guidance can be found in:

- A guide to the Law for School Governors – Section Discipline & Attendance
- DFES Guidance on Exclusions
- Guidance found on Teacher NET - Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units 2008

In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

Any child identified at risk of being excluded will be supported by an Individual Behaviour Plan and support from appropriate agencies will be sought.

These may include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- CIDS (Communication Interactive Disorders)
- School Nurse
- Use of a Common Assessment Framework Form