

Elmlea Infants= School - Behaviour Policy

Rationale:

At Elmlea Infants= School we believe that good behaviour will be promoted when children are provided with:-

- Appropriate and clear boundaries, consistently applied.
- Positive role models of good behaviour and courtesy which demonstrate relationships built on trust, support and respect amongst all adults in our school community.
- A clear and informative Home /School Agreement agreed and valued by all members of our school community.
- Opportunities to learn the skills needed for appropriate behaviour to access the Foundation Stage and National Curriculum.
- Opportunities to be actively involved with their teachers, LSAs and parents in planning their own progress.
- Opportunities for personal growth through the experience of respect, empathy and acceptance.
- Opportunities to succeed in meeting appropriately challenging targets - both in work and behaviour, recognition of success and times for celebration.

Purposes...

1. To foster an ethos which supports the Aims and Values of Elmlea Infants' School.
2. To promote equal opportunity and inclusion for all members of the whole school community.
3. To provide a safe, secure learning environment.
4. To support children in the development of self-discipline helping them to become responsible for their actions and aware of possible consequences of unacceptable or inappropriate behaviour.
5. To encourage parents and Governors to support the school in a manner consistent with this policy and the Aims and Values of this school.

Guidelines...

1. Ensure that classroom organisation promotes good behaviour and safety for all.
2. Ensure all adults in school are sensitive to individual children=s needs and circumstances, where appropriate.
3. Ensure each child has an equal opportunity to learn without being interrupted.
4. Work with Parents/Carers and all colleagues as equal partners.

Conclusion...

Ensure a consistent approach, this policy and guidelines must be communicated to the whole school community. We value our happy, caring environment, where all are treated with respect, courtesy and consideration.

Reviewed September 2009

Review Date: Autumn 2010

ELMLEA INFANTS= SCHOOL
BEHAVIOUR POLICY - ENSURING GOOD BEHAVIOUR

AIMS

- Create a safe and secure environment so that all children are settled, confident and happy
- All staff to model exemplary behaviour and manners at all times
- Ensure effective teaching/learning at every opportunity
- Foster respect, trust and support at all times for each other
- Minimise stress for staff and children-Work together at all times

PLAN

- Rotas, duties and activities that involve procedures for safety and behaviour management
- Procedures for crucial times - playtime - movement around school - entry and leaving- insist on careful management of these times and keep children involved in all planning
- Adequate playground supervision and use of playground equipment -
- Promotion of positive attitudes through assembly and circle times
- Time to agree school and class rules so that they are explicit
- Opportunities for pupil input eg School Council, Eco Committee
- A thorough staff handbook that ensures procedures are known by all
- Training opportunities for all staff

TAKING ACTION

- Ensure safe movement around school
- Take immediate action on unacceptable behaviour-always re-enforce good behaviour with praise.
- Structure groups/activities with care and thought at planning stage
- Remind children of expectations in and out of class
- Review Home/School Agreement annually with parents and children

REVIEW annually

- Adult and child stress-are procedures working for all?
- Are there less injuries and accidents?
- Are children able to work and play in a safe, secure environment where the teaching and learning is NOT interrupted by unacceptable behaviour?

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Classroom Observations: Guidelines for effective praise...

1. Praise should be simple and directly-delivered in a measured voice.
2. Praise personally, making eye contact. Praise given using the child's name is more meaningful for that child.
3. Praise using straightforward sentences-"That's interesting. I never thought of that before..."
4. Praise precisely, so that you can specify the particular accomplishment being praised. Try to recognise any noteworthy effort, care or perseverance..." You worked that out all on your own and I really liked the way you kept going without giving up..." instead of " Yes that is right."
5. Draw attention to new skills or evidence of progress. "You have learned to use different kinds of sentences in your stories. They are now more interesting to read now. Keep up the very good work."
6. Use a variety of phrases for praising children. Overused stock phrases soon begin to sound insincere and give the impression that the adult has not really paid attention to the children.
7. Back up verbal praise with non-verbal communication of approval. " That's really good..." is not very rewarding when said with a deadpan expression, a flat tone of voice and an air of distraction. The same phrase is much more effective when delivered with a smile and a tone communicating warmth.
8. Avoid ambiguous statements like "You were really good today" Children take these as praise for compliance rather than for learning. Try to praise in a way that specifically rewards learning and behaviour efforts.
"I am so pleased with your reading this morning especially the way that you built up and read those new words."

Suggested Rewards...

School based...

Personal activity book
Achiever's Assembly
Stickers from HT and SENCO
Choose an activity
Class marble jars
Noticing Book
HT award

Home based...

Staying up later at the weekend
Family trip
Choosing a meal

Privileges...

Extra time doing favourite activity
Being first/last in line
Responsibility in classroom
Taking around a message
Being a class helper
Choosing a story or song
Display of favourite books in class book corner
Being an achiever
Sitting on "Top Table" at lunchtime

Self Esteem

Aim

To become aware that having confidence, self respect and self acceptance is necessary for a happy, healthy attitude towards life. It breeds hope and optimism and leads to a positive outlook on life.

(Education in Human Values.)

What is self esteem?

The level of self esteem is the perceived gap between one's perception of oneself-self image and one's ideal image. The more self esteem a person has the more she/he is prepared to take risks to show confidence in his/her own ability.

Positive attitudes...

- Be genuine and fair.
- Recognise that some children may have problems they feel that they cannot talk about.
- Use non-verbal messages-eg a smile, nod, thumbs up.
- Label the act not the person.
- Identify small steps to success-IEPS-(Targets must be achievable)
- Make children feel worthwhile and valued.
- Keep voice levels controlled.
- Be quiet and always polite and respectful.
- Use circle times to allow children to talk and discuss in a comfortable and non-threatening ethos.

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Praise and Rewards

Everyone is motivated by positive reinforcement and the acknowledgement of good behaviour

Our aim should be to discipline pupils when necessary but to balance and complement this with frequent and positive support for acceptable and appropriate behaviour by pupils. When pupils realise that positive consequences result from appropriate behaviour, deviant behaviour will change. This will hopefully, have a knock-on effect in the classroom situation leading to a more stimulating and challenging learning environment.

The following points need to be remembered when planning for praising and rewarding children:-

- a) all pupils need to be aware of positive reinforcements
- b) they should be something that they will value and enjoy
- c) notification should be immediate and frequent
- d) positive reinforcements should never be withdrawn as a punishment

It may be useful to note that verbal/written praise should be specific and should mention acceptable behaviour.

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Behaviour Policy

Sanctions and Punishments...

For all members of the school community to work harmoniously, there will be occasions when sanctions or punishments must be implemented in order to support the school, class or playground rules. These should be seen as a means of preventing recurrence of a misdemeanour or reducing its frequency. This can generally be achieved by clear indication to a child that the adult is upset, disapproves or that the behaviour will have adverse consequences.

NB:

It is most important for a child to understand that it is the misdemeanour that is wrong, not the child him/herself. Alongside punishment, it should also be emphasized that appropriate behaviour and standards of work must be encouraged and rewarded. In this way children can begin to modify their own behaviour by example from both adults and peers.

The following is a list of actions and relevant sanctions in ascending order of gravity.

Child's Behaviour	Action
Being consistently disruptive ie talking at inappropriate times, not stopping when the chimes are rung or continually disturbing others in assembly time.	<ul style="list-style-type: none">• Helpful/unhelpful talk• Verbal warning - refer to class rules.• Positive praise.• Give warning.• Time out to another part of the room or class• Sent out of assembly-miss playtime-letter home.• Continual disruption-letter home Staff to keep stock of letters.

<p>Rough play ie ignoring class or playground rules, unkind/not sharing, mistreating books or equipment/drawing on walls.</p>	<ul style="list-style-type: none"> • Discussing rights and wrongs of behaviour. • Referring to class and playground rules. • Apology in form of picture, verbal or written note. • Discuss at PSHE/Circle time. • Missing play and lunch time. • Inform parents verbally.
<p>Not getting on with work/wasting time.</p>	<ul style="list-style-type: none"> • Reminders during sessions reinforcing reasons why they should concentrate. • Discussion with children about helpful/unhelpful talk. • Warning. • Time out with work. • Miss part of play/lunch break to make up-HT to supervise-letter home
<p>Aggression to peers/adults.</p>	<ul style="list-style-type: none"> • HT contacts parents to discuss behaviour. • SENCO - behaviour IEP.

Ultimate Actions...

- Teacher to discuss behaviour with parents
- Refer to HT
- Behaviour IEP with teacher, parents and child.

Continual disruptive behaviour	<ul style="list-style-type: none"> • Withdrawal of special privileges ie helping in school or special times- (formal referral to Ed Psych.) • HT and SENCO and Parents fully involved and supported by EWO. • SEN Gov involved. • Statement applied for if necessary. • Fixed term exclusion - work set for child. • Pastoral Support Plan written with all adults involved. • LA procedures followed, • SIO involvement if needed • Permanent exclusion.
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BEHAVIOUR POLICY **SCHOOL RULES**

The children agree a set of playground rules to try to ensure play times and lunch hours for everyone. They are reviewed/amended during Term One.

e.g Playground Rules.

1. Be sensible in the cloakroom.
2. Be kind to each other
3. Do what your grown-ups ask the first time.
4. Stay in your play area where your grown-ups can see you at all times.
5. Be polite, friendly and helpful.
6. Use the play equipment sensibly and safely.
7. Stay on the playground when grass is muddy.
8. Play in front of the hut classroom and not behind where you can't be seen.
9. Tell an adult if you have hurt yourself or need help.

These rules are displayed on windows near the play area.
Children need to realise that they are each responsible for the quality of their playtimes.

Class Rules

Children compose their own rules in each class during Term One.
They are on display for staff and children in classrooms.

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