



**BEHAVIOUR MANAGEMENT POLICY - May 2019**  
**Updated March 2020, September 2021**

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## **BEHAVIOUR POLICY**

This policy statement describes the objectives, philosophy and management of behaviour and discipline at Great Moor Community Infant School.

### **1: INTRODUCTION**

A positive school ethos is central to our high standard of behaviour at work so that all our pupils can achieve their full personal, social, emotional and academic potential.

Children who are encouraged and praised and have been given some opportunities to experience personal and social success are more likely to perceive themselves as capable and worthwhile people, in other words will have high self-esteem. A child with self-confidence and optimism will adopt a more positive approach in all that they do and this will help to create all manner of academic and social success.

- At Great Moor Community Infant School we feel that positive behaviour cannot be left to chance. Every member of our school needs to share a common philosophy and understanding of the positive ethos we aim to create. All members of the team model expected behaviour when dealing with children and parents.
- At Great Moor Community Infant School we believe that there must be order resulting from a firm but fair control where pupils have a right to learn, practitioners have a right to teach, parents/carers need to know that their children are in caring, capable hands and governors need to feel that everything possible is being done to achieve these ends
- Our pupils are also entitled to a consistent approach to behaviour management, so that they are secure and confident in the standard of behaviour required

### **2: AIMS**

- To develop and encourage self-respect and respect for others in school and the wider community
- To encourage an atmosphere of honesty and safety within the school
- To ensure that the inclusive ethos of Great Moor Community Infant School is reflected by equal opportunities for all pupils enabling social, emotional and academic development
- To enable pupils to conduct themselves in a polite, caring and respectful manner towards each other and all adults in school and the wider community
- To promote attitudes which will ensure that pupils cause no harm to people or property

- To reward good behaviour by praising pupils
- To offer planned, appropriate support to children, parents/carers and staff identified as needing additional strategies in the positive management of behaviours

### **3: STRATEGIES FOR ACHIEVING THESE AIMS**

- Praise and rewards for good behaviour
- All members of staff taking responsibility to promote responsible behaviour
- Good work/good behaviour assemblies
- Clear rules for the classroom, the playground and canteen
- Dojo reward system renewed each day in year 1
- Dojo reward system to be used in year 2 (appendix C)
- Stickers and specific praise to ensure children understand those behaviours that are desired.
- Self-regulation and restorative conversations involving prompting children to consider the consequences of their actions on themselves and others.
- School values that reflect the School and wider communities core values.
- Liaison with the Junior School to ensure awareness of the aims and expectations for good behaviour in both schools
- The involvement of all members of the school community including staff, pupils, parents/carers and governors to ensure shared expectations through a consistent approach via questionnaires, homework, e-platform and induction
- The application of appropriate sanctions
- Revisiting shared rules every half term

## **4: THE ENVIRONMENT**

At Great Moor Community Infant School we aim to create an environment which is nurturing, calm and safe but which also stimulates academic growth by establishing a whole-school approach to:

- Behaviour
- Classroom organisation
- The curriculum
- Management of resources/equipment
- Community links
- Multi-sensory stimulation
- Play

We aim to do this by creating/providing:

- A safe, secure place of work
- A light, pleasant 'waiting' area for visitors
- A clean, pleasant-smelling building
- A happy working atmosphere
- Stimulating displays- where children's work is central
- Clear notices/signs around school
- Photographs displaying school life
- An efficient but friendly first point of contact for visitors
- Appropriate and well maintained furniture, equipment, carpets etc
- Privacy where necessary
- A litter-free school

## **5: PERSONAL SOCIAL HEALTH EDUCATION (PSHE)/SOCIAL AND EMOTIONAL ASPECTS OF LEARNING**

The PSHE curriculum promotes excellent behaviour, the development of self worth and appropriate relationships with others.

The opportunities provided enable children to develop confidence and a life long sense of responsibility. Tasks and activities develop a range of skills, knowledge, values and attitudes.

Aspects are addressed through assembly time, circle time, speaking and listening and story-telling opportunities.

## **6: RULES**

At the beginning of each academic year staff work with the pupils to agree a set of rules for the classrooms, playground and canteen. These are outlined in the Appendices of this policy. All rules are revisited and reinforced throughout the year. This may be

daily/informally – thanking a child for following a school rule, as well as more formally on a half-termly basis.

To ensure consistency, rules for the playground and canteen remain the same for all children. A core set of agreed rules enable shared expectations for all classes, however a degree of flexibility provides staff/children to make appropriate additions to the rules to suit individual classes.

Rules are displayed within each classroom and around school and these are often supported by pictures/photographs to reinforce appropriate behaviour.

## **7: REWARDS/SANCTIONS**

At Great Moor Community Infant School we believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so. Staff talk about issues/problems in an atmosphere of trust and openness. Good behaviour must be carefully developed and maintained and to this end we have used the following strategies:

- Developed agreed aims and expectations for behaviour that are reviewed through Assembly, Circle times and School Values
- Developed a range of rewards and sanctions

It is the primary responsibility of all staff to try to deal with behavioural issues themselves in a consistent and effective manner in line with agreed policy.

Praise should outweigh sanctions and must be given on a regular basis, thus emphasising achievement, effort and the development of pupils' self-esteem and self-control.

**REWARDS** How to reward successfully:

- Praise early, straight after good behaviour
- State why you are pleased
- Praise much more often than reprimand
- Open and close the day with praise
- Choose rewards to suit the child
- Link two rewards to make it stronger if necessary –e.g. sticker and sent to Headteacher or placed on the 'out of this world' part of the traffic light system

Effective rewards for children may include:

- Personal praise- one to one
- Oral comments in front of peers/parents
- Positive verbal feedback about work or behaviour

- Positive written comments on work to other Staff/Headteacher
- Taking good work to other Staff/Headteacher
- Displaying children's work
- Encouraging children to praise each other
- Celebration assemblies
- Positive comments on school report
- Positive gestures e.g. thumbs up, smiles, claps etc
- Use of merit stamps, stickers, certificates, trophies
- Cumulative group/class praise
- Recognition of good behaviour and responsibility at all times
- Trying to say something positive about each child if possible at some time during the day

## SANCTIONS:

Whilst we aim to prevent problems as far as possible, we believe that it is appropriate to register disapproval of unacceptable behaviour. Sanctions should be reasonable, meaningful and following guidelines established with staff and pupils. Our aim in dealing with inappropriate behaviour will be to cause as little disruption to school life as possible.

Strategies to help:

- Apply sanctions quickly- particularly important for young children
- Be fair, consistent and objective- same approach from all staff
- Be reasonable- use sanctions in accordance with the misdemeanour
- Disapprove of the behaviour, not the child
- Involve another adult in school
- Use of support agencies e.g. Educational Psychologist
- New day, fresh start
- Take into account the individual needs of children
- Be constructive and positive, leave the child with an expectation of good behaviour in the future
- Keep accurate records e.g. behaviour book, chart
- Use of standard letters e.g. punctuality, attendance etc

Sanctions may include:

- Express disapproval non-verbally- the 'look'!
- Withdraw attention (in cases of attention-seeking behaviour)
- Individual verbal check- one to one
- Verbal- private/public
- Removal of dojo point
- Removal to another seat/place
- Removal to another classroom

- Loss of privileges
- Loss of some of recreation time e.g. playtime/lunchtime
- Send to Headteacher/other class within school
- Phone call to parents/ joint plan with parents, involvement of appropriate agencies
- Exclusion – in line with LA requirements. Child to work at home or at partner school.

## **8: ASSESSMENT**

Teachers are expected to assess individual children's needs. Where a child has a social, emotional and mental health difficulties that present as challenges school, staff and parents may work in partnership with Primary Behaviour Support Services. All of this information will be passed to the child's next teacher or school.

Additional support/involvement of outside agencies will be sought as appropriate.

Playtime staff and the Midday Supervisor will keep a book of serious incidents. The Behaviour book is stored in the office. It is used to record and identify types of incidents, enabling staff to reflect on how and why these may be occurring as well as patterns of consistent poor behaviour by certain children. This may be cross-referenced to the First Aid record.

## **9: MONITORING/EVALUATION**

Monitoring behaviour is the responsibility of all staff within the school. It is vital that everyone is aware of the rules and system of rewards and sanctions so that they can be involved in praising and disciplining any child in the appropriate manner. This approach should be consistent throughout the school.

Staff should monitor the different types of behaviour that are occurring and this will inform them of particular issues.

All staff are made aware of recurring incidents in particular areas of the school. Issues are raised at leadership and staff meetings so problems can be discussed and addressed in a supportive, sharing manner.

The Headteacher and staff regularly monitor playtime and lunchtime behaviour. Midday Assistants will be fully included in the management of positive strategies to support good behaviour. Midday Assistant meetings are organised to enable staff to discuss problems, assess new initiatives and develop staff training.

## **10: MANAGEMENT/GOVERNORS**

To achieve expected exemplary standards of behaviour there is a consistent approach by all members of the school community. This includes all teachers, support staff, parents and governors.

The system adopted will be regularly reviewed and amended if necessary.

The Headteacher and the Governing Body will monitor the maintenance of good order and discipline throughout the school.

Any incidents of bullying, physical intervention, exclusions and any discriminatory incidents including racist incidents are reported to the Governing Body and LA.

## **11: PROFESSIONAL DEVELOPMENT**

All staff have regular training to develop their ability to deal positively with children and to encourage children to feel better about themselves, thus developing self worth.

Staff are trained to feel more confident when handling incidents and to feel supported by the behaviour management and systems we have in place. The professional development of staff is an on-going process.

It is an aim of the school to ensure that all staff receive 'Care and Control' training enabling safe handling of children should this be necessary.

## **12: PARENTAL INVOLVEMENT**

Expectations of children and parents/carers are identified and expressed at initial Induction meetings before the children start school or nursery. This information is reiterated at least annually.

Parents are given a home/school agreement when their child begins his/her life at Great Moor Community Infant School. The home/school agreement highlights the necessity of home and school working together to encourage good behaviour.

At Great Moor Community Infant School we strongly promote the idea of 'Parental Partnership' in all aspects of school life. We believe that it is only by working closely with parents that children can achieve their full potential.

## **13: SPECIAL EDUCATIONAL NEEDS**

Any child who has been identified as having specific behaviour problems is monitored closely and appropriate contact is made and maintained with parents/carers.

At each stage a plan is written with learning objectives and strategies showing how to achieve this target. The plan is renewed every term.

If the child has severe behaviour problems, advice can be sought from the Primary Behaviour Support Service and the Educational Psychologist.

Children may have a 'My Plan' in place, this will identify proactive strategies such as triggers, motivators and things to avoid for individual children and de-escalation



strategies. Restrictive physical interventions should be the last resort. These strategies are based on the Team Teach approach. All staff are trained in Team Teach.

The number of care and control incidents are reported termly by the Headteacher through the Headteacher's Governing Body report.

#### **14: EQUAL OPPORTUNITIES**

##### **See Equal Opportunities Policy**

Each pupil is valued as a unique individual whose self-esteem should be upheld and whose feelings of self worth must not be debased. Every individual within our school community is expected to value the rights of others.

It is important that we do not stereotype individuals, groups, or families and we do not allow others to do so either.

#### **15: RACE EQUALITY**

Discrimination will not be tolerated in any form at Great Moor Community Infant School. Procedures are in place for dealing with, recording and reporting racist incidents fulfilling statutory duties under section 71 of the Race Relations Amendment Act. Any incident should immediately be relayed to the Headteacher. Numbers of racist incidents are reported termly within the Headteacher's report to the Governing Body.

At Great Moor Community Infant School we seek to support and celebrate diversity and promote positive links with all members of the wider community.

## **APPENDIX A: GUIDELINES FOR STAFF**

### **OUT AND ABOUT THE SCHOOL:**

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity.

- Be punctual on the playground after playtime/lunchtime
- Expect to speak and be spoken to in the correct manner
- Set high standards of speech, manner and dress, and expect the same from pupils
- Uphold the code of conduct and deal with misbehaviour in a consistent manner (to ignore is to condone!)
- Maintain interesting wall displays, directly involving children wherever possible
- Insist on a tidy environment- classroom, playground, corridors, cloakrooms etc
- Deal promptly with children who do not care for other people's belongings

### **IN THE CLASSROOM:**

Acceptable standards of behaviour, work and respect depend upon the example of us all. Good order will be facilitated by the following suggestions:

- Be punctual and be in the room before class enters
- Be adequately prepared so that you never have to leave your classroom during a lesson
- Give clear assertive instructions, gaining silence when necessary
- Talk quietly and avoid shouting
- Stimulate interest- a class will be motivated if you show that you are interested, give everyone a chance to contribute
- Ensure that group organisation is appropriate to the activity
- Make sure that the work is suitably matched to the ability/interests of the children
- Make sure that there are extra/extension activities for those who finish quickly
- Mark all work reasonably promptly and constructively- pupils like feedback on their performance
- Reward pupils who obey the rules
- Look/move around the class frequently, be aware of what individual pupils are doing at all times
- Organise the classroom so that pupils can be seen at all times
- Use a variety of teaching methods for different situations

- Be firm but fair- good working relationships are vital and should develop from original control- the teacher must always remain as the person in authority
- Respect must be mutual: one has to earn respect. Try not to be over-familiar with pupils
- Develop a system of allowing children to speak without shouting out and a method of approach to the teacher
- When discipline problems arise try to deal with them quickly without disrupting the concentration of others
- At the end of the session try not to overrun and have to rush. Keep things orderly, stand at the door so that each child has to pass you, this helps with corridor control

What we should expect of pupils:

- To be punctual
- To enter the room sensibly, put things away/get equipment out/sit on carpet
- To listen quietly during the register (except when named is called!)
- To address all adults in the proper manner if wishing to ask/answer a question
- To treat each other with consideration
- To take some responsibility for the shared working environment
- To move around the classroom quietly and sensibly
- To put chairs under tables quietly and leave the classroom in an orderly manner

## **APPENDIX B**

### **OUR SCHOOL RULES**

#### **Be the best that you can be!**

- We have kind hands, feet and words
- We listen to each other and take turns to speak
- We listen carefully to all adults in school because they will keep us safe
- We take care of our classroom and all that we have
- We have good manners
- We walk slowly and quietly in school
- We play sensibly in the playground

## **Appendix C**

### **The Dojo System**

The dojo reward system is for our year 2 pupils only. Dojos are a computer based program, each child in the class is given a 'monster' avatar to represent them, these are distributed at random. The children's avatars can accrue points for many different things; great idea, perseverance, being kind and caring, good listening, smart sitting, super homework, lovely manners ..... the list of categories is decided by the class teacher and will vary from class to class dependent on pertinent skills or attributes to be developed. The teacher can reward either; an individual, a group of learners or the whole class. Points can also be removed as a sanction, though this is only done after two clear warnings or a serious incident.

As the dojo points increase the children can earn rewards (see following sheet). The year 2 children gather together each week to celebrate each other's achievements in a special dojo assembly. Each term the dojo points are set back to zero to enable a fresh start.



## Appendix D

### New school rules in response to Covid 19 (2020)

We wash our hands properly as we count to 20.

We catch it, bin it, kill it.

We walk slowly and quietly in school and give each other space.

We have kind hands, feet and words.

We listen to each other and take turns to speak.

We listen carefully to all adults in school.

We take care of our classroom and all that we have.

We have good manners.

We play sensibly in the playground.

