

Cockton Hill Infants' School Behaviour Management Policy



Headteacher: Tom Cuthbertson
Chair of Governors: Bob Woods

Philosophy

Through the creation of a safe and secure teaching and learning environment, pupils with high levels of self-esteem and well managed behaviour, will be encouraged to achieve high levels of success. We believe we can get the best out of all our children when their education takes place in a conducive atmosphere. In order to have a positive, safe and happy learning environment conducive to good teaching and learning, it is essential that everyone works together to promote the type of behaviour that is acceptable to all. Behaviour that considers the needs and well-being of others should be encouraged, while behaviour that has a detrimental effect on others should be discouraged. As "Classroom aggression can seriously disrupt the education process, thereby affecting the educational attainment of many pupils", we want to develop orderly classrooms where education for all can continue unhindered. To this end, sharing assessment procedures with pupils will be used as a motivating factor in pupil performance, as this can often help promote more acceptable behaviour. Parental involvement in the assessment process and in behaviour management is seen as crucial to our success.

Rationale

The National Curriculum and its assessment system has re-emphasised schools' responsibility to parents, pupils and governing bodies, to strive for maximum 'success' through academic results, while at the same time developing children's spiritual, social and moral attitudes. The LEA policy on behaviour management has provided a framework for producing our own whole school behaviour management policy, and we have also considered the 'Notes of Guidance' for procedures dealing with disruptive behaviour, circulated in May 1990. Through the use of an agreed and understood system of rewards and punishments, children will be encouraged to manage their own behaviour, develop self-discipline, and consider the needs of others. We have also considered our thinking skills curriculum and in particular, the emotional intelligence aspects of learning. Emotional intelligence includes skills such as the recognition and management of emotions in oneself and in others. Research indicates its significance in terms of successful outcomes in future life. In consideration of all these factors our Behaviour Policy will take place within a framework of fair and reasonable rules to ensure the smooth-running of our school, and to guarantee children's and adults well-being. Behaviour Management also means the setting up of rules which are clear and supportive for both teacher and pupil these are simple, clear and consistently applied; enhance abilities and self-esteem for all pupils; and that class records reflect the experiences and progress of individuals.

Aims:

- to create an orderly school ethos that encourages and enhances the work ethic;
- to create a safe, orderly and positive environment in which all may flourish;
- to promote and maintain existing levels of good behaviour;
- to discourage unacceptable behaviour;
- to promote aspects of emotional intelligence such as empathy and the recognition of emotions in others
- to create a school discipline code that is seen to be both consistent and fair.

Objectives:

- to encourage all children to be aware of the consequences of their behaviour;
- to develop children's self-discipline and responsibility;
- to have a consistent and fair approach to children's behaviour;
- to show by example the types of behaviour expected of the children;

- to encourage our children to be emotionally intelligent
- to use rewards and praise to promote positive attitudes and discourage negative attitudes;
- to use a consistent and common set of sanctions to discourage anti-social behaviour;
- to work with our children and their parents to achieve our aims.

Children will

- Treat others how they want to be treated themselves.
- Move quietly and sensibly around the school.
- Listen carefully and always try their best.

Adults will

- Keep children safe.
- Provide exciting and engaging learning experiences.
- Listen to the children's ideas.

1. Self - Regulation

At school we continually encourage self-discipline through responsibility and a sense of belonging to the school community. Misbehaviour is dealt with in a variety of ways, using a common system of rewards and punishments. We ask our parents, to back us up in our efforts by supporting our sanctions, and reinforcing social and moral values, which are embedded in our School Charter. At the start of their schooling, all children will be made aware of our expectations of behaviour and they will also be brought to the attention of all parents at the induction meeting. All parents will also be asked to sign a Home-School Agreement at the start of their child's time with us. We will also expect children to do as they are asked by teachers and other adults in school, to walk sensibly and quietly around school, and to think before they act to maintain a calm and safe learning environment.

Agreed rules for conduct in the classroom, dining hall and playground form the basis of our Class and School Charters and will be shared by children, staff, governors and parents. These rules will be kept to the minimum necessary to indicate the boundaries for behaviour within school that will result in a pleasant learning atmosphere. Rules will be backed up with routines which regulate the flow of activities, thus firmly establishing expectations for children, teachers and other staff. When broken, sanctions that are proportionate will be applied flexibly and constructively. Sanctions will be consistent, fair, and understood by pupils and their parents, as well as all staff.

2] System of Rewards and Praise.

An agreed and common system of rewards and praise will be used to encourage positive and appropriate behaviour, and discourage negative behaviour. Awarding, or denying social approval, is an effective part of this with our children. Praise, stars, badges, smiley faces, award stickers, occasional sweets, and weekly award certificates are all used as effective incentives and strategies in behaviour management. In line with the growth mindset of our thinking skills curriculum, praise will be specific and be particularly aimed at effort, thus encouraging the belief that hard work and effort will result in success. The marking of children's work will be an integral part of the system, by giving realistic feedback on performance while also providing encouragement. Effective marking will be constructive and provide children with regular feedback on their work, including the quality of its presentation, and on their attainment. Thus, marking should become a motivating factor and pupil involvement in ipsative assessment, can help develop self-esteem, with teachers making children aware of what is expected of them by way of achievement, and sharing with children the setting of realistic targets that are regularly reviewed. Praise and rewards will not be exclusive to the purely academic, but will include children's out of school achievements, and the development of positive attitudes and appropriate behaviour.

3] The Restorative Approach

At Cockton Hill Infants' School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation. Restorative behaviour process and chart: Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers may apply sanctions

Schools that use this approach have found that they have been able to:

Reduce

- Exclusions
- Disruptive behaviour
- Conflict Bullying

Improve

- Behaviour
- Learning
- Attendance

Develop

- Truth Telling

- Responsibility
- Accountability
- Empathy
- Emotional Literacy
- Conflict Resolution Skills
- Positive Learning Environment

4] Sanctions.

A common set of sanctions will be applied throughout school when children display unacceptable behaviour, break rules or do not conform to Our Charters. These sanctions will take the following form:

- (i) a spoken warning;
- (ii) a second warning;
- (iii) removal from the group within the classroom;
- (iv) removal from the classroom;
- (v) detention (miss a playtime);
- (vi) taken to the head-teacher;
- (vii) Involvement of parents, leading to a 'behaviour-contract' or home/school diary.

The following are three possibilities for joint endeavours between schools and parents:

- A joint agreed programme of behaviour management, means of review and evaluating progress with an explicit contract to suit all parties, for example, Home/School Diary
- The establishment of regular discussion and review meetings where parents contribute their equivalent expertise and are involved in planning and reviewing provision for disruptive and problem behaviour.
- Using the curriculum to bring about behaviour (and learning) change through parental involvement in reading general literacy, projects, and other school projects.

We regularly encourage parental involvement in their children's education, both at home and in school. We also hold termly meetings to communicate and share with parents, current trends in school.

On those rare occasions where unacceptable behaviour persists, the Governors would follow the LEA guidelines as far as exclusion, if necessary.

Conclusion

Through mutual respect we aim to develop a caring, friendly and happy atmosphere in school, which is conducive to effective education. A positive lead will be given by the staff through their own behaviour, through encouragement and praise, and through moral points in lessons and in assemblies. The children will be made aware of what is expected of them in terms of their behaviour, and self-discipline and respect for others will be developed using the restorative approach. Parents will be made aware of what is done with regard to behaviour management through the school brochure and through children's work. Where appropriate, reference to attitudes and behaviour will be made in end of year reports that can then form part of discussion at Open Night. School Governors will be regularly informed of behaviour management through the Head Teacher's reports to the Governing Body. This policy will be regularly reviewed by staff and governors.

September 2023