



# AVONDALE PREPARATORY SCHOOL

## Behaviour Policy

The Headmaster takes overall responsibility for monitoring behaviour across the school. The school's EYFS Leader has been designated as the lead person overseeing behaviour in the EYFS area.

### **1 Introduction**

Our School believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

We are a caring community, whose values are built on mutual trust and respect for all.

The School Behaviour Policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and therefore acts as an extension to the Child Protection Policy.

The School has a number of rules, but the aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

### **2 Aims and expectations**

This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. Our aims are as follows:

That every member of the School community feels valued and respected, and that each person is treated fairly and well.

That every member of the School community behaves in a considerate way towards others.

To treat all children fairly and apply this behaviour policy in a consistent way.

To help children to grow in a safe and secure oddslot environment, and to become positive, responsible and increasingly independent members of the School community.

To reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **2 Methods**

#### **a. Reinforcing the positive**

- We require adults to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

- All adults will ensure that the standards set are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- We familiarise new staff and volunteers with the School's Behaviour Policy.
- We require all adults to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward, or withdrawing the child from the situation.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect this.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
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- b. Avoiding the negative
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- We try to avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We do not use techniques intended to humiliate individual children; however removal from a situation may be necessitated on occasions so as not to compromise the learning of others.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these. (see Physical Restraint below).
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their Class Teacher. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.
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- c. Dealing with unacceptable behaviour
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- Should a child behave in an inappropriate way:
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- Adults will aim to explain why that behaviour was inappropriate.
- Children will be given support and encouraged to aim towards a better pattern of behaviour.
- In the case of misbehaviour, it will be made clear to the child that it is the behaviour and not the child that is unwelcome.
- Behaviour problems will be dealt with in a way appropriate to the age and development of the child, thus respecting the individual child's level of understanding and maturity.
- Recurring problems will be discussed in partnership with the child's parents and a suitable means of attempting to manage the inappropriate behaviour will be discussed.
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- Adults will need to be aware that some kinds of behaviour may arise from a child's special needs.
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We praise and reward children for good behaviour in a variety of ways:

- we congratulate children;
- we give children stars, stickers and / or house points (appropriate to their age);
- we distribute rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in School;
- in the Early Years we nominate a child from each class to be 'helper of the day' so that they are introduced to having a sense of responsibility and leadership;
- within each Class, Teachers ask pupils to take on roles of responsibility appropriate to their age;
- in Year 6 the children are nominated as Prefects and House Captains; the children also take responsibility for collecting the paper for recycling every week and act as Librarians to help maintain the School Library
- all classes have an opportunity to lead an assembly where they are able to show examples of their best work.
- All classes from Reception to Year 6 have class representatives that have important roles to play on the student council. These positions are elected in each class.
- We have a traffic light system where good work is acknowledged- children go to see the Headmaster if they reach gold- a gold certificate is awarded at a future assembly; when a child receives 5 certificates over the course of a year, they receive an A4 size gold certificate celebrating their success.

The School acknowledges all the efforts and achievements of children, both in and out of School. They are encouraged to bring in awards achieved out of School so that we can share in their achievement.

## 5 Physical restraint

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our School do not hit, push or slap children. Staff only intervene physically to restrain a child to prevent danger of hurting him/herself, physical injury or distress to children or adults and/or serious damage to property. The actions that we take are in line with government guidelines on the restraint of children. ***Please also refer to the Manual Handling Policy.***
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- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and are recorded on a Child Protection Concern Sheet. A parent is informed on the same day and signs the sheet to indicate that he/she has been informed.
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- For children in our Tots area, where manual handling (in differing capacities) is required as part of the role, a member of staff will have attended appropriate courses and oddslot picks information is shared back with the rest of the team. Again, occasions where restraint is required are noted and kept on file.
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## 6 Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such

behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend School free from fear.

If a child bullies another child or children;

- we intervene to stop the child harming the other child or children;
  - we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
  - we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
  - when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

## 7 Sanctions

The School employs a number of sanctions to enforce our Behaviour Policy, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class (either within the classroom, within another class or with a member of Staff) until s/he calms down, and is in a position to work sensibly again with others ('time out'). The Class Teacher then needs to inform the Headmaster and the child's parents about the incident to make them aware and ensure their support.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the Class Teacher can use 'time out' as above.
- If a child threatens, hurts or bullies another pupil, the Class Teacher records the incident and appropriate sanctions are imposed. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child's misbehaviour continues, the Class Teacher seeks help and advice from the Headmaster.
- As identified in our rewards, we have a traffic light system where good work is acknowledged- consequently children go to see the Headmaster if they find themselves on 'red. They explain to the Headmaster why they have been sent and a sanction is given if it is felt appropriate.
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## 8 Recording incidents of misbehaviour

The School keeps a variety of records of incidents of misbehaviour. The 'Behaviour Book', kept in the staffroom, documents patterns of behaviour over time. Records of a child's behaviour are also kept in their personal file should incidents be of a serious nature.

The Class Teacher records minor classroom incidents when there is concern over the frequency of incidents. This helps to build up a picture of the frequency and type of incident.

The Headmaster records those incidents where a child is sent to him/her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes should this be required. Staff on duty give written details of any incident to the Class or Headmaster as requested.

## **9 Role of the Class Teacher**

The Class Teachers in our School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

It is the responsibility of the Class Teacher to ensure that the School rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Class Teacher discusses the School rules with each class. Each class may have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the School knows the standard of behaviour that we expect in our School. If there are incidents of anti-social behaviour, the Class Teacher discusses these with the whole class during 'circle time' or class discussions.

The Class Teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents.

The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-School policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

If required, the Class Teacher will liaise with external agencies (for example, a social worker) to support and guide the progress of each child.

## **10 Role of the Headmaster**

It is the responsibility of the Headmaster to implement the School Behaviour Policy consistently throughout the School, and to review the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the School (*see Health, Safety and Welfare Policy*).

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headmaster keeps records of all reported serious incidents of misbehaviour.

As a last resort the Headmaster reserves the right to remove a child from the School if the behaviour is such that it interferes acutely with the needs of the other children within a class or has a detrimental psychological impact on another individual.

## **11 The role of parents**

The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at School.

We explain our expectations in the School prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the School. We try to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to punish a child, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, a formal Complaints Procedure can be implemented (see *Complaints Procedure*).

### **Behaviour with specific reference to the EYFS**

Within the EYFS we also use a key worker system enabling staff to build a strong and positive relationship with children and their families. Teachers and key workers have a good understanding of the EYFS Behaviour Management Pathway (see appendix 1) and how to implement it ensuring consistency across all EYFS classes. All key workers work closely with parents, the EYFS Leader and SENCO to ensure good communication links are established and developed allowing concerns to be voiced confidently. The EYFS Positive Behaviour Management guide (see appendix 2) and EYFS Behaviour Management Pathway have been agreed and clearly understood by all staff within the EYFS setting.

### **11 Exclusions**

It is the responsibility of the Headmaster to ensure that the School policy is administered fairly and consistently. As stated above, the Headmaster reserves the right to remove a child from the School if the behaviour is such that it interferes acutely with the needs of the other children within the class or has a detrimental psychological impact on another individual.

### **12 Review**

The Headmaster monitors the effectiveness of this policy on a regular basis. If necessary they make recommendations for further improvements.

The Headmaster reviews this policy every year. He may, however, review the policy earlier than this, if the government introduces new regulations, or if he receives recommendations on how the policy might be improved.

### **Appendix 1: EYFS Behaviour Management Pathway**

### **Appendix 2: EYFS Positive Behaviour Management Guide and Strategies**

Revised March 2015

Signed as read:

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 1

# EYFS Behaviour Management Pathway

## Class Teacher

Refer to EYFS Positive Behaviour Management guide/strategies. If all behaviour management techniques have been used within class, use professional judgement to decide when behaviour needs further addressing.



## EYFS Leader - Laura Palmer

Discuss behaviour with EYFS Leader. EYFS Leader to discuss behaviour with child and seek a solution. If the issue needs further addressing, discuss parental involvement with teacher. Teacher to discuss with parents at the end of the school day. If the incident has involved another child, parents will be contacted at the end of the school day.



## Head teacher - Stuart Watson

If the behaviour needs immediate addressing with the parents, the class teacher/Key worker or EYFS Leader will take the child to the Head teacher and parents will be informed immediately. If the incident has involved another child, their parents will also be contacted. Ways forward will be discussed with the child's teacher or key worker, parents and Head teacher.

## Appendix 2

### **EYFS Positive Behaviour Management Guide and Strategies**

#### **We aim to:**

#### **Develop clear expectation within each class;**

- Class teachers and Key workers will work with the children to establish clear positive class rules and expectations that the children are able to follow. The class rules should be displayed in an age appropriate way within the classroom. They should be displayed at child height and include photographs promoting the positive behaviour outlined.

#### **Develop reward/positive behaviour systems;**

- Each class to develop a whole class positive reward system – individual sticker charts, gems/marbles
- Each class to consistently follow the whole school 'Going for Gold' approach. This promotes positive behaviour and enables children to move from Green to Silver and then to Gold. This is also to be used as a sanction for unacceptable behaviour. A child within EYFS should be given a warning before being moved down onto Yellow and then another warning before being moved to Red. When a child is moved to Red, the class teacher or Key worker needs to adopt the EYFS Behaviour Management Pathway.

#### **Structure the environment to promote positive behaviour;**

- Create an environment which promotes positive behaviour – small cosy spaces to promote interaction and quiet discussion. Avoid having large open spaces within the classroom which can encourage negative behaviour.
- Use calming neutral tones within the classroom to encourage a calmer mood.
- Develop Emotion zones – encourage children to take time out to think about their feelings. This can often help children think about what has happened before reacting to a negative situation

#### **Prompt children positively and promote Active listening;**

- Gentle reminders to a child of what they need to stop doing or prepare for can help the child adjust to a change. This may be a sensory or verbal input.
- Listen to a child and explore and acknowledge their feelings to help a child feel that we acknowledge the reality of their feelings, they are not alone and someone cares.

#### **Reframe language positively;**

- Use and encourage positive language within the setting. Focus on describing the outcome you would like to see and avoid focusing on the behaviour you would like to stop. Reframe phrases so that they are expressed positively and describe actual behaviour that you can see.

#### **Develop an effective use of the 'Thinking Time' strategy;**

- Thinking time should only be used when a teacher or Key Worker is there to discuss the unacceptable behaviour with the child and will not be used for isolation purposes or 'Time out'.
- Promote the children's use of the Emotion Zone to think about their feelings and discuss negative feelings before reacting to them.