

# Merrydale Infant School



Whole School Policy on

**Behaviour**

Chair's signature ... *Mrs Elizabeth Surtees*

Head's signature... Mark Tipple-Johnson

Date agreed by the Governing Body

6<sup>th</sup> October 2022

Review date.....October 2023

## **Philosophy**

At Merrydale Infants school we believe children have the right to learn and teachers have the right to teach in an atmosphere free from disruption and poor behaviour. We believe children should be taught in an environment which is warm, safe, caring and positive, where children feel supported and respected as individuals and which promotes good behaviour and achievement.

## **Aim**

The aim of this policy is to provide structured, useable guidelines for children, parents and staff to ensure a consistent and positive approach to behaviour.

## **Outcomes**

Children will:

- Have clear a understanding of what is expected of them
- Work in a positive, supportive environment
- Be rewarded for good behaviour
- Have clear consequences for not following the rules

Staff will

- Make expectations clear
- Maintain a positive, supportive environment
- Monitor the system to provide feedback and review

Parents will

- Be clear as to our system
- Feel their children are supported and cared for

## **In order to promote a good start to each session staff should**

- Be prompt to welcome their children to the classroom to begin lessons as soon as possible.
- Be available to deal with parental concerns
- Monitor lining up
- Bring the children in quietly
- Support staff should be in the class in time to help receive the children and ensure a calm start to the session.

## **In order to promote a settled working environment**

### **Staff need to**

- Apply school rules and consequences consistently
- Use positive language
- Insist on good behaviour
- Listen to children
- Use an audible signal for quiet e.g. a bell or triangle. Teachers may also use 'clap, clap, "Active Listening" (with hands to shoulders)
- Ensure they do not shout (we all need to raise our voices from time to time, but shouting is rarely effective)
- Ensure a consistent approach from support staff
- Ensure children understand what is expected of them
- Ensure resources are appropriate and available

### **Class rules**

- We do as we are asked the first time
- We take our turn
- We listen to others
- We keep our hands and our feet to ourselves
- We allow others to work without being disturbed
- We walk in school

Rules, class signals and reward system will be made obvious to Supply and Cover staff.

- Class rules are explained to children at the beginning of each half term and when new children start
- Rules are explained in mother tongue where appropriate and possible
- Each class has 'good listening cards' on display; children are reminded what good listening looks like at the beginning of sessions until it is embedded, and then from time to time
- Each class has a visual timetable on display
- Certain children may have an individual visual timetable and / or choice cards / 'when – then ' cards as appropriate

## **Rewards for Behaviour**

Children who keep the rules should be openly rewarded.

The system for recording behaviour rewards is:

### Years One and Two

- Behaviour ladders are being used increasingly effectively within classrooms.
- Smiley face chart are sometimes used as an alternative to behaviour ladders
- Headteacher certificate may also be given for more exceptional good behaviour.

### Foundation

- Each child has a book to collect good reward stickers.
- Informal sticker and reward systems are used for individual children where necessary.

### Whole Class rewards

- Teachers may set up whole class reward systems e.g. beads in a jar, which earn a whole class reward e.g. extra playtime / choosing time, depending on the needs of the class.

N.B. Once a child is rewarded, the reward cannot be withdrawn.

### Rewards for Work

Rewards for work are separate and should link to targets. They can be

- Stickers / smiley faces on work
- If very good, can be sent to the Headteacher for a 'praiselet' (paper reward bracelet)

## **Star of the Week**

This is awarded by the class teacher to a child who is consistently trying, doing good work, being helpful and joining in, or who suddenly makes good progress. It can be linked to the current SEAL theme.

It is not part of behaviour management plans for children with behavioural difficulties.

- Each class chooses a 'star of the week'. Whereas 'good listening and sitting' are important, reasons for star of the week need to be specific so a parent can discuss with their child with genuine pride the reason for the award.
- The children are photographed and their photo goes on the 'Star of the Week' board in the hall.
- They receive a certificate stating why they are a star in the 'Star of the week' assembly
- At the end of each term there is a star of the term. A child will have made a significant contribution to the class or has significantly achieved an area of learning to receive this award.

## Consequences / Interventions

- Child given a 'reminder' of expected behaviour
- Child given a second reminder and potentially moved down the class behaviour chart.
- Child given a third reminder - moved down the behaviour chart/ short time set apart from their peers for reflection. On rare occasions a child may be sent to the head teacher to have behaviour expectations reinforced.
- Continual behaviour concerns will result in parental conversations at the end of the day.

If ordinary classroom consequences fail to address poor behaviour the inclusion manager will become involved to discuss next steps which will probably include an individual behaviour plan.

If a child does something extreme, particularly of a violent nature, then they should go straight to the Head teacher or a member of the SLT should be alerted.

The class teacher is responsible to show every effort has been made to ensure the good behaviour and continued learning for the pupils in their class. This could range from a simple sticker reward system to a coherent behaviour plan with regular specific rewards and liaison with the Behaviour Support Team and the inclusion manager.

### **Teacher Standards DFE May 2012 Teachers must:**

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **Playground behaviour**

- Staff are pro-active in looking for and praising good behaviour
- Staff promote games and social skills
- Staff help establish the truth of a situation and negotiate solutions with the children
- Staff help children to be pro-active in solving issues without aggression

## **Playground Rules** (visible to the outside on all classroom windows)

- We do as we are asked the first time
- We keep our hands and feet to ourselves
- We keep unkind words to ourselves
- We tell an adult if we have a problem we can't fix ourselves
- We stop when the first bell goes
- We walk to our line at the second bell

## **Dining Supervisor Rewards**

Staff are proactive in looking for and praising good behaviour. For targeted children, a 'good behaviour book' may be kept.

- Praise
- Stickers
- Star on dinner time chart

## **Consequences**

- 1 minute walking with an adult
- 2 minutes walking with an adult
- 5 minutes walking with an adult
- Class teacher informed

## **Non-conforming children / special cases**

- Individual Behaviour plans and Positive handling plans can be negotiated between the class teacher, inclusion manager / deputy head, assistant head and possibly the headteacher.
- Support may be sought from outside agencies e.g. the Behaviour Support Team.
- Behaviour plans and positive handling plan are written and brought to the attention of all staff, including support staff and lunch-time supervisors

Plan may include

- Individual chart
- Key-ring cards
- Special working arrangements e.g. work station
- 'chunking' of playtime
- Adult support

## Appendix 1

### Strategies and techniques (not in any particular order)

- 'Proximity praise'
- 'Catch them being good'
- Praising the child for carrying out an instruction and ignoring the manner of it if necessary (secondary behaviour)
- 'Specific praise' for work and for behaviour e.g. 'good walking' ; 'You put in full stops – good'.
- Name first before instruction / question etc.
- Individual instruction for specific children who do not / are not able to follow the instruction 'everybody'
- 'Telegraphic language' for children with receptive language difficulties
- Instructions given in positive terms i.e. what to do - 'Walk', not 'Don't run'
- Using 'Thank you' rather than 'Please'. More powerful and carries with it the assumption that the child will comply. 'Jason, sit down, thank you'.
- Instructions expressed as ' Jason, I need you to ....'
- 'Broken record' - repeating the instruction quietly until the child complies
- If a child fails to comply making it clear that the consequence is the child's responsibility 'You've chosen a reminder'
- Planned ignoring of unwanted behaviour – all appropriate staff to be aware
- Spot / carpet-tile / chair for children to sit on
- 'Fiddle object'

## **Appendix 2**

### **written statement of behaviour principles**

The following principles are suggestions only. Adapt this statement to suit your school's circumstances.

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

Pupils are helped to take responsibility for their actions

Families are involved in significant behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.