

# **Spring Meadow Infant and Nursery School**

## **Behaviour Management Policy**

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# Spring Meadow Infant and Nursery School

## BEHAVIOUR MANAGEMENT POLICY

### Aim

All staff have high expectations of children's behaviour in order that every child achieves his or her full potential. We believe that everybody in school has the right to:

- feel safe.
- learn and develop.
- be treated with respect and fairness.

Our children's chances of success and happiness in school depend upon them having a clear understanding of what is appropriate behaviour. They need to develop the ability to make responsible choices and to behave in an acceptable manner towards all adults and other children.

### Factors that influence pupils' behaviour:

We recognise that the development and maintenance of good pupil behaviour depends upon a number of interlinked factors. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors that influence this development. It is the responsibility of all school staff and parents to work actively on all of these key factors, both in their own classrooms, around the school as a whole and at home as far as is practicable.

### These factors include:

- The provision of an exciting, relevant, motivating and challenging curriculum in every classroom
- A physical environment that is cheerful, uncluttered, clean, stimulating but calm
- A positive ethos throughout the school
- The involvement of pupils in reviewing their own learning and behaviour
- Strong, consistent routines
- A fair and consistently applied strategy for responding to inappropriate behaviour
- A sense of community involving pupils, parents and the school, where all are treated with respect
- The provision of opportunities for children to develop social skills and to respond positively to each other, for example through 'Circle Time' and the teaching of the Personal, Social, Emotion and Health education curriculum.
- Teachers being thoroughly informed about their children/pupils, both academically and emotionally
- Provision in the school for discussions between staff about the difficult feelings and behaviours that children bring with them to school and teachers' response to them.

## MANAGEMENT OF BEHAVIOUR IN THE CLASSROOM

### ASSERTIVE DISCIPLINE

Every member of staff working in the school must be consistent in their approach to children's behaviour and follow the school's behaviour policy for the following reasons, which enables;

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for new teachers and non-teaching staff;
- Greater ease in establishing good behaviour.

It is the responsibility of all staff to enforce the school rules at all times, not only with the children they personally work with, but with every child in the school whatever their age. Staff have a collective responsibility to support each other in this task.

### **The basic structure of Assertive Discipline is:**

The core of the agreed whole school system for the positive management of classroom behaviour at Spring Meadow Infant and Nursery School is our version of Assertive Discipline. This includes:

- A set of whole school rules; (Appendix A)
- A set of rewards that children should expect to receive in every class when they follow those rules; (Appendix B)
- A common set of staged consequences that children know will be followed if they choose to break the school rules. (Appendix C)

### **Principles of our Assertive Discipline policy:**

- It is the positive feedback and encouragement above all else that makes Assertive Discipline work. All staff must recognise and encourage choices of good behaviour. (Rewards Appendix B)
- Staff must clearly define the limits of acceptable and unacceptable behaviour;
- Children need boundaries for them to feel safe;
- All rules need to be taught and then reinforced. Children can only really choose to do the right thing if we have been absolutely clear about what we expect;
- Children are responsible for their choice of behaviour;
- Most children can behave if they want to;
- We reject the children's behaviour, not reject the children themselves;
- Children need to realise that there are rewards for choosing acceptable behaviour and consequences for choosing unacceptable behaviour;
- Assertive discipline does not destroy children's self-esteem.

### **Rules:**

The school rules (Appendix A) are displayed in every room in the school. They will be taught in Nursery classes, Reception classes, Y1 and Y2 classrooms. Rules will also be discussed in assembly and will be reinforced by all members of staff at all times.

Teachers may also wish to develop their own rules for specific activities, for example PE, lining-up in class, creative activities etc.

### **A system of rewards and consequences:**

In the first weeks of each autumn term all children must be taught the system of rewards and consequences – every academic year. This will also need to be re-enforced throughout the year and especially when a new child joins a class. They must understand the following points:

- A reward is given as a result of good behaviour;
- There is a hierarchical system of consequences, but it can be by-passed for very serious misbehaviour;-
- Consequences are not punishments - they are the result of unacceptable behaviour;
- Consequences are a choice - the responsibility is on the pupil to choose to behave properly;
- Every new day is a fresh start.

We need to constantly remind ourselves that sanctions do not have to be severe to be effective!

Stickers, stamps, marbles in the jar, chosen to be a leader, to take a class toy home, can be very important to children. It is the teacher's responsibility to have some way of ensuring that no child is missed out - try to have as fair and sensitive system as possible. Keep accurate records.

### **What do we do if a child refuses a consequence?**

- Avoid a confrontation, speak to the child quietly and calmly, acknowledge the child's feelings and remind them of what will happen if they don't follow your instructions. Remind them that the consequence cannot be avoided.
- Telephone the office if senior leader support is needed.
- If the child is aggressive and/or not in control, remove the rest of class from the situation and seek assistance.

### **Monitoring Assertive Discipline in Practice:**

Whenever a child incurs a consequence as a result of choosing inappropriate behaviour in class, the teacher should record this on the Behaviour Tracking Sheet in their pupil behaviour file. This should not be displayed in the classroom; it is the teacher's record. The tracking sheet provides, for each class, a record of every child who has incurred a sanction and draws attention to the following:

- Children whose behaviour needs to be discussed with their parents.
- Children who are causing regular, low level disruption in class and who may need to be spoken to about their behaviour by someone other than their class teacher.
- Children whose behaviour in class is becoming a cause for concern and who may therefore need some specific support;
- Children whose behaviour indicates that they may need to be assessed by an external agency.

The records are monitored on a weekly basis by the class teacher and any concerns passed on to the Deputy Head Teacher.

### **Lining up and movement around the school:**

- All children should line up (in a line up order) in the classroom before leaving to go elsewhere and should be accompanied out to the playground every time. Staff need to stop and allow catch-up in order that all children are properly supervised.
- Children should walk on the left in quiet lines when using the corridor.
- Staff must ensure that children enter and leave assemblies in silence and that they are led out one line at a time.
- Staff should be in the playground ready for the end of break times to meet the class and ensure that all children stand still after the first whistle and all walk quietly to their lines on the second. It is essential that staff are out in the playground on time as behaviour can quickly deteriorate if classes are kept waiting.
- Children are expected to follow these rules when moving around the school without an adult.

### **Keeping parents informed:**

It is essential that parents are kept informed of both positive and negative events (see REWARDS list). Parental support for our policy is vital. New parents are given a summary of this policy in the School Prospectus and it also can be accessed on the school web site.

It is at the teacher's discretion if parents need to be informed about behaviour issues. Examples of positive behaviour should be shared too; either in person at the end of the day or through a telephone call. Teachers should endeavour to do this at least once a year for every child in their class. Sometimes a quick chat regarding negative behaviour after school can be very effective. However, serious incidents or recurring misbehaviour requires parental involvement. Keeping good records is essential.

- Amber letters (Appendix E) will be copied and filed. The senior leader who signs the letter must check that the reply slip is returned the following day. If no slip is returned the office will phone parents to check that they received the letter.
- Teachers should keep a brief record of any discussion with parents.
- Home/school books may be set up to keep parents informed on a regular basis if it is thought that this would secure a positive outcome. These should record positive behaviour as well as problems.

- Serious incidents must be recorded on the tracking sheets. Documentation is essential to avoid misunderstanding and good records may in future assist us in gaining additional support from other agencies for some children.
- Serious incidents will generate contact with the parent/carer on the same day of the incident.
- As documented in 'Behaviour and Discipline in schools' (DFE January 2016), schools may consider using reasonable force if the pupil is deemed as causing harm to themselves, others, staff and/or danger to property (see the school's Protocols and procedures for the use of reasonable force). In these circumstances, actions will be recorded and documented. If this type of behaviour persists, external agencies will be notified and a professionals meeting may be convened to discuss avenues of support for the young person. It may be necessary to record patterns of behaviour, logging triggers and support strategies.
- Files of incidents, bullying accusations, racist incidents and homophobic bullying are kept on the appropriate incident tracking sheets and stored in the behaviour/bullying file in the Head Teachers Office.

## MANAGEMENT OF BEHAVIOUR IN THE PLAYGROUND

**Reflection time** - What is Reflection time for and when should it be given?

### Morning break Reflection time:

This is only used as an extreme measure when a child has not followed agreed behaviours during lesson time. It is time for a child to reflect on how they misused learning time and to agree this was not acceptable and that they will not be repeated. The Reflection room is NOT to be used for repeat 'offenders'. If a child is regularly not completing work then the reasons for this must be explored and behaviour management consequences must be followed which include contacting parents.

### Lunch break Reflection time:

Reflection time is used as a lunchtime consequence of unacceptable behaviour during lunchtime play. It is used to enable a child to have quiet time away from the playground etc. and talk through what they have done that was wrong and what they need to do to ensure they have a positive play time and stay safe.

A child will go to the Reflections room at lunchtime if they have been exhibiting Serious and or Dangerous Behaviour. Hitting another child, Ignoring the adult when he or she is speaking, Isolating another child, Damaging items of school property, shouting at adults and children, Repeated lower level behaviours in section 1 or 2 of Unacceptable behaviours chart.

Reflection room time is from 10.45am – 11.00am and 12.30pm to 1.00pm. The child will remain in the Reflection room until the member of staff feels they have had sufficient time to calm and consider behaviours. If they arrive in the Reflections room towards the end of break they will be required to return the next day.

First Play	Lunchtime Play
<b>The staff member In the Reflections room will:</b>	<b>Member on lunchtime duty will:</b>
Teachers to take the child to the Reflections room and hand over to the Reflections room teacher	Inform another member of the lunchtime staff they are taking a child to the Reflection room
Name and reason for attending to be recorded in the Reflections book	Inform the Reflection room lead of the incident which is recorded on a behaviour log sheet – copy given to class teacher
Child to undertake agreed task	Child to be supported to reflect and complete a thoughts, feelings and actions sheet. This is given to the class teacher to be stored in pupil behaviour log.
If a child returns a second time, this must be noted by highlighting the name.	Reflection room leader to complete parent information letter and give to class teacher – pass to parent.
The class teacher must not send a child to the Reflections room more than two times for the same reason. The next steps of the behaviour management systems and	Weekly briefing session for all lunchtime staff so that issues, concerns and actions taken are known by all midday staff

procedures must be followed and parents must be informed.	
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On the first occasion only, parents should also be sent a letter of explanation of what the Reflections room is. Those children who are regularly in the Reflection room will require a meeting with the Deputy Head teacher, class teacher and their parents.