

The Federation of Grove House and King's Park Infant Schools



Positive Behaviour Management Policy

Rationale

The Federation of Grove House and King's Park Infant Schools are committed to helping children and adults achieve more, and operate positive behaviour management strategies to promote the welfare, learning and enjoyment of children. The Federation of Grove House and King's Park Infant Schools expect high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at the Schools.

The Federation of Grove House and King's Park Infant Schools have written this policy to ensure that best practice and procedures are carried out at the Schools. This policy complies with the legal requirements of the Early Years Foundation Stage statutory framework.

Aims of Behaviour Management Policy

- *The main aim of our Federation is for every member of the community to feel valued, respected and that everyone has a right to be treated fairly.*
- *The Federation will provide a caring community, where ethos and values are built on respect for all.*
- *The Federation aims to promote an environment where everyone feels happy, safe and secure.*
- *To help children to develop a sense of caring and respect for one another.*
- *To build caring and co-operative relationships with other children and adults.*

- *To help children develop a wide range of personal, emotional and social skills and teach children how to manage their emotions effectively.*
- *To foster confidence, self discipline and increase children's self esteem.*

Implementation of the Policy

Principles:

- The staff and children at The Federation of Grove House and King's Park Infant Schools will work together to establish a clear set of rules which will form the behaviour code in the Schools. These rules will be displayed in each School and parents and children (if appropriate) will be required to sign to say they agree to abide by the rules.
- The Federation places an emphasis on developing self-discipline by directly teaching the principles of choices and consequences which result from those choices.
- Each School has a number of rules agreed by staff and children which form the ethos of the Federation.
 - *We will be kind and considerate.*
 - *We will listen and follow instructions.*
 - *We will look after our School and possessions.*
 - *We will always try our best.*
 - *We will walk in and around our School except in play areas.*
- The rules will be reviewed regularly and the School will ensure that new children are taught the rules and have a voice in devising a set of rules for the School. The rules will form part of a 'Home/School Agreement' signed by the parents. This contract will be referred to if a problem arises with a child's behaviour or conduct at the School.

Positive Behaviour Strategies

- Positive behaviour will be celebrated and rewarded by using a range of strategies including praise, encouragement, stickers, certificates or prizes. Each child in KS1 will have the opportunity to earn 'Dojo Points' for positive behaviour – these points can be monitored by parents/carers at home via an email link. When a child earns 20

'Dojo Points' they will receive a small prize. 'Dojo Points' will never be removed from a child.

- Each teacher will give their class the opportunity to earn a class reward. This may be in the form of marbles in a jar or something similar – a marble given when the class follow the rules. When the jar is full the teacher will organise a reward for the class.
- All children start the day with their name on the happy face. If children are demonstrating unwanted behaviour or attitude they are issued with a quiet warning about the improvements they need to make to prevent going on the sad face. If the behaviour continues their name moves to the sad face and they miss 5 minutes of play time. After the child has missed their 5 minutes of play time their name moves back to the happy face. In KS1 children also have the opportunity to earn their place on the gold star to reward consistent positive behaviour. When a child reaches the gold star a certificate is sent home informing parents/carers of their child's achievement. The child also receives a sticker/dojo from their class teacher.
- Staff members will set a positive example by behaving in a respectful manner at all times. This will encourage and foster an atmosphere where children and adults respect and value one another and treat each other with respect and care.
- Staff will encourage children to resolve conflicts by discussion and negotiation. A range of resources such as 'Playground Pals' and PATHS feelings cards and PATHS strategies may be used to help children who are experiencing difficulties at the School.
- The Federation of Grove House and King's Park Infant Schools operates a strict policy of **no shouting** at the children.

Strategies for Dealing with Negative Behaviour

- Children exhibiting negative or aggressive behaviour will be dealt with in a calm but firm manner and asked to calm down and stop the behaviour giving cause for concern. Staff will attempt to divert children's attention by offering them alternative options.
- When negative behaviour occurs, members of staff will listen to the child or children concerned to identify their reasons for the poor behaviour. Staff will explain to the child or children why their behaviour was wrong and the consequences for themselves and other people involved in the incident.

- When dealing with negative behaviour, staff will always remain calm and in control. Children must not be pulled, pushed or physically restrained in anyway unless they are posing a danger to themselves or others. If physical restraint is used staff must complete a report on CPOMS. If a child needs some time out a suitable space will be found within the classroom. The child will also visit the Executive Headteacher or member of SLT to discuss their behaviour and parents will then be informed.
- An individual behaviour plan will be written by the class teacher and SENDCo if a child needs extra support to manage their behaviour during the school day. This plan will be written in conjunction with parents/carers. All staff at the school will be made aware of any behaviour plan that has been written.
- The Executive Headteacher or SLT must be informed if a child continually demonstrates unwanted behaviour. If the poor continuous behaviour is repeated, further strategies may need to be implemented in accordance with the Suspensions and Exclusions policy.
- Where wilful, criminal damage is caused this will be recorded on pupil files and an appropriate protective or educational consequence given. Opportunities, where possible will be provided for children and young people to work with parents/ carers to put right any damage to reduce/avoid costs. Where this is not possible or appropriate, parents/ carers will be charged for damage caused. Associated letters and invoices will be provided to parents/carers for payment. Any ongoing or significant incidents of damage will be reported to the Police.

Lunchtime

- At lunchtime the whole school is given the opportunity to work towards a reward. This may be in the form of marbles in a jar or something similar – a marble given when the school follow the lunchtime rules. When the jar is full the Senior MSA will organise a reward for the school.
- If a child demonstrates unwanted behaviour in the dinner hall they will be asked to stay in the hall for up to five minutes whilst the rest of the children go out to play.
- If a child demonstrates unwanted behaviour outside they will be asked to stay with an adult for up to five minutes whilst the rest of the children play.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Executive Headteacher.