

# Galleywood Infant School

## Policy to promote positive behaviour and relationships

(Nov 14, Updated May 2016/Updated December 2016)



At Galleywood Infant School we believe that the child's social and emotional development and wellbeing is of central importance and underpins all aspects of their academic development. It is important that every member of the school community feels happy, valued and respected and that everyone is treated fairly and well.

We want children to become positive, responsible and increasingly independent members of the school community and acquire personal values that enable them to be thoughtful and considerate citizens.

The measures set out in this policy aim to:

- promote good behaviour, self discipline and respect
- ensure that all children learn well and complete their work
- prevent bullying
- enable the school to meet our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

We aim to promote positive behaviour through our whole school ethos. Every adult has a duty of care for every child in the school and is responsible for promoting positive behaviour by recognising and praising good choices as well as responding promptly when behaviour does not meet our expectations. We have developed a whole school approach to behaviour management in which expectations, boundaries, choices and sanctions are consistently implemented by all staff. Choices promote self management of behaviour and avoid labelling children- it is the choices that can be good or otherwise. Children choose how they will behave and our approach is based upon frequent praise for children making the right choices as well as a series of measures or steps when children have made wrong choices to help them understand a better course of action.

### **Curriculum and Learning**

An engaging curriculum with learning well matched to children's interests and abilities contributes to good behaviour. The active involvement of pupils, clear concise instructions, activities matched well to learning needs and feedback that acknowledges children's efforts will promote positive attitudes and build self esteem.

Each week teachers nominate a member of the class to be "Star of the Week" and receive whole school recognition in Celebration Assembly linked to the school values.

### **Roles, rights and responsibilities**

Every member of our school community has:

- the right to be safe
- the right to learn
- the right to respect

Staff are consistent in their approach so that:

- children see that they are always treated fairly
- children feel accountable and responsible for their behaviour
- the rights of other children are protected
- children are encouraged and supported to manage their own behaviour
- children see that safe and controlled physical touch can be a positive

## **Pupils**

It is the responsibility of pupils to make good choices with all adults in school. This will lead to pupils behaving well and building up and maintaining good relationships. There are just 3 rules, which are used as reference points daily in every classroom. All reminders about unwanted behaviour are made with a reference to the rules so that children are very clear that **learning comes first.**

These are regularly discussed by the school and class councils:

**Take care of everyone and our school**

**Look and listen to learn**

**Keep yourself and other people safe**

Photographs with captions show expected behaviours and how they apply in different parts of the school, e.g. in the classroom, playground, lunch hall. All adults use these to reinforce good behaviour using positive language. Assembly themes, circle times, social groups and discussion are also used regularly to promote positive relationships.

## **Staff**

All staff have high expectations of the children and reinforce good behaviour by praising and rewarding good choices, including “catching” pupils behaving well as role models for others. All staff are responsible for:

- treating all children fairly with respect and understanding
- praising individuals/ groups of children, making it explicit why they made a good choice
- displaying rules in the classroom and referring to these to explain why you are praising/ warning
- be consistent with warnings and consequences, explaining why
- being a positive role model demonstrating positive relationships with others
- liaise with other staff members, outside agencies as necessary to support children to manage their behaviour
- report to parents about the child’s social and emotional development including behaviour and relationships

## **Consequences**

<b>Positive consequences</b>	<b>Negative consequences</b>
Verbal feedback	Reminder about choices
Reference to good role models	Time out (both in and out of the classroom) (1 min, 2 min)
Congratulate children	Time missed from playtime
Tags, Stickers or other tokens	Restorative activity- put it right
Star of the week	HT informed (behaviour recorded)
Choice of activity (class reward)	Parents informed

Each teacher and their class negotiate their own system of praise and reward based on the 3 school rules. This may include individual, group and class rewards to promote collective responsibility and promote interpersonal relationships. Each class displays our school rules and how we can show these rules in and around our school.

**A plan for managing unwanted behaviours- always aim to working at Level 1 and return to Level 1 as soon as possible. Some of the above will be whole class actions and some individually focused.**

<p><b>Level 1 Positives- Learning First</b></p> <p>Positive praise for the good behaviour, smile, thumbs up  Proximity praise- children close by  Avoid using any negative language  Rule reminder using school rules poster  Point to photos of children showing desired behaviour  Motivating race- first table ready,  Learning Stars as motivators  Clapping pattern to gain class attention  Catch me chart for individual/ class</p>	<p><b>Level 2 Ignore/ Check/ Divert</b></p> <p>Non verbal gesture- raised eyebrows, knowing look, invade space, pause, tone of voice,  Divert to diff activity- adult led job  Gentle touch, gesture meaning “think about it.....”  Rule reminders- where should you be?  what should you be doing?  Sit child with good role model  Brain break- physical activity, do a job for teacher  Ignore behaviour  Countdown  Warning (before moving peg, name on board)</p>
<p><b>Level 3 Verbal- address behaviour</b></p> <p>School rules- reason behaviour not acceptable.  Choices- win, win (Put it x or put it y...)  Move peg/name on board- miss playtime minutes  Time out- thinking chair, bench, mat for 1,2 mins  Time in sensory room  De-escalation script  First and then- choice once task completed</p>	<p><b>Level 4 Delay Confrontation</b></p> <p>1-1 chat- “I can see that you are .....”  Removal to another space  Fresh adult to take over situation (Fresh face)  Repeat choices  Redirect learning  De-escalation script</p>
<p><b>Level 5</b></p> <p>Remove child to safe place/or keep them safe while other children are removed to a safe place (see posters)  Use of the Sensory room  Internal exclusion with HT/ SENCo  Speak to child’s parents</p>	<p><b>Level 6</b></p> <p>Fixed term exclusion with reintegration interview</p>

### Headteacher/SLT and SENCo

In addition to the above:

- support the staff team by implementing the policy and setting standards of behaviour
- report to governors termly on the effectiveness of the policy
- maintain a written record of all serious incidents of misbehaviour

### Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. At all times we build a supportive dialogue between home and school, talking to parents immediately if we have concerns about a child’s behaviour or welfare.

We expect parents to:

- support their child’s learning
- be aware that we have school rules and to support them
- support the school’s decision when applying consequences

If parents have any concern about the way we have managed a behaviour incident they should initially contact the class teacher to seek clarification. If the concern remains they should contact the Headteacher as set out in our Working Together policy.

### Governors

The Governing Body has responsibility for ensuring the school has an effective policy for managing behaviour and keeping children safe. Governors receive reports from the Senior Leadership Team each term. The School Self Evaluation Framework includes a judgement relating to Personal Development, Behaviour and Welfare with actions identified to address any areas of concern. Governor visit reports include a comment about behaviour, whatever the focus for the visit.

## Language

It is important that both adults and children feel that there is respect for each other and that can be fostered by the use of language so that a situation is not made worse.

Always be clear that we disapprove of the behaviour, and not of the child.

We say, "When we are at school we....."  
"You need to choose whether to ..... or ....."

Rule reminders: "What do we do when....."  
"What should you be doing?"  
"Remember what we agreed about.../ how we behave when....."

After a request we finish off with "Thank you" instead of "Please", in order to imply an expectation of compliance/ cooperation.

The school uses SMART thinking to teach children the social and emotional skills to manage their own behaviour and make good choices. We aim to develop understanding that we can all choose how we respond to any situation. Children in Yr1 and Yr2 use role play and drama in small or whole class groups to enact situations, reflecting on the choices available and choosing a course of action. Children are taught to "Stop, Think, Choose, Do" and are reminded to apply this for example when games go wrong or when they feel provoked by others.

## Recording

Incidents of disruptive or unsafe behaviour are recorded to enable the school to follow these up and perhaps identify a pattern or trigger. These help us to identify the contexts when additional support or more active management of behaviour is needed. Records also enable the school to document strategies that have been successful, if only for a short period of time.

- Any behaviour incident that requires adult intervention is recorded on a Star Analysis record
- A Verbatim Observation Record may be used for more detail, or a daily diary for monitoring over time
- MDAs record lunchtime incidents in notebooks, which may need to be expanded using a star form.
- Any incident of a child protection nature is documented, signed and dated on a pink CP form and passed to the designated person for Child Protection and Safeguarding.
- Behaviour records are reviewed and monitored half termly by the SENCo and Headteacher, using them to support our regular pupil progress meetings, as well as part of our Safeguarding procedures.

Where there is evidence that, despite consistently managed interventions, the behaviour is not improving a referral may be made to the Social, Emotional and Mental Health team, when specialist teachers advise staff and help to formulate a Consistent Behaviour Management Plan. Behaviour Risk Assessments are completed where needed.

In exceptional circumstances, for their own safety and for the safety of children and staff, disruptive pupils may be placed in a seclusion room away from other pupils for a short time. An adult will remain with the child at all times to ensure they are safe, offering a drink, sensory materials such as cushions or blankets, calm music and sometimes stories until the child feels calm. Internal exclusions are carefully documented and reviewed to ensure that staff responses follow school protocols and are consistent and effective in reducing incidents of unwanted and dangerous behaviour.

This policy should be read in conjunction with our policies relating to Safeguarding, Anti Bullying, Physical Intervention and Restraint, Special Educational Needs, Teaching and Learning and Equality Scheme.

Staff Agreement January 2017 .....

Governor Agreement January 2017.....

**Review date June 2017**