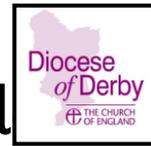




# Langley Mill C of E (Controlled) Infant School and Nursery



## BEHAVIOUR MANAGEMENT POLICY

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Karen Scrivens	November 2009			September 2010
Karen Scrivens	August 2010			September 2011
Karen Scrivens	September 2011			September 2012
Karen Scrivens	August 2012			September 2013
All staff	January 2013	26/06/2013	GB/2013/45	September 2013
All staff	September 2013	02/10/2013	GB/2013/60.1	September 2014
All staff	November 14	03/12/2014	GB/2014/87	September 15
All staff	September 15	30/09/2015	GB/2015/71	September 16
All staff	September 16	30/11/2016	GB/2016/80.1	September 17
Karen Scrivens	September 17			September 18

Langley Mill C of E (Controlled) Infant School & Nursery

## Behaviour Management Policy

The rationale of our school behaviour management policy is that good behaviour should be recognised and rewarded and that negative behaviours be discouraged and changed for the better through the fair and systematic application of our behaviour policy.

This policy outlines the strategies to be used for maintaining good behaviour throughout the school. Its purpose is to support staff in creating a safe, caring and ordered environment in and around the school.

We adopt a balanced approach to discipline, rewarding good behaviour and using positive language while applying sanctions for unacceptable behaviour in a consistent and fair way.

We aim to encourage children to develop the self-discipline which will enable them to play a full part in school life and become responsible citizens in the future.

It runs alongside our Anti-Bullying Policies (child and adult versions), Physical Intervention Policy (based on LA model) and other related policies and documents.

### **What is appropriate behaviour?**

Appropriate behaviour is any behaviour which encourages and maintains the good order and conduct of the school. Positive behaviour ensures children feel safe, secure and welcome as a member of our school community and the wider community. Positive behaviour is a choice. Inappropriate behaviour will be treated with this in mind and dealt with accordingly.

### **Adults should:**

- Use positive language to promote a happy, constructive working environment.
- Use the behaviour ladder consistently with all children.
- Take responsibility for the behaviour of all children in school, particularly those in their class, at all times of the day.
- Involve parents at the earliest stages of behaviour problems with a child.
- Be consistent and fair.
- Make themselves aware of the possible causes of the poor behaviour and seek support accordingly.

- Be aware of specific medical or behaviour and emotional needs that certain children have.
- Work with senior staff and external agencies to implement any strategies suggested and document actions accordingly.
- Stay calm and listen.
- Avoid confrontation.
- Use restorative practices.

## Children should:

- Be involved in agreeing and learning about the school rules.
- Follow the rules at all times.
- Listen to each other and to adults.
- Take pride in themselves and the school.
- Be polite and talk respectfully to staff, pupils and all school visitors.
- Be encouraged to explain their actions, reflect on them and express how improvements can be made.

## Our School Rules

We have a set of common Golden Rules which the staff and children agreed together. These rules are displayed in written and pictorial form in every classroom and other communal areas of school and all pupils and staff should know where they are. It is the school's policy to communicate these rules to the children and to help them understand their meaning and the reasons for them.

### **GOLDEN RULES**

We are gentle  
We are honest  
We are kind and helpful  
We look after property  
We work hard  
We listen



### **DINING HALL GOLDEN RULES**

We line up calmly  
We walk carefully through the hall  
We speak quietly to those around us  
We keep our table clean  
We are polite to everyone  
We use good table manners

### **PLAYGROUND GOLDEN RULES**

We are gentle when we play  
We are kind and helpful towards others  
We respect everyone's games  
We look after the playground  
We listen to and keep the playground safety rules  
We are honest with everyone



## Behaviour Ladder

We have developed our 'Behaviour Ladder' which is based on a reward system for good behaviour and sanctions for poor or inappropriate behaviour. This has been shared and explained to the children and is displayed in each classroom. The procedure for applying the behaviour policy in classrooms is as follows:

- Each class teacher has a behaviour 'ladder' prominently displayed in the classroom.
- At the beginning of the day all children's names are placed on expected '**Ready to Learn**' section in the centre of the ladder.
- Positive behaviour is rewarded by moving the child's name up the ladder to indicate '**Good Day**', '**Great Job**' or '**Outstanding**' behaviour. The child can receive a number of rewards for displaying positive behaviour and moving up e.g. body language and facial gestures, verbal and written praise, stickers, stamps, certificates, sending good work to other staff members for reward or praise, special responsibility jobs e.g. line leader role, special privileges e.g. taking register to the office, class wide rewards e.g. extra playtime, headteacher's praise, good news postcards home, etc.
- Children who choose to behave inappropriately are first given a verbal warning. If they choose not to redress their behaviour their name will be moved down the ladder to '**Think About It**'.
- This will continue if the inappropriate behaviour is not rectified resulting in a range of '**Teacher's Choice**' chosen sanctions e.g. time out, loss of playtime, attendance at lunchtime club, loss of Fabulous Friday Fun time, being sent to another classroom, working in seclusion, etc.
- Extreme behaviour will result in '**Parent Contact**' to discuss the child's behaviour.
- At the end of the day a 'fresh start' is given and all names returned to expected '**Ready to Learn**' behaviour.
- Children who need to be moved to another room or to see a senior member of staff should be accompanied by a teaching assistant or responsible child, with some indication of the reason for removal from class, and suitable work should be set. It is not the receiving teacher's responsibility to set work for the child to do.



### Specific rewards:

- **Individual stamp/sticker charts**: Every child has his/her own chart and rewards are given for achievement and behaviour. These charts are differentiated in each year group by number and follow a hierarchy of rainbow colours. Each Friday, the rewards trolley moves around each class for pupils to gain an appropriate prize from the rainbow drawers if they have filled their chart. When the gold award has been achieved, the £1 prize is awarded in Brilliant Box Celebration Collective Worship on Friday morning.
- **Academic Awards**: Each week, class teachers choose a child in the class who has shown some academic ability/progress. The child then receives a soft toy to keep in class the following week and a personalised certificate to take home during Brilliant Box Celebration Collective Worship on Friday.
- **Bucket Filler Awards**: Each week, class teachers choose a child in the class who has filled someone's bucket by doing/saying something kind (linked to Anti-bullying). The child then receives a plastic bucket to keep in class the following week and a bucket filler certificate and sweet treat to take home during Brilliant Box Celebration Collective Worship on Friday.
- **Dining Hall Awards**: Children following lunchtime rules are selected each day with their names written on golden leaves on the golden table reward tree. These children are rewarded in Brilliant Box Awards Assembly each Friday and share their dinner on the Golden Table with a member of staff.
- **Special Awards**: On appropriate occasions class teachers will give out leaves for doing 'something special' in or out of school. These leaves are then added to the 'tremendous tree' during the Brilliant Box Celebration Collective Worship on Friday.
- **Values Award**: There is a focus Christian value each term across school and governors will present a chosen child who has shown the value in action during the course of the half term. The child will receive a book at the end of each half term during the Friday Brilliant Box Award Assembly.
- **Home Learning/Reading Awards**: Class teachers have their own system for rewarding children who complete daily reading and home learning tasks (i.e. raffle tickets, visual chart). The Rocket Reading System celebrates this each week, with children reading each day being awarded a rocket stamp which results in a book award and working to a half termly certificate for consistent regular reading.

*NB - All of these awards should be given out each week, even if collective worship is unavoidably cancelled or altered. Staff must ensure that all awards are recorded and given to Mrs. Rivington each Thursday so relevant parents/carers can be informed. Certificates, soft toys, buckets, leaves etc. must all be ready for the Friday Celebration Collective Worship. Staff must also ensure they keep track of which children have received awards so as to avoid repetition and omission.*

### **Fabulous Friday Fun:**

- Fabulous Friday Fun has been included in each class' weekly timetable / curriculum as part of our positive behaviour management policy.
- Fabulous Friday Fun rewards children for behaving well. Often in schools it is children who fail to follow the rules who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst children, parents/carers and staff in school. Fabulous Friday Fun ensures that the children who behave well, which are the majority, are rewarded.
- Fabulous Friday Fun activities are organised by individual teachers with the help and input of the children. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding.
- Using Fabulous Friday Fun time gives children the message that if they are sensible, co-operative and work and behave to the best of their ability, they will be consistently rewarded for their efforts. It also ensures they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.
- At the beginning of every week all children have an opportunity to retain their thirty minutes of Fabulous Friday Fun. Children who behave according to the school rules keep their 30 minutes. If a child chooses not to keep the school rules then their Fabulous Friday Fun time is reduced in units of 5 minutes.
- Any reduction of Fabulous Friday Fun time at the end of the day cannot be regained on subsequent days. Children who have not earned all of their Fabulous Friday Fun time complete a task appropriate to their age and behaviour shown e.g. sitting still, watching a clock or timer, speaking to the child concerned, finishing a task not completed due to behaviour, etc.

## **Sanctions for unacceptable behaviour:**

Although we try to achieve our expectations of each other in a positive way, at times we will apply more severe sanctions for unacceptable behaviour:

- Bullying (see Anti-Bullying policy for definitions).
- Verbal attacks on adults or children, including those of a homophobic or racist nature.
- Use of foul or abusive language.
- Physical attacks on children or adults.
- Dangerous behaviour.
- Abuse of property.
- Refusal to follow reasonable instructions.

If sanctions have been applied and there is no improvement in the child's behaviour then an IEP/MEP will be drawn up and referrals to external agencies may be made. In all cases they will need to see written evidence of sanctions already applied. Agencies that may become involved are:

- County Behaviour Support Service
- School Health Team
- Educational Psychologist
- Autism Outreach
- Community Paediatrician
- Multi Agency Team

The school may also apply for additional funding to provide extra support for a child with severe behaviour difficulties. For this to happen, there needs to be a lot of recorded evidence for an application to be successful.

If a child is presenting a danger to pupils, staff or property then a member of senior staff needs to be alerted which may result in:

### **Fixed-term and/or permanent exclusions**

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

### **Behaviour at playtime & lunchtime**

- Playground and school rules should be applied consistently and children reminded of them regularly.
- Children receive verbal praise and simple rewards e.g. stickers for good behaviour at play and lunch time.
- When disputes arise all children should be given a chance to explain without interruption. They should be encouraged to find a solution for themselves. No blame should be put on one child until all the facts are known (see restorative practice guidance).
- A child gets 2 verbal warnings before losing minutes of playtime (decided by staff member on frequency/severity of challenging behaviour). When losing playtime the child will stand either with the member of staff or a designated safe place. After the chosen minutes they are allowed to go back to their play.
- If the behaviour continues then a child will be sent off the playground. At playtime this is to the designated first aider on duty. At lunchtime this is to the CLS or other adult running lunchtime club. They will work with the children to resolve issues and help them to modify their behaviour. Missing of further playtimes may be incurred as a result.
- Incidents of disruptive behaviour in the playground are verbally recalled to class teachers by those on duty. Records are kept when it is relevant and/or appropriate to the child and the situation.
- Restorative approaches will be used after disputes to try and regain and repair positive relationships.

## **Nursery**

Within our nursery setting the children vary greatly due to their ages and stages of development. Nursery staff follow all of the guidance stated previously but due to young children having a very low concept of time; staff use their own strategies for behaviour management, simplified appropriately for this age range. Nursery staff do not use the same rewards and sanctions as listed but rely on simple nursery rules, prolific positive oral praise and gestures, instant feedback and rewards, constant modelling of good behaviour and time-out in safe designated areas.

## Restorative Approaches used at Langley Mill C of E (Controlled) Infant School and Nursery

### Aim:

- We use restorative approaches to create a harmonious learning environment where pupils are supported to self-regulate their own behaviour and learning. Our whole school approach includes:
  1. **Developing** emotional literacy, truth telling, accountability, responsibility
  2. **Improving** behaviour, attendance, learning environment, teaching
  3. **Increasing** empathy, happiness, social and communication skills
  4. **Reducing** bullying, exclusions, conflict, need for sanctions
- These restorative practices help us to change behaviour by challenging core beliefs, rather than just simply managing the behaviour.

**Our restorative approach is based on these four key features:**

**Respect** – for everyone by listening to other opinions and learning to value them

**Responsibility** – taking responsibility for your own actions

**Repair** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**Re-Integration** – working through a structured, supportive process that solves the problem and allows young people to remain in mainstream education whilst also achieving all of the above.

By using these restorative practices we build community and positive relationships so that when conflict does happen pupils and staff have the necessary ability to repair harm above the need for punishment, thus creating an environment where those involved in conflict change their behaviour so do not repeat the harmful behaviours. We have developed and use shared restorative language and the promotion of social and communication skills within our restorative practice.

### **We use 'Restorative Chat':**

- We use 'Restorative Chat' as an integral part of our school culture and it involves:
  1. Asking open questions using restorative language
  2. Using active listening skills
  3. Thinking about body language
  4. Following up solutions agreed on

### **Restorative language:**

- We use the following approaches and language to cater for all conflicts within school and make the 'Restorative Chat' appropriate for all ages of pupils:
  1. Open questions; that require an answer.
  2. Fair; ask all parties the same questions giving everyone equal opportunities to speak e.g. what happened? What happened next? What could have done differently?
  3. Respectful; restorative language is respectful to all parties.
  4. Non- judgmental questions; we remember not to prejudge the outcome before the conversation is complete.
  5. Enquiring; we never assume we know what has happened.
  6. Shared vocabulary; facilitate emotional literacy and emotional vocabulary.
  7. Restorative scripts; using simple questions to discuss conflicts.
  8. Body language; is always non-aggressive and non-confrontational.
  9. Tone of voice; is calm, respectful and non-judgemental.

**Restorative Questions used at  
Langley Mill C of E (Controlled) Infant School and Nursery**

Name \_\_\_\_\_ Date \_\_\_\_\_ Teacher/TA \_\_\_\_\_

1. What happened?
  
2. What were you thinking when it happened?
  
3. What have you thought about since then?
  
4. Who has been affected by what you have done?
  
5. How do you think they have been affected?
  
6. What do you think you need to do to make things right?
  
7. What are you going to do to make things right?
  
8. Follow up notes:

