



Behaviour Policy

For many children, the first educational setting provides the initial step into the world outside of the home environment and it is important that this should be as pleasant a time as possible. It will present many strange and different experiences and involvement with other children and adults will require a new code of practice to that previously experienced.

Greenhall is committed to ensuring all our children reach their potential. Creating a consistent, inclusive approach is central to this. We are a caring, happy school that promotes positive behaviour. We believe that;

- Every individual should be valued and respected
- Children need to feel safe and secure in order to learn
- Positive behaviour needs to be modelled and explicitly taught
- All behaviour is communication – we seek to listen to the child's 'voice' in any behaviour management programme (see below)
- Anti-social behaviour needs to be addressed in an appropriate way
- Self-discipline is promoted and good behaviour is the norm.

Aims

- To create an environment which encourages, models and reinforces good behaviour and will enable children to learn within a safe, happy environment.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour across the school community
- To promote self-esteem, self-discipline and positive relationships.
- To develop social skills that will enable children to participate in an extending range of social experiences.
- To encourage the involvement of both home and school in the implementation of this policy.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Procedures

The children attending Greenhall have a very wide range of developmental ability and understanding and for this reason it is necessary to manage behaviour with discretion and sensitivity to the needs of the individual. What is inappropriate behaviour for one child may be totally appropriate for another depending upon the developmental stage. It follows, therefore, that although there is a generally agreed standard of behaviour expected from children across the school, there will be variations in the way the behaviour of individual children



is managed. Any child exhibiting reoccurring anti-social behaviours will have an Individual Behaviour Plan (IBP).

Regular staff consultation, however, will ensure consistency of management and a policy of continually reviewing practices will ensure that children's individual needs are catered for as well as the good of the majority.

A Positive Approach

Appropriate behaviour will be modelled by staff throughout the daily routine and explicitly taught for example, during circle time or role-play. Appropriate behaviour will always be rewarded positively with suitable actions such as verbal praise and encouragement, smiles, clapping, stickers etc.

Inappropriate behaviour will be discouraged by demonstrating what the required behaviour should be, modelling the required behaviour with the child or with a toy, developing the child's self-esteem and ability to cope in a variety of situations, maintaining a calm approach, being sensitive to children's difficulties etc. A negative response to inappropriate behaviour by an adult will often confirm the child in what he is doing and perpetuate it. The general policy, therefore, will be use *positive* phrases to guide children rather than negatives e.g. 'Please put the toy down gently' rather than 'Don't throw that toy'. In this way, the child is given a better action to do in place of the inappropriate one.

A well-established routine within a calm organised environment will assist children in developing a sense of the boundaries of acceptable behaviour and staying within them.

Rewards and Sanctions

These will inevitably vary depending upon the situation and upon each individual child's likes and dislikes and some will be more effective than others. The rewards most commonly used are as follows:

- Verbal praise and encouragement that addresses the action e.g. 'well done. That was really good stepping' rather than 'good girl'.
- Being selected to do a job, lead the group, take a lead part in the activity or 'be first' to do something.
- Being allowed to choose a favourite toy or activity.
- Stickers.
- Certificate for a special activity.
- Opportunity to display or show their piece of work/construction etc. to other children, adults or parents.
- 'High-five'
- Take home a photo of themselves 'working hard' or doing something they've not done before.



- Recording achievements in on-going in the children's learning journeys (post-its, photos, annotations, observations)

Sanctions will hopefully be used less often but will need to be available and generally agreed by staff. Any sanctions imposed will be more effective if kept brief and infrequent and will always be followed by a positive experience for the child.

- Ignore inappropriate behaviour as long as it is safe to do so.
- Verbal rebuke e.g. 'I'm not pleased' or simply 'Stop'
- Withdraw attention from child and the behaviour.
- Reasoned choice-making e.g. 'You have a choice. You can choose to sit nicely with your friends or you are choosing to miss out on the activity'.
- Positively praise and reward other children within sight of child.
- 'Time-out' to reflect on their actions (always under supervision of an adult and never out of eyeshot)(needs to be part of an IBP)

Behaviour Modification

Children present a range of behaviours, some complex and well established, others transitory as part of a natural development process. In all cases in dealing with the behaviour, the emphasis is placed on the needs of the individual child whilst still considering the safety of other children and staff. Some behaviours can be dealt with simply - with staff agreed and consistent measures - others will require careful consideration of the reason for the behaviour and a monitored and evaluated action plan for dealing with it.

Where it may be necessary to devise programmes to deal address behaviour, an Individual Behaviour Plan – IBP is devised. This starts from the foundation that all behaviour is communication, therefore, in order to address behaviour, we need to understand what the child might be trying to communicate.

IBP's will be handled sensitively by the staff immediately responsible for the child and in consultation with parents and/or other professionals involved with the child. The child's safety and well-being, and that of others around them, will always be uppermost in the plan and a sound knowledge of the child will be used to devise appropriate rewards and sanctions. Once agreed by all concerned, the plan will be communicated to the wider staff so that consistency of management can be maintained.

As children leave the school and new children arrive, there is a continual change of climate within the normal working routines and therefore the need for review of practices will often be apparent. Regular staff discussions are used to clarify how strategies are working with particular children and to modify or set new ones as necessary.



Personal Contact

As our children are very young and in many cases very dependent on adult support, it is inevitable that staff will have close physical contact with the children. It is recommended that staff do not put themselves in a position where allegations could be made against them.

Corporal Punishment and Restraint

All staff and volunteers in school are prohibited by law from using ANY form of corporal punishment including hitting, slapping or shaking a child. Neither may they intimidate or humiliate a child or make them carry out any kind of degrading punishment.

The use of “reasonable restraint” to protect a child or other children is permitted. This is likely to involve catching hold of a child quickly or holding onto a child to prevent harm. Any interventions MUST be recorded and parents should be informed.

Some of our children require strapping into seating, standing frames etc. to ensure their safety, for example if they are unable to sit safely. Parents should be aware of the need for this. Any use of specialist equipment will always be reviewed to ensure that it is not being used for convenience rather than safety.

Procedural responsibilities

The Governing body has:

- Responsibility to ensure that the school complies with this policy
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and children are aware of this policy
- Support the Headteacher and school personnel in maintaining high standards of behaviour
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- Determine the detail of the standard of behaviour that is acceptable
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- Promote good behaviour by forging sound working relationships with everyone involved with the school
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying
- Ensure the health, safety and welfare of all the children in the school



- Work with the staff and children to create a set of school rules (where developmentally appropriate) that will encourage good behaviour and respect for others
- Monitor the effectiveness of this policy
- Report to the Governing body on the effectiveness of this policy

School staff are expected to:

- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- Address the specific behaviour or achievement rather than label the child e.g. say 'that was not kind' rather than 'bad boy' / say 'well done. That was really good rolling over rather than say 'good girl'
- Not use the term 'naughty'
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour, following an IBP where appropriate
- discuss pupil behaviour regularly at staff meetings and if appropriate, contribute to the writing of an IBP
- provide well planned, interesting learning activities which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem

Children

Good behaviour is taught, modelled and promoted. It is celebrated and regular praise and encouragement is part of the school ethos.

Children are expected to:

- be polite and well behaved;
- show consideration to others;

Parents

Parent's views are always welcomed and an ethos of two way support is fostered so that consistency of management is achieved and children will be able to feel secure in their environment, both at school and at home.

Parents are encouraged to be involved in the writing of any IBP.

Incidents

All incidents of negative behaviour are recorded in the behaviour incident log. Teachers thoroughly investigate all incidents and report to the Headteacher.



Bullying

The age and developmental stage of the children at Greenhall means that the majority of negative behaviour directed towards others will be part of the developmental process rather than being malicious or targeted towards an individual. However, we take all incidents seriously and examine how we can improve practice to minimise the incidents of these. When bullying issues arise they will be treated seriously and considering the most up to date advice from the Department for Education. Please see our Anti-Bullying Policy for more information.

Racism

When incidents of racism occur they will be reported to the L.A (Local Authority) in line with their own policies and procedures.

Outside Agencies

We work effectively with other agencies and actively seek support for children who demonstrate persistent poor behaviour from educational psychology, school nurse, LST, social services etc.

Monitoring the effectiveness of this policy:

This policy will be reviewed annually or when the need arises and the necessary recommendations for improvement will be made to the governors

Reviewed and approved by Governors: 21st June 2017

Signed: Headteacher

Signed: Chair of Governors