

# LADYCROSS INFANT SCHOOL

## BEHAVIOUR MANAGEMENT POLICY

April 2010

### POLICY STATEMENT

*Ladycross Infant School expects the highest standards of behaviour from children, parents, Governors and staff.*

*We encourage good behaviour at all times and aim to develop a sense of responsibility for self and others.*

### OBJECTIVES

- 1 To establish positive attitudes and actions.
- 2 To create a calm and peaceful atmosphere.
- 3 To encourage tolerance, patience and understanding.
- 4 To develop mutual respect and good manners.
- 5 To foster self-discipline.
- 6 To enable all pupils and staff to feel that they are known and valued members of the school community.
- 7 To show consideration for others, personal belongings and school property.
- 8 To develop responsible attitudes.
- 9 To show uniformity of expectations and responses.
- 10 To promote opportunities for children to develop feelings of self-worth and raise self-esteem.

### STRATEGIES

- 1 To establish accepted patterns of behaviour agreed throughout the whole school community.
- 2 To make those accepted patterns of behaviour clearly known and reinforced to all concerned.
- 3 To establish a good practice guide for teachers, parents, students etc.
- 4 Use of positive language at all times and act as good role models.
- 5 To involve parents by:-
  - informing them of the school procedures.
  - emphasising that discipline is a two way process.
  - developing a positive relationship in order to harness their active support.
- 6 To establish school and classroom rules and clear procedures which are implemented consistently in response to unacceptable behaviour.

### Our School Rules

We are kind and polite  
We look after our school  
We keep our hands and feet to  
ourselves  
We stop and listen when asked  
We always walk in school

At the beginning of each year all the children are consulted about the school rules. Each class discusses and agrees their own class rules

### **ENTRY INTO SHOOOL**

When pupils join our reception class parents are asked to talk through the school rules with their children to ensure that they knew what the rules mean. The only behaviour that will get them into trouble will be to break the rules. Knowledge of these will give them confidence because they will know what is expected of them, but also they understand what they can expect of others. Children are also taught a phrase to say automatically if some one is annoying them, e.g. 'Don't do that, I don't like it.' This avoids a physical aggressive response of a push or shove.

Parents are told of our incident sheet that enables us as a school to eliminate any initial acts of 'bullying'. Any malicious act by a child towards another, or school property, will initiate recording on the school incident sheet. See anti bullying policy.

### **OUR SUNSHINE SYSTEM**

This uses a positive behaviour management approach based on praise and rewards for good behaviour.

Breaking the school and class rules is unacceptable behaviour.

Each child has a wooden peg with their name on it. All pegs are placed in the sunshine each day and each child can see there is a new start each day. A child's peg may go onto the rainbow for special behaviour or effort in learning. It may also go down onto a white cloud and even a dark grey cloud if their behaviour becomes unacceptable. The child is then encouraged to behave better in order that their peg may be moved back into the sunshine before the end of the school day.

If a child's peg is continually on the grey cloud then the teacher will meet with the parents to discuss using a chart designed for the child to reward and encourage specific desired behaviour.

In the unlikely circumstance that a child continues to demonstrate unacceptable behaviour, particularly during lessons, the child may be placed in another class after

previous discussion with the class teacher. This 'time out' gives both the child and their class time to reflect on the inappropriate behaviour and the class can then proceed with their tasks uninterrupted. A child may also be sent before they reach a 'flash point' to avoid any outburst. Teachers can pre-empt situations to avoid disruption, and this may include sending the child out to someone else for an appropriate time. Discussions between teachers prior to these actions are preferable. However, if an incident does occur suddenly, then a short message on a card should be sent to the headteacher.

The class teacher usually rewards the children in the rainbow with a sticker or star for a class chart etc.

Children should be encouraged to respond quickly to requests to sit on the carpet or get ready for PE etc. This can be achieved promptly by drawing a smiling face and a sad face on the board. Children's names can quickly be placed under either face for immediate effect that hurries children along.

Staff also use stickers in various ways to meet the needs of their own class. However, each week two special stickers per class are given out in the achievement assembly.

The 'special award' is for a child who has displayed positive behaviour and/or kindness, empathy etc.

The 'star award' is for a child who has made a special effort in their learning.

When a child has achieved five stickers they receive a silver certificate. Their name is then recorded in the achievement book.

## **LUNCHTIME**

Midday supervisors use stickers throughout lunchtime to encourage good behaviour, kindness and pupils finishing their meals.

The Golden Table has been introduced to encourage and reward children who behave well and are polite at dinner, eat all their food or have a 'healthy lunch box'. Six children are chosen by the mid-day supervisors to sit at the table which has a gold cloth, flowers etc.

It is important to ALWAYS try and ascertain why the child has behaved in an unacceptable way. They may have perceived a situation as unfair and need reasons explaining carefully why certain actions were taken by involved parties. Immature social skills may lead to misunderstandings and aggression that sometimes just need talking through. Be aware that children do not perceive situations as adults and do not have the experience to always reason appropriately.

## TO RAISE SELF ESTEEM

- Use praise as much as possible, avoid sarcasm
- Give good eye contact and greet children by name
- See the behaviour as a problem not the child
- Enable opportunities for children to express their feelings in a secure environment
- Give responsibilities
- Encourage everyone to share their strengths with one another
- Deal with behaviour in a planned rather than reactionary way
- Show that you have faith in the individual to 'do better next time'
- Be positive wherever possible
- Have a sense of humour!

We make self-esteem a priority through:

- Our school ethos
- Circle time
- Emphasis upon rewards
- The Rainbow Room – our positive play initiative.

The following are all indicators of low self-esteem.

- Rarely admit they're wrong
- Take things personally
- Are loners
- Find fault in others when challenged themselves
- Daydream a lot
- Lie
- Appear to be boastful and full of themselves
- Believe that 'it's not worth it' a lot of the time

Signed.....

Date.....