

Hinchliffe Mill Junior and Infant School

Behaviour Management Policy

(Revised January 2015)

Aims

Our behaviour policy is formulated to secure the happiness and learning environment of our pupils. It serves to ensure the teachers' have opportunity to teach within and beyond the National Curriculum. It is based upon promoting values commonly agreed amongst teachers, approved by Governors and communicated for commitment amongst parents. These values provide a rationale for the behaviours we require from pupils and which school staff will model and are reflected in the Class Agreement which is developed by each class.

We wish school to be a place which values children and is valued by children as a place of learning and friendship. We see our work as contributing to the total picture of the development of the child into an adult individual, respectful of age, gender, race and creed.

Philosophy

In order that pupils achieve their full potential both academically and socially it is vital that we encourage appropriate school behaviour and positive attitudes to work. We must actively seek to acknowledge each child's positive qualities in a constructive way which supports their learning and their broader personal and social development.

We endeavour to engage children's interests with well organised, absorbing learning activities, attractively presented by the teacher. Care is taken to match work to children's ability to ensure the child's sense of purposeful learning, progression and success. When these elements are satisfied, our expectations of children are realistically high. Praise that is motivating and meaningful can then reinforce the success cycle.

At Hinchliffe Mill Junior and Infant School we recognise the fundamental importance of this approach in maintaining appropriate standards of pupil behaviour. As in any school, there are some pupils who may have difficulties in attaining or maintaining standards of behaviour that are achieved more easily by others.

Among the common reasons for this are

- child's poor self-image as a learner
- previously inappropriate behavioural examples
- delayed maturation of social behaviour.
- chosen behaviour patterns/patterns from elsewhere

We may then see this manifested in Behavioural Problems. We see such children as individuals living with the consequences of inappropriate behaviour- thereby needing our support and guidance. We must apply our fundamental belief in positive behaviour management to the degree required in each individual special case. It is important to make a real effort in this type of situation to 'catch the child being good'. Praise can then be used to reinforce the pattern of good behaviour that we expect from children in school.

Responsibility for Child Behaviour

- In the first instance the class teacher or support assistant is responsible for the children in their group or class and the children they encounter in daily school life. It is the action of all adults in applying the school approach which sets the tone and ethos of the school

- Where difficulties are experienced and best efforts seem ineffective, the adult seeks the support of a colleague or the Headteacher
- Parents may be informed of the school's concern and invited to discuss ways in which a joint approach can be made to encourage acceptable behaviour patterns
- Should the Headteacher involvement be unsuccessful over time, parents will be consulted and their support sought on a more serious level
- Advice and support from Kirklees Behaviour Support may be requested at this point
- Exclusion of a pupil who consistently affects the school life of others may be seen as the only measure left to the school. Only the Head can take this action, following the Kirklees policy.

The Headteacher must inform the parents of exclusion reasons and type and inform parents of their right to appeal to Governors. Guidelines issued by the local education authority must be followed precisely.

Exclusion is a final resort and would only be used in extreme circumstances (e.g. persistent bullying, swearing at or physical threat to staff). In many cases a short exclusion may be effective in changing pupil behaviour, many pupils are only excluded once in their school career. We aim to exclude for short periods only as longer than two or three days is seen as counterproductive. We have found internal exclusions to be very effective.

We may in extreme circumstances use the Primary Pupil Referral Unit (PRU) and the Exclusions and Reintegration Service (EARS)

Common attitudes in pupils which we seek to promote

- A pride in their work
- An enquiring approach to work, shaped by the will to plan and think ahead
- Self motivation and self control
- A willingness to contribute to a group in a truly collaborative sense
- To value the contributions of others
- To understand that constructive criticism and perseverance can improve learning
- To seek to co-operate with peers and adults in their work and their play

We recognise the importance of appropriate behaviour models in pursuing our stated intents regarding pupils' behaviour. We therefore recognise the need for adult behaviour with children to reflect our expectations of our pupils.

Behaviour Management in Practice

Three underpinning beliefs supported by all

1. Good behaviour needs to be taught

- By example
- By setting clear limits of acceptable behaviour
- By clear and consistent expectations across a range of classroom tasks
- By using praise to increase the frequency of appropriate behaviour
- By using other class-wide and individual rewards to underpin the use of praise

Behavioural instructions will be drawn up for a determined number of areas within school and administered as required within each individual class. It is accepted that following initial discussions there will be occasions when the system will need to be reinforced and re-introduced in order to heighten their profile as appropriate to the needs of the individual class.

2. Poor behaviour will occur and must be dealt with

Having ensured that our behavioural instructions are clear, we have agreed a hierarchy of responses to poor behaviour. We call these 'Consequences'. They are used alongside a

behaviour chart in the classrooms to remind staff and children. The early stage should be used systematically so children are clear of the system. The cards are placed vertically for a reminder and red card inserted for a warning. However, there may be serious incidents when the class teacher will move for example straight to 3 and then to 5 if appropriate.

If you do not follow instructions

This will happen:

1. You will be reminded
2. You will be warned
3. You will be removed from the group
4. You will have to leave the room for a few minutes
5. You will miss a playtime
6. You will be sent to Mrs Noble

Restraint

Restraint is only used as a very last resort if the child places themselves or another person in danger. If at all possible it should only be employed in the presence of a witness. We aim to train staff in these techniques by rotation. Teaching staff have undergone this training. The majority of support staff have also undertaken this training.

3. Teachers have a right to teach and pupils have a right to learn free from disruption.

Rewards

Reasons for giving recognition for appropriate behaviour:

1. To encourage more of the same
2. To recognise success
3. To make children feel valued, recognised and approved of
4. To generate a positive ethos
5. To help increase confidence
6. To promote self esteem
7. To release tension and generate positive feelings in oneself
8. Because it is successful in promoting good behaviour

Care must be taken to ensure all children have access to rewards.

Praise is essential for improving and maintaining good behaviour. It nurtures good relationships and promotes a positive atmosphere. It is the one thing we cannot do without.

Effective praise is: Sincere, Personal and Specific

It is highly effective immediately following instructions. Praise of one child will often encourage similar good behaviours in other children. Linked to instructions, it brings success and raises self-esteem.

Reward Tokens

- i) Parental Involvement- parent praise and pride is powerful. We seek parental support with consequences - also with praise.
- ii) Out of class good behaviour- All school adults are important in creating a positive ethos. They also deserve status and respect from pupils. For these reasons all contribute to rewarding good behaviour/acts of caring.
- iii) Special Mentions Book- each class teacher selects an individual or group of children to be entered into the Special Mentions Book in recognition for exceptional work or exemplary behaviour during the week. Each child's name is entered into the book

alongside the reason for the celebration of excellence. The children also receive a sticker which serves to visualise their achievement for all to see, including parents.

- iv) Gold slips- all adults in school have a supply of 'Gold Slips' to award to children who exhibit positive and appropriate behaviour or demonstrate excellence in their work. These slips communicate to parents school's reward of good behaviour.
- v) Individual class based reward systems
- vi) Lunchtime Stickers and Behaviour Certificates mirror this system

The presentation of rewards is entirely separate from consequences.
Once awarded, a reward is kept.