



# Dronfield Infant School

## Behaviour Management Policy

### Vision

At Dronfield Infant School we believe that learning should be exciting and enjoyable for all of our pupils.

We aim that all our children will:

- Be confident, resilient and successful learners;
- Become independent, life-long learners;
- Be respectful of themselves and others, becoming responsible citizens, locally and globally.

We support our children in their learning journey by providing a safe and happy learning environment, working alongside parents and carers and celebrating all children's achievements. We ensure that we deliver stimulating and exciting learning experiences whilst upholding high expectations so that all of our children can be the very best that they can be!

### Objectives

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

### Strategies

- To establish accepted and consistent patterns of behaviour agreed throughout the whole school community.
- To make those accepted patterns of behaviour clearly known, consistent and reinforced by all stakeholders.
- To establish a good practice guide for teachers, parents, students, volunteers, etc.
- Use positive language at all times and act as good role models.

- To establish consistent school rules and clear procedures, which are implemented consistently in response to both good and unacceptable behaviours.
- To involve parents by: -
  - informing them of school procedures
  - emphasising that behaviour management is a two-way process
  - developing positive relationships in order to harness their active support.

### Our School Rules

**Be Ready**

**Be Respectful**

**Be Safe**

### The Dronfield Infant School Way:

- The teacher, with an individual handshake, will greet all children at the beginning of the morning and afternoon session.
- Children and adults use 'Fantastic Walking' inside school.
- Children demonstrate 'Legendary Lining Up'.
- All adults in school will only use a silent signal to ensure all children are ready to listen.
- All adults in school will use first attention to best behaviour, praising those who are demonstrating good behaviour, rather than criticising those who are not, in the first instance.
- We will promote specific behaviours through the Class Recognition Boards.
- Pupil's who go 'above and beyond' with their learning or their behaviour will receive a year group token for our whole school token collector. The year group with the most tokens by the end of the term can choose a 'treat' for the afternoon on the last day of term.
- Individuals who always follow our rules and show good behaviour will be chosen to take part in 'Hot Choc Friday'. Sharing a Hot Chocolate with the Headteacher and talking about their week in school.
- Once a week a pupils will be selected to receive a Positive Postcard sent home to their parents/ carers, explaining how they have gone 'above and beyond'.
- When needed restorative conversations will be held with individuals in a quiet space away from others; this is consistently applied by all adults in school.

At the beginning of the school year all staff work hard to reinforce the three school rules.

Throughout the school day pupils will be reminded of the three school rules through either direct or indirect conversations about whether a behaviour is 'ready', 'respectful', or 'safe'.

The three rules are shared with parents in our welcome meeting before new EYFS parents join us, in our information leaflets given out at the beginning of the year and are available through this behaviour management policy, which is available for parents on our website and on request.

#### **Recognition Boards**

- A recognition board is present and visible in every classroom and is unique to that particular class.

- The teacher will decide on a learning behaviour or social behaviour which the class need to work on together to get as many names on to the board as they can to earn a celebration.
- The class will choose the number of names that are required to earn the celebration. This encourages the class to work together to earn their celebration. The value or behaviour that the teacher chooses to be a focus can be refreshed daily, weekly or in some cases even hourly to ensure that children are consistently demonstrating the desired behaviour and used for reflection at the end of the school day.
- Other pupils can nominate others to be put on the board, which can be used for reflection at the end of a lesson or school day.
- Names are never removed from the board; disruptive behaviour is dealt with privately.
- Once a name is on the recognition board for good conduct then it cannot come off for poor conduct, a different response will be given.

### **Sanctions for more serious behaviour**

Staff may send pupils to the Deputy Headteacher or Headteacher in the case of serious unacceptable behaviour or continuing unacceptable behaviour. In such cases the senior member of staff will talk to the pupil in question and use a restorative approach to the conversation.

Where the behaviour of pupils is considered to be more serious a meeting with parents/ carers will be made to discuss the behaviour and develop subsequent actions for the pupil.

In cases where pupils choose to demonstrate extremely unacceptable behaviour this may result in the Headteacher or Deputy Headteacher (in the absence of the Headteacher) enforcing school exclusion procedures. This could take the form of a fixed-term exclusion or on rare occasions permanent exclusion.

### **What we do to raise self-esteem**

- Use praise as much as possible (where it is due) using first attention to best behaviour.
- Praise in public, reprimand in private.
- Give good eye contact, greet children by name and with a handshake at least twice a day when entering school/ classroom.
- Talk to children about their choice of behaviour - making clear that the choice in behaviour may be the problem NOT the child.
- Enable opportunities for children to express themselves and their feelings in a secure environment.
- Give responsibilities.
- Encourage everyone to share their strengths with one another.
- Deal with incidents of unacceptable behaviour in a consistent and planned manner rather than reactionary way.
- Show that we have faith in the individual to do better next time.
- Be positive.

This policy was reviewed and agreed by the Governing Body:

Date: 21<sup>st</sup> November 2018

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