

The Federation of Grove House and Kings Park Infant Schools



Behaviour Management Policy

Rationale

The Federation of Grove House and Kings Park Infant Schools are committed to helping children and adults achieve more, and operate positive behaviour management strategies to promote the welfare, learning and enjoyment of children. The Federation of Grove House and Kings Park Infant Schools expect high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at the Schools.

The Federation of Grove House and Kings Park Infant Schools have written this policy to ensure that best practice and procedures are carried out at the Schools. This policy complies with the legal requirements of the Early Years Foundation Stage statutory framework.

Aims of Behaviour Management Policy

- *The main aim of our Federation is for every member of the community to feel valued, respected and that everyone has a right to be treated fairly.*
- *The Federation will provide a caring community, where ethos and values are built on respect for all.*
- *The Federation aims to promote an environment where everyone feels happy, safe and secure.*
- *To help children to develop a sense of caring and respect for one another.*
- *To build a caring and co-operative relationships with other children and adults.*

- *To help children develop a wide range of personal, emotional and social skills and teach children how to manage their emotions effectively.*
- *To foster confidence, self discipline and increase children's self esteem.*

Implementation of the Policy

Principles:

- The staff and children at The Federation of Grove House and Kings Park Infant Schools will work together to establish a clear set of rules which will form the behaviour code in the Schools. These rules will be displayed in each School and parents and children (if appropriate) will be required to sign to say they agree to abide by the rules.
- The Federation places an emphasis on developing self-discipline by directly teaching the principles of choices and consequences which result from those choices.
- Each School has a number of rules agreed by staff and children which form the ethos of the Federation.
 - *We will be kind and considerate.*
 - *We will listen and follow instructions.*
 - *We will look after our School and possessions.*
 - *We will always try our best.*
 - *We will walk in and around our School except in play areas.*
- The rules will be reviewed regularly and the School will ensure that new children are taught the rules and have a voice in devising a set of rules for the School. The rules will form part of a 'Home/School Contract' signed by the parents. This contract will be referred to if a problem arises with a child's behaviour or conduct at the School.
- Good behaviour will be celebrated and rewarded by using a range of strategies including praise, encouragement, stickers, certificates or prizes. Each child will have the opportunity to earn 'Dojo Points' for positive behaviour – these points can be monitored by parents/carers at home via an email link. When a child earns 20 'Dojo Points' they will receive a small prize. 'Dojo Points' will never be removed from a child.

- Each teacher will give their class the opportunity to earn a class reward. This may be in the form of marbles in a jar or something similar – a marble given when the class follow the rules.
- Children exhibiting negative or aggressive behaviour will be dealt with in a calm but manner and asked to calm down and stop the behaviour giving cause for concern. Staff will attempt to divert children’s attention by offering them alternative options.
- When dealing with negative behaviour, staff will always remain calm and in control. Children must not be pulled, pushed or physically restrained in anyway unless they are posing a danger to themselves or others. If physical restraint is used staff must complete an incident report log sheet. If a child needs some time out a suitable space will be found within the classroom. Children will not spend time in another classroom.
- If children are demonstrating unwanted behaviour or attitude they are issued with a quiet warning about the improvements they need to make to prevent getting a yellow card. If the behaviour continues a yellow card is issued. If the unwanted behaviour continues they receive a red card and miss 5 minutes of play time. However, children have the opportunity to earn their 5 minutes back.
- If a child receives three red cards in one week they must speak to the Headteacher.
- Staff members will set a positive example by behaving in a respectful manner at all times. This will encourage and foster an atmosphere where children and adults respect and value one another and treat eachother with respect and care.
- The federation of Grove House and Kings Park Infant Schools operates a strict policy of **no shouting** at the children.
- Staff will encourage children to resolve conflicts by discussion and negotiation. A range of strategies such as ‘Circle of Friends’ or ‘Playground Pals’ may be used to help children who are experiencing difficulties at the School.

Lunchtime

- At lunchtime the whole school is given the opportunity to work towards a reward. This may be in the form of marbles in a jar or something similar – a marble given when the school follow the lunchtime rules.

- If a child demonstrates unwanted behaviour in the dinner hall they will be asked to stay in the hall for up to five minutes whilst the rest of the children go out to play.
- If a child demonstrates unwanted behaviour outside they will be asked to stay with an adult for up to five minutes whilst the rest of the children play.

Golden Time System

- The Federation of Grove House Infant and Kings Park Infant schools operates a 'Golden Time' system to promote and reward positive behaviour and attitude.
- Children receive 30 minutes of Golden Time activities on a Friday afternoon.
- If a child has received red cards during the week 5 minutes of Golden Time will be lost.

Dealing with Negative Behaviour

- When negative behaviour occurs, members of staff will listen to the child or children concerned to identify their reasons for the poor behaviour. Staff will explain to the child or children why their behaviour was wrong and the consequences for themselves and other people involved in the incident.
- If the poor continuous behaviour is repeated, further strategies may need to be implemented in accordance with the Suspensions and Exclusions policy.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.