

Great Bradfords Infant & Nursery School



Behaviour Management Policy

To be Ratified by the Governing Board: 24th September 2020

Signed Headteacher: _____

Chair of Governors: _____

Review Date: September 2021

Behaviour Management Policy

Covid 19 Response

What children need to do

- Children need to follow any altered routines for arrival, leaving from school and moving around during the school day.
- Children must follow the school's rules on handwashing and using sanitiser, including the use of toilets. They must meet the 'catch it, bin it, kill it' expectations. They must tell an adult if they feel unwell.
- Children should follow the rules about sharing equipment and other items. Children in KS1 should use the equipment provided to them in a labelled plastic wallet and not share these or use other children's equipment.
- Children must follow adult instructions on who they can socialise with in class, at break times and lunchtimes and where they can play.
- Children must not share food or drink with others.
- Children must follow the school's rules and expectations to keep them safe both when in school and when working online when using remote learning.

Above all, all children should demonstrate their usual respectful behaviour towards each other and adults. They should try their best to ensure the health and safety of others by following the teacher's instructions to avoid unnecessary contact.

Rationale

Good behaviour is essential in providing high quality learning experiences in a stimulating and supportive environment. Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and children can develop self-esteem, independence, self-discipline and responsibility.

Aims

- To promote learning through our **Rocket Rules, school values** and **motto**.
- To create an environment that encourages and reinforces positive behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote further achievement both academically, socially and emotionally.
- To enable children to develop self-esteem, respect of others, tolerance and compassion.
- To encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment.
- To develop children's emotional literacy, their ability to deal with conflict and their resilience.
- To encourage the involvement of both home and school in the implementation of this policy.

School Motto

Through challenge, fun and friendship, being the best we can be.

School Values

Honesty, respect, fairness, kindness, friendship, perseverance.

Rocket rules

Be kind and caring

Show brilliant behaviour

Do wonderful work

Implementation and Rewards

- Rocket rules, school values and school motto displayed throughout the school on noticeboards, classroom displays, school website...
- Reward system of smiley faces used throughout the school, with whole school team rewards and/or class rewards earned each term.
- Expected behaviour acknowledged through the use of positive language.
- Rewarding children's efforts towards good behaviour i.e. verbal/non-verbal praise, stickers, certificates etc...
- Calming down techniques and self-management techniques are taught explicitly.
- Children's efforts and achievements, including behaviour, are celebrated in our weekly certificate assembly.
- Teaching positive behaviour through circle time, PSHE, assemblies and morality stories.
- That staff and children have a shared awareness of children with special needs. Staff share specific needs of individual children with all staff.
- Lunchtime play leaders to model appropriate playground games.
- Parents/carers share positive experiences through WOW vouchers.

Consequences and Sanctions

To enable staff to have a consistent approach to the management of inappropriate behaviour the following guidelines should be implemented.

Children might need:

- Positive behaviour being acknowledged.
- Proximity praise – praise the good behaviour of another child sitting nearby modelling desired behaviour.
- Non-verbal, hand and facial gestures.
- Child is offered the choice to stop, sit quietly or sit elsewhere.
- Reminding of expected behaviour/Rocket rules.

Some children might need:

- Time out or calm down time.
- When in the outside environment children may need to walk alongside staff to observe appropriate behaviour.

In exceptional cases some children might need:

- The Headteacher being made aware of the behaviour, dealing with the child through discussion with them and the class teacher.
- Parental involvement. Informal steps are agreed between the class teacher, parent and child to promote positive behaviour.
- The child may be placed on the Special Education Needs register to formalise arrangements. An Individual behaviour programme is devised for the child in consultation with the parents.

- Involvement of other agencies, where appropriate, to discuss individual needs and appropriate strategies.
- Exclusion. In rare cases it may be necessary to exclude a pupil. This will only ever be considered after all other possible avenues have been explored. Careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. In line with Essex guidelines.

Use of Force

Force is used as a method of last resort. It is only used where there has been a potential for significant harm or risk to the child or other people or substantial damage to property. Full details are included in the school's policy on the Use of Force.