

ALYWN INFANT SCHOOL BEHAVIOUR MANAGEMENT

Alwyn operates a Positive Behaviour Management Policy. We adopt positive measures in order to:

- develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- create the conditions for an orderly community so that effective learning takes place in an atmosphere of mutual respect between all members of the school community and proper concern for the environment.

Key strategies:

- 1. to develop in the children a clear understanding of rules and expectations.**

It is important for children to have clear guidelines within which to work. Our school rules (Alwyn Aims) are simple and positively phrased. They address basic needs and encourage the following:

- respect for oneself.
- respect for others.
- respect for property.

The school rules (Alwyn Aims) are explained to the children at whole school assemblies and they are then reinforced by all the teachers and support assistants. These aims are displayed in the classrooms and referred to frequently and at appropriate times.

They are:

- ***Keep your hands and feet to yourself***
- ***Look and listen***
- ***Be careful and kind***
- ***Always do your best***

In the context of morning playtime and lunchtime playtime children are encouraged to follow these rules:

Playtime Rules

1. Play kind and sensible games
2. Stay in the playground – not in school or in the bushes
3. Keep your feet on the ground – no climbing or jumping off things
4. Use the toilets properly
5. Listen to the grown-ups
6. Be quiet in the quiet area
7. Leave creatures alone and leave leaves/twigs/stones where they are
8. Stand still when the whistle blows then walk to your line and stand sensibly
9. Walk to your classroom
10. Have a good playtime

2. to use praise, encouragement and simple incentives to encourage children to behave appropriately.

Good behaviour, along with good academic effort or attainment, will be rewarded by verbal praise and use of stickers and certificates. These will be used by teachers, teaching assistants and lunchtime assistants. Children will also be sent to the Headteacher for a special sticker and inclusion in the school's Golden Book. Children will also be sent to other adults around the school to receive praise. Work and behaviour noted in the Golden Book receives a mention at Friday's whole school Golden Book Assembly. This is a celebratory event and children, will have their attainments read out and will stand and be applauded for their success. Children will also receive a Kindness or Polite Certificate to take home, when appropriate, and will place a leaf on the Kindness Tree or a feather on the Polite Parrot during assembly. The achievement of class goals will also be celebrated in an assembly. The aim is to be able to value and encourage all children. Children are carefully monitored to ensure all benefit from these reward systems

Children will enjoy Golden Time activities on a Friday afternoon if their behaviour has warranted it. Parents will also be informed of good behaviour when appropriate.

3. to ensure that children understand that the consequences of misbehaviour are fairly and consistently applied.

Our aim, in terms of behaviour, is to be pro-active rather than reactive. However, in practical terms, situations can arise when children are not behaving appropriately and one of the following sanctions is applied:

Sanction	Order
SANCTION: Disappointed look from teacher/TA	1
SANCTION: Reparation (Making good)	1
SANCTION: Verbal comment	1
Examples of behaviour: Low level behaviour e.g. calling out/talking when should be listening/working quietly. Reparation, when appropriate.	
SANCTION: Reprimand	2
Examples of behaviour: Repeated/continued low level behaviour.	
SANCTION: Move to another part of the classroom	3
Examples of behaviour: Behaviour disruptive to themselves, the child next to them, group or whole class e.g. talking, fiddling with equipment, touching other children.	
SANCTION: Sit next to TA	4
SANCTION: Miss part of/whole of Golden Time (Can be earned back)	4
Examples of behaviour: Repeated disruptive behaviour from child who needs guidance. Repeated behaviour after sanctions 1 – 3 have failed to work. Not complying to the Alwyn Aims	
<ul style="list-style-type: none"> ➤ <i>Keep your hands and feet to yourself</i> ➤ <i>Look and listen</i> ➤ <i>Be careful and kind</i> ➤ <i>Always do your best</i> 	
SANCTION: Time out at morning playtime	5
SANCTION: Finish work at playtime	5
SANCTION: Child to record their own actions (Yr 2)	5
Examples of behaviour: Continued repeated behaviour of interrupting, calling out, physically disturbing other children	
SANCTION: Send to another teacher for a period of time (Internal exclusion)	6
Examples of behaviour: Continued repeated behaviour of interrupting, calling out, physically disturbing other children	
SANCTION: Send to Miss Cale (or a member of the SMT) and parents informed	7
Examples of behaviour: Physically hurting/injuring another child/adult Deliberate non-response or negative response to teacher/adult instruction By prior agreement Involvement of other people e.g. visitors to the school	
SANCTION: Send for Miss Cale (or a member of the SMT) and parents informed	8
Examples of behaviour: Child refuses to go. Child very distressed.	
SANCTION: Speak to parents	Varies

Examples of behaviour:

Repeated behaviours
 Injury to self/another
 Upon parental request
 Dangerous behaviour

Sanction 6 and beyond are recorded so that we can monitor behaviour and review our behaviour management strategies.

If the playtime rules are not followed then the following sanctions apply:

Lunchtime Rewards and Sanctions

Rewards:

- Happy playtime
- Mini playtime certificates
- Golden time

Sanctions:

- 1 Verbal reminder
- 2 Equipment removed, for period of time
or
Children not allowed to play with each, other for period of time
- 3 Hold adult's hand sensibly, for a period of time
or
Stay near adult, for a period of time (Teacher informed at end of playtime)
- 4 'Time Out' in hall, for a period of time (Record in book)
- 5 Teacher informed and time taken from 'Golden Time' (Record in book)
- 6 Be sent to Miss Cale, or a member of the SMT (Record in book)
- 7 'Time Out' for next day's lunchtime playtime and parents informed (Record in book)
- 8 Parents to pick up child immediately (Record)
- 9 Child excluded for a number of lunchtimes (Record)

We endeavour, at all times, to be knowledgeable of children's special needs and circumstances and are aware that some children will behave inappropriately through no fault of their own. We will manage the behaviour of these children in a manner appropriate to their special need(s) and in consultation with their parents/carers and other appropriate bodies/organisations.

We follow the local authority guidelines on exclusion.

Anti bullying Policy

'Bullying is the persistent, wilful and conscious desire to hurt, threaten and frighten another' (D Tatum)

At Alwyn our aim is that children's behaviour towards each other should be friendly and co-operative and bullying is therefore unacceptable. It is however important to recognise that bullying can and does take place in every school from time to time. It can take a physical form or be psychological, e.g. calling people unkind names, which can include racist ones. If an incident of bullying is reported we respond immediately. We follow the LIA model – Listen, Investigate, Act.

The Headteacher:

- talks with the parents/carers of the children and the children involved.
- alerts all staff to the problem and arranges systematic monitoring of the children concerned.
- uses the information gathered to identify the underlying problem and deal with it.

We believe that our behaviour policy is an essential ingredient in establishing the caring and positive ethos of our school. This policy is supported by other school initiatives and curricular areas including P.S.H.E.(Personal, Social Health education), R.E. (Religious Education), and Collective Worship.

Appendix 1 RBWM Identifying and Dealing with Racist Incidents

Appendix 2 Use of reasonable force.

Reviewed: 05/05/2015

To be Reviewed: Summer 2018