



# Annfield Plain Infant School

## Behaviour Management Policy

Date February 2022  
Review Date February 2023

## **Introduction**

Our aim is that an atmosphere of good discipline should prevail which is based on a clear understanding between pupils, staff and parents of what constitutes an acceptable code of behaviour. This does not mean an atmosphere of unquestioning regimentation, but behaviour which is based on self awareness.

## **Aims and Expectations**

We would like to provide a calm, safe environment in which all pupils can achieve their very best.

We would like to raise children's self-esteem and help them to have confidence in themselves.

We would like the children in our care to be happy, confident and secure.

We would like the adults in our school to be kind, caring and considerate and to be good role models for the children to follow.

We would like the children to be kind, caring and considerate to each other.

We would like every one to care about our school, to look after the building and the equipment inside and outside.

We would like everyone to learn to respect the property of others, while developing the ability to share.

We would like to involve parents in the good behaviour of their children and encourage them to support our behaviour management policy.

## **The School's Approach**

In the belief that our school should be a happy, secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, children and staff are all involved in a home/school partnership.

## **The curriculum and learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities, including Most Able. Marking and record keeping can be used as both a supportive activity, providing feedback to the children on their progress and achievements and, as a signal that the children's efforts are valued and that progress matters.

## **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should

provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

### **Charters**

At the beginning of each year, classes negotiate a class charter. This relates to our PSHCE policy and the United Nations Convention on the Rights of the Child. The children, with the help of their teacher, decide on the Rights and Responsibilities that they believe will make for a happy, hardworking environment where effective learning can take place. Once the Charter has been agreed, it is displayed in the classroom, and will be reinforced in day to day contexts by all adults in the school. If a child fails to follow the charter, they are reminded of the part they played in its creation and the commitment they made to it.

There is a charter for playtimes, lunchtimes and a Staff Charter devised by the children. These charters are displayed prominently around school and will be reviewed from time to time by the children and staff.

### **Role of Governors**

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the headteacher.

### **Role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to Governors when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all the children in the school.

The Head Teacher supports the staff by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

### **Role of Staff**

Class teachers have day-to-day responsibility for the behaviour of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching and support staff share the responsibility for the sensible behaviour of the children in and around the school.

The lunchtime supervisors are responsible for the behaviour of the children over lunchtime and they follow the guidelines of Annfield Plain Infant School behaviour policy.

### **Role of the Parents**

A Home-School Agreement will be provided for all incoming pupils on their arrival at the school and both parents and children are encouraged to read it and sign a declaration that they agree to it. Parents are made aware of the school's policy and procedures at the induction meetings for parents and from the school brochure and via the communications between home and school. We look to our parents to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard good relationships between the parents and school of vital importance and actively encourage the parents to show an interest in what their child does there.

### **Role of the Children**

Children are expected to follow the rules in the school and classroom and show respect for the rights and needs of everybody in the school community both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff; all support staff and other adults who may be in the school.

### **The Positive Approach**

We believe that young children respond better to praise than to criticism. Therefore, we aim to notice the well behaved children and provide rewards for good behaviour. By noticing the well behaved children we hope to develop a positive atmosphere which is pleasant for teacher and pupil to work in and which encourages all children to follow suit.

Rewards for good behaviour include:

Diddy dots

Certificates

Stickers

Hat bands

Fortnightly 'Green' treat

Special Reward Afternoon

Awards are as follows - minor variations in approach are made to allow for the age, maturity and expectations of each year group.

### **Reception**

Behaviour Tracking Chart informs Traffic Light Chart

Individual effort chart is displayed.

5 stickers receive a pencil. Double stickers lead to a prize out of the treasure chest.

Throughout the day stars and stickers are awarded for good work, good manners and good behaviour.

Classroom Charter is displayed in classroom area.

### **Y1**

Behaviour Tracking Chart informs Traffic Light Chart

Individual effort chart is displayed.

10 stickers receive a pencil. Double stickers lead to a prize out of the treasure chest.

Throughout the day stars, stamps and stickers are awarded for good work, good manners and good behaviour.

Classroom Charter is displayed in classroom area.

### **Y2**

Behaviour Tracking Chart informs Traffic Light Chart

Individual effort chart is displayed.

15 stickers receive a pencil. Double stickers lead to a prize out of the treasure chest.

Throughout the day stars and stickers are awarded for good work, good manners and good behaviour.

Classroom Charter is displayed in classroom area.

Whole school:

Celebration Assembly

Happy Folder - school recognises and rewards a good work ethic

Star of the week - a specific type of behaviour is rewarded (Responsibilities)

Eco Award

Golden Spoon Award

Golden Broom Award

## Swimming of the Week Award

### Consequences

Low key methods will be used first:

- By looking meaningfully at the child
- By moving close to the child
- By using the child's name in the context of the lesson, e.g., 'Name ...what can you tell us about that?'
- By praising a child close by who is behaving in the desired way

Persistent poor behaviour will result in warnings being recorded on class Behaviour Tracking Chart.

1 warning - Verbal reminder (green)

2 warnings - Verbal reminder and refer to class charter (green)

3 warnings - child will miss some playtime or privilege time - behaviour slip sent home (child moves on to amber traffic light).

4 warnings - Teacher to inform parents and invite in for consultation meeting. Child may be sent to Headteacher or Deputy Headteacher.

The Behaviour Tracking Chart will begin afresh at the start of the day.

An Individual Behaviour Plan will be introduced for children who are misbehaving on a regular basis.

### What constitutes a serious misdemeanour?

\* Bullying which includes:

- hurting another child
- fighting
- name calling
- teasing
- excluding a child
- racial remarks
- threatening behaviour

\* swearing

\* vandalism

\* throwing a dangerous object

\* stealing

\* lying to adult

\* hurting an adult

\* defying/being rude to an adult

\* Use of anti social language

### Consequences

Enter name/description of incident and consequence in incident book.

Sent to Deputy Headteacher / Headteacher

If poor behaviour continues the class teacher will request the parent to attend a consultation meeting.

(Teachers may wish to use this when several verbal communications at the gate about a particular aspect has not resolved the problem or when a sensitive issue is to be discussed in the privacy of the school building.

Parents are sometimes embarrassed to be told about behavioural issues in a public place such as the yard or outside school. Staff must judge both the attitude of the parent and the nature of the incident sensitively).

Persistent unacceptable behaviour will result in the Headteacher inviting parents into school to implement a Behaviour Discipline Plan.

Certain types of severe behaviour, including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse and repeated disruptive behaviour in class could result in exclusion, which follows the procedures laid down by Durham Local Authority and which has been agreed

by the Governing Body of Annfield Plain Infant School. If children are likely to cause injury to themselves or other pupils, they may be restrained in accordance with LA guidance.

### **Special Needs**

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child. Areas of behaviour that need improvement are identified and targeted in the child's individual programme. Parents, Headteacher, Deputy Head, Teachers, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful.

### **In Conclusion**

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of their behaviour in our society.