

St Anne's R C Primary and Nursery School Audenshaw

Behaviour Policy

Mission Statement

"To help every person here to achieve
his or her best in work and in play.
To celebrate whatever is good
And to follow in the footsteps of Jesus
By supporting and forgiving each other,
For the honour and glory of God".

RATIONALE

In accordance with our Mission Statement, we aim to create an atmosphere where our children's behaviour bears witness to our Christian values and beliefs. This atmosphere will encourage individuals to take responsibility for their own actions, exercise self-discipline, nurture a co-operative attitude and develop respect for others.

The positive approach of praise, encouragement and the raising of self esteem will form the cornerstone of our behaviour policy. We will recognise the links between appropriate expectations and resulting behaviour of our children.

AIMS

We aim to:

- create a joyful, Christian atmosphere of caring and respect for each other in order that effective teaching and learning can take place and children can feel secure.
- establish, in consultation with the children a set of class rules each September.
- develop a sense of self-discipline, thereby encouraging all children to be responsible for their own actions.
- ensure that all staff maintain a coherent and consistent approach to behaviour throughout our school.
- develop close liaison with parents in recognition of the fact that the home/school partnership is fundamental to the child's social development
- ensure consistency of behaviour throughout the school day by applying this positive approach throughout play and lunchtime.

GUIDELINES

Behaviour plans will include agreed class rules, and expectations which should encompass the following:

- listening
- rights and responsibilities
- respect
- routines

These will be drawn up with all class members each September. Children will each be given a copy to sign and to take home to parents. These behaviour plans will form the basis of the parent meetings in September.

We will:

- teach listening skills
- use self-esteem strategies and these will form the basis of behaviour management throughout the school.
- focus on desirable behaviour rather than highlighting negative points. (Effective display of the rules will help to remind the children of the agreed expectations.)
- share news of good and improved behaviour/work with the class, other teachers, the headteacher, parents and by using the opportunity of Golden Nominee Assemblies.
- comment frequently and publicly on good work and social behaviour.
- use positive language to create an atmosphere in which all children will be well behaved, co-operative and secure.
- try to compliment/praise children before reprimanding.
- give responsibilities and incentives to encourage appropriate behaviour e.g. messages/errands registers, folders, pencils, setting up the hall, cones, playground equipment, kits, milk, cloakrooms etc.
- take time to explain why rewards have been given in order to give them high status.
- promote close contact between teachers and parents to gain support and consistency.
- set appropriate standards for children to follow with regard to attitudes, punctuality and dress etc.

- remember to disapprove of the behaviour exhibited rather than the child as a person, so as to preserve a healthy self image e.g. “ I like you but I do not like your behaviour.”
- encourage children to think carefully about their actions and the consequences that they can have upon others. Children will be encouraged to apologise when appropriate.
- use stickers and certificates to acknowledge particular achievements and monitor their distribution.

STRATEGIES

Children will be reminded frequently of the class rules, their rights and responsibilities. If, however the rights and/or learning of themselves and/or others is compromised we will use the following sanctions:

- child will be asked to work alone/given time out
- use a distraction technique such as a message/errand
- child will forfeit 5 minutes of play/lunchtime
- involve the headteacher
- involve parents
- a personal support plan will be discussed and implemented

If unacceptable behaviour continues then a warning to parents will be issued and a fixed term exclusion could ensue.

EXAMPLES OF POSITIVE LANGUAGE

I really like.....

Thank you for coming back to class so quietly.

Do you think we can help the children who are finding it difficult to listen/stop talking/ share/ tidy up etc.

The children who have been working on..... have been very responsible.

Could we have done that differently/ another way?

The.... group have tidied up really well/ quietly. Well done.

We have lots of friends in school.

I feel very lucky.

I am sure you do too.

When I find something difficult I ask someone for help.

Thank you for taking care of the.....

Well donefor choosing to be in the middle of the line.

This is a very special day.

Can we show other children how to.....

..... does not feel very well. Can we help by.....

I felt sad when I heard How can we help?

We have got some lovely/exciting/different..... How are we going to look after them?

This is a very important message. I need someone who is very responsible to take it.

The.....class are doing How can we help / not disturb them?

When you have..... you can.....

Somebody has accidentally.....would somebody help me toplease.

..... is feeling upset. I know the other children in this group will look after you.

This is a lovely surprise (name of child) may I share it with the children?

You have finished that work really well. Well done!

..... does not feel able to read at the moment, would you like to choose someone to read with

That's a lovely piece of work. We are proud of you.
I knew you could do that if you didn't get disturbed

I can see you are trying to listen.

This is very important and I want to tell everyone.

Can we sit quietly and let our friends get on with their work.

How did you feel during your first days in school? Look out for today and offer help gently when needed.

I like having a new book. Do you?

God is thinking about each of us now. Are we trying to show love, be caring now?

This is a lovely surprise. I can see this is your neatest work.

Are you feeling tired, are you feeling happy, pleased.

..... is being very, responsible

I know this would never happen in my class but

MANAGEMENT DETAILS (TEACHING STAFF ONLY) FOR CHILDREN WITH BEHAVIOURAL DIFFICULTIES

- 1) We will try and identify causes of unreasonable behaviour and ways to remove/avoid them
- 2) We will place children who have behavioural difficulties strategically round the classroom.
- 3) We will use a wide range of self-esteem activities on a regular basis to reinforce a positive self image, promote self respect and raise self esteem.
- 4) We may need to discuss particular special needs with all children if necessary, so as to promote respect for others and appeal to children to help/support others.
- 5) We will if necessary enlist peer group support for positive reinforcement.
- 6) We will employ verbal distraction techniques at the early stages of disruption eg. go and get a red/ a blue/ a black pen. Other distraction techniques might include changing an activity, sending on a job, giving more input on an activity, using afternoon play etc.
- 7) We will set up a Personal Support Plan, making a point of speaking to individual children in the morning in order to begin on the right note. If necessary we will start each day with individual time working one to one with a co-educator and allow five minutes review time at the end of the day to discuss successes and offer solutions/alternatives to problems encountered.
- 8) If appropriate we will use a smiley face book - with the day being broken up into several opportunities. Smiley faces will be built up each time the child achieves their objective. The target number of smiley faces and the goals to achieve them should be realistically discussed with the child at the beginning of the week.
- 9) If appropriate, we will use a contract book to negotiate tasks and rewards, with the individual, overall small periods of time. With younger or immature children photographs, portraying positive images of the child could also be incorporated into this book.
- 10) If appropriate, we will use a traffic light book that encourages children to take responsibility for their own actions. Here, the day is broken down into opportunities eg morning, playtime, assembly. After each opportunity the child

colours in a chart that reflects how he/she feels they have behaved; green (good), yellow (good/poor), red (poor). The teacher inputs a colour alongside the child and discusses problems that may have arisen or praises the child's success.

- 11) We will, if appropriate, use a praise / attention strategy, whereby praise attention is given at half hourly intervals for one week, reduced to hourly intervals in the second and thereafter every session.
- 12) We will identify Mrs Brennan's room (for Key Stage 2 children) as a 'time out' area if necessary. This gives a child the to overcome their frustration/ aggression.
- 13) We will use physical activities as a way of channelling energy and possibly curbing poor behaviour.
- 14) If serious disruption occurs we will remove the class from the situation, leaving the disruptive child under the supervision of another adult. If additional help is required we will send a child with a non-alarmist / coded message to alert the attention of the headteacher. (See Appendix 1)
- 15) If behavioural difficulties persist the in-school Special Needs system will be used which may lead to referral to the EBD Outreach Team.

In our day to day experiences with our children we will employ a nurturing approach (if appropriate to the child) before problems arise. (Remember you need to give 5 positives for each negative comment!).

Strategies 8,9 and 10 will be used where serious behavioural problems occur. These books/charts are intended to be used as a progressive strategy. Therefore, the individual is initially helped to set small achievable targets (smiley face/contract book), and the teacher will endeavour to equip the child with solutions to overcome their difficulties and establish good behavioural patterns. The traffic light book requires the individual to employ the skill they have learned previously and take responsibility for their actions. The ultimate goal is for good behaviour to occur without the aid of the books etc.

The smiley face / contract / traffic light book will be used as a source of reward and should be shared with members of staff.

This Policy was reviewed
13th September 2016