

BEHAVIOUR MANAGEMENT POLICY

Our school recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment. This policy was developed with consultation from staff, parents and children

Aim

It is a primary aim of High Elms Manor School that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well.

The aims of our Behaviour Management policy are to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well.

This policy aims to help children become positive, responsible, to behave in socially acceptable ways and to understand the needs and rights of others.

The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Children are helped to:

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills that constitute acceptable behaviour.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Behaviour Management Strategies

High Elms Manor School, will manage behaviour according to clear, consistent and positive strategies. Parents/carers and children are encouraged to contribute to these strategies by offering suggestions and raising any concerns. Whilst the whole team is responsible for implementing a positive behaviour management policy, the Headteacher will use her skills and experience to support the team and is able to access expert advice if ordinary methods are not effective with a particular child. She ensures the health, safety and welfare of all children in the school and maintains records of all reported serious incidents of misbehaviour.

Behaviour management in High Elms Manor School will be structured around the following principles:

Early Years (The Nest and Little Elms)

The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The Early Years managers Lucy Rodrigues (The Nest) and Catrine O'Neill (Little Elms) have overall responsibility for supporting personal, social and emotional development in the Early Years Foundation Stage which includes issues concerning behaviour. This involves:

- Keeping up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where additional support may be required.
- Accessing relevant sources of expertise on promoting positive behaviour within the programme.

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- To check that all staff have relevant in-service training on promoting positive behaviour.

Staff

- We require all staff to provide a positive model of behaviour by treating children, parents and one another with respect, friendliness, care and courtesy.
- We familiarise new staff with the Early Years behaviour policy and its guidelines for behaviour.
- We expect all members of Early Years - children, parents and staff - to keep to the guidelines, requiring these to be applied consistently.
- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- From about the age of three, children become much more able to negotiate and compromise and will be less likely to resort to tantrums or stubborn refusal if they are given some chance to gain 'power' through negotiation. Through this process, the adult is also building valuable skills of 'either or' thinking.

Parents/Carers

- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a member of staff. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Positive Behaviour

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We support social skills through modelling behaviour, grace and courtesy exercises, activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

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- Staff and children will work together to establish a clear set of positive 'golden rules'. These will be periodically reviewed so that new children have a say in how the rules of High Elms Manor School operate.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings through the 6 steps to conflict resolution as they have neither the biological means nor the cognitive means to do this for themselves. The 6 steps to conflict resolution are:
 - **Approach calmly, stopping any hurtful actions.**
 - **Acknowledge Feelings.**
 - **Gather information.**
 - **Restate the problem:**
 - **Ask for solutions and choose one together.**
 - **Give follow-up support.**
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.

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- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. Where this does not work, Outside agencies may be contacted for support with parental agreement.
- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We do not use techniques intended to single out and humiliate individual children.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

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- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Primary Years (High Elms)

The principles guiding management of behaviour exist within the programme for supporting personal, social, health and emotional development.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice': it promotes self-management of behaviour and enables some reflection of what behavioural choices exist i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and; it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Roisin O'Neill (6-9 class) and Maria Des Los Reyes (9-12 class) have overall responsibility for supporting personal, social, health and emotional development in the Primary Years Curriculum which include issues concerning behaviour. This involves:

- Keeping up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where additional support may be required.
- Accessing relevant sources of expertise on promoting positive behaviour within the programme.
- To check that all staff have relevant in-service training on promoting positive behaviour.

Staff

- We require all staff to provide a positive model of behaviour by treating children, parents and one another with respect, friendliness, care and courtesy.
- We familiarise new staff with the Primary Years behaviour policy and its guidelines for behaviour.
- We expect all members of Primary Years - children, parents and staff - to keep to the guidelines, requiring these to be applied consistently.
- All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.

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- Staff support social skills through modelling behaviour, grace and courtesy exercises, activities, drama and stories. Staff build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- Staff will avoid shouting at work.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.

Staff praise children on an individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made.

Staff follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents.

Staff will display in the classroom the consequences of children's choices (both positive and negative; see consequences, below) – this can help when explaining to the child why they are being praised / warned.

Staff are consistent with all consequences and treat each child fairly and with respect and understanding

Staff will report to parents the child's social and emotional aspects of school life, including behaviour and relationships.

If necessary staff will liaise with external agencies, to support and guide the progress of each child.

It is also the responsibility of teaching assistants, office staff and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

Pupils

It is the responsibility of pupils to make good choices at all times. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- follow instructions*
- keep hands, feet and objects to themselves
- use positive language (including body language)

*Following instructions can include '3-2-1-Stop'; in our school, this means three things:

- silent voices
- empty hands

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- eyes on the speaker

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour.

Parents / Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if a child receives five warnings or if there is a pattern of regularly received warnings. Working together we will attempt to help identify the causes of negative behaviour and share strategies for dealing with it.

Parents are expected to respect school rules and the importance of attendance, correct uniform and completion of homework and to support the school's decision when applying consequences to deal with any specific incident / issue. Co-operation with the school is essential in supporting their child's learning. If a child has poor attendance or is consistently wearing incorrect uniform parents will be contacted to discuss the issue.

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Working together for good behaviour in schools is a helpful document for parents / carers, available on the following website (reference to this will be made to parents / carers when appropriate):

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00960-2009.pdf>

Positive consequences

- Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.
- Positive behaviour will be reinforced with praise and encouragement.
- Each teacher and their class develop their own systems of reward and praise, based on the overall school principals set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships.

Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour
- Reference to good role models
- Children are congratulated
- Certificates
- Golden Time

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Assemblies are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Staff and children will work together to establish a clear set of positive 'golden rules'. These will be periodically reviewed so that new children have a say in how the rules of High Elms Manor School operate.

Negative consequences

- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.

The strategies we use to deal with unacceptable behaviour will be developmentally appropriate for the child, respecting his/her level of maturity and understanding.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people. Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity. Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.

Staff employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

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We have just three school rules:

- We keep hands, feet and objects to ourselves
- We follow instructions
- We use positive language

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices
2. Five minutes off break
3. Time out of class and missed break
4. Time out of class and 30 minutes of lunch play missed
5. Pupil sees Headteacher and parents are informed

If homework is not completed the child will be given the choice whether to complete this in their break time or at home that night. If still not completed the teacher will decide when the child completes it.

Low-level, on-going disruptive or uncooperative behaviour (e.g. not following instructions straight away, talking in class, interrupting) are small issues but over time may stop a child and others from learning or feeling settled. We aim to keep this to a minimum and aim to spot patterns when warnings occur. The following stages are followed to reduce such behaviour:

Stage 1: a letter to parents to inform of high number of warnings caused by low-level disruptive / uncooperative behaviour incidents; this stage would typically begin in the first half of a term

Stage 2: a letter to parents to advise this has continued and therefore we need to see an improvement within a fixed period of time; a behaviour chart at school to track incidents will be used (in addition to any other SEAL interventions that may be used); this stage would typically begin in the second half of a term

Stage 3: a meeting between parent, pupil, and teacher

Adults in the school will be aware that some kinds of behaviour may arise from a child's special needs.

Serious misbehaviour (e.g. disrespect to staff, property or cultures, swearing, fighting) is very rare at High Elms Manor School. Any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

In the event that unacceptable behaviour persists, more serious actions may have to be taken, in accordance with the Suspensions and Exclusions policy. At all times, children will have explained to them the potential consequences of their actions.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.

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The Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property. Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied, for example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will always be appropriate to the age, size and strength of the child or children involved.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Headteacher or, in extreme cases, the police.

- Where a member of staff has had to intervene physically to restrain a child, the manager will be notified and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Early Years Co-ordinator and are recorded in the child's personal file. The child's parent is informed on the same day.

The manager will ensure that no member of staff or person living or working on the premises will use corporal punishment and inform that failure to comply is an offence.

- Under no circumstances do we give corporal punishment to a child or threaten any form of punishment which could have an adverse impact on the child's well-being
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

If a staff member commits any act of violence or abuse towards a child at High Elms Manor School, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.