



Woodgrange Infant School

Promoting Positive Behaviour

What we believe

- All children have a right to learn in a safe and caring environment that supports the development of their self-esteem
- All our children have a right to achieve their best free from threat of physical harm, bullying or bad treatment.
- No child's learning should be damaged by the poor attitude or behaviour of others

Aims of policy

- To have a common approach throughout the school
- To have a clear outline of steps that are to be taken, but which also allow an awareness of individual children e.g. children with additional needs.
- To develop in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop respect for themselves, other children adults and the school environment.
- To create and sustain the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is a proper concern for the environment.

These aims are best secured in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities.

Expectations of behaviour at our school

SOCIAL BEHAVIOUR

Each class draws up their agreed rules but our principles include:

- Treat others with respect
- Listen to each other
- Be considerate of how others may be feeling
- Treat others' work, achievements and property with respect
- Treat school and school property with respect
- Not cause harm or injury to others
- Walk inside the building

LEARNING BEHAVIOUR

- Listening
- Watching
- Asking questions
- Thinking and concentrating
- Trying to answer questions
- Taking part in discussions and group work
- Sharing ideas and helping others to work something out/ solve a problem
- Thinking and talking about what they are learning
- Listening to feedback and trying to improve

We do all we can to:

Use humour to build bridges

Keep calm to reduce tension

Listen and earn respect

Reject unwanted behaviour not the person

Discuss concerns with parents at an early stage

Follow agreed procedures

PROCEDURE

How we promote positive behaviour. We

- Praise and share good behaviour – this models expectations and reinforces positive messages
- Praise and reward positive learning behaviour through Gold/ silver and bronze levels on the traffic light system
- pass praise on to parents and send home a letter if behaviour has improved
- involve children in devising “golden rules” for the class-
- give gentle warnings and reminders of expectations
- try to find the reason for poor behaviour
- allow children to apologise and understand why they need to
- allow a cooling off period for both adult and child
- are consistent and fair and make sure all staff and pupils understand the boundaries
- have clear routines in the classroom to avoid less structured times which many children find difficult

Procedures for dealing with poor behaviour

At Woodgrange we follow the “traffic lights” approach. This is based on a system of rewards and sanctions. If a child is beginning to misbehave and break a golden rule a series of three warnings will be given. At this point the child’s name will be placed in orange. If the poor behaviour continues up to three more warnings will be given before moving into “ the red”. Having your name in the red will mean missing some special time i.e. 5 minutes of golden time or some or all of playtime per appearance. Lunchtime and playtime problems can also count as a “debit”. At each stage of this process the pupil has the opportunity to improve their behaviour and move back into the green. Each day is treated as a new start.

Cause for concern

Unfortunately there will always be some children who need extra support with their behaviour and for whom the above strategies will not work.

Difficulties may manifest themselves as:

- persistent disruptive behaviour
- being withdrawn
- inappropriate behaviour for the child’s age
- lack of friendships
- learning difficulties
- poor communication skills or language delay
- high levels of aggression or mood swings

If this is the case we collect evidence to identify possible causes and to inform planning for strategies to support a child and discussions with parents

Support may be through:

- making a contract with the pupil
- involving the class in monitoring behaviour – with the emphasis on identifying good behaviour rather than “telling tales”
- discussions with SENCO
- emotional literacy sessions
- input from BSDAT (behaviour support advisory service)
- referral to school counsellor
- work with parents

Work is never used as a punishment as it gives a very negative message to the pupils. Pupils missing golden time should have to watch others enjoying themselves.

We do not believe that missing playtime is a productive sanction, it is better if children who behave poorly in the playground are stood against the wall for a few minutes, watching others enjoy themselves.

- keeping a child back for a private talk
- sending to a parallel class with a note

- sending to head or deputy head teacher with a note.

In the event of “incidents” we:

- stop any physical conflict
- draw attention to school rules
- allow both sides to have a say in what happened
- apologise in some form e.g. shaking hands
- encourage children to think about what would have been a better course of action
- train pupils to involve adults rather than acting themselves
- use circle times to discuss difficulties and issues and to reinforce whole class accepted values

In **very** serious cases we may do some or all of the following:

- speak to parents (privately to avoid labelling pupils in front of other parents)
- send a letter home asking parents to come to school to see the teacher or head teacher
- refer to educational psychologist
- consider issuing an exclusion

Instances where exclusion may be imposed include deliberately and aggressively hurting or verbally abusing a child or adult and/ or persistent disruptive behaviour. Newham guidance will always be followed and the Headteacher will always either issue the exclusion or be consulted if away from school.

A minimum of two members of staff are trained in positive handling in case a child needs to be physically restrained from hurting themselves or others.

In the event of any racist incidents the head teacher should be involved immediately (see anti-racist guidelines for further details.)

In the event of bullying the head teacher should be informed as soon as possible.

We do not tolerate bullying behaviour at our school. Our positive approach ensures such incidents are extremely rare. Our Inclusion manager is actively involved in supporting pupils with behaviour issues.

Staff responsibilities

The attitudes of the staff are of great importance for it is they who, in the end determine the environment in which good relationships can develop.

The staff of Woodgrange are expected to set the right example to pupils and should consider themselves responsible at all times for the behaviour of pupils within sight or sound.

Boredom, lack of understanding and lack of progress are major reasons why children misbehave. We aim to provide a relevant and appropriate curriculum, delivered creatively.

Our code of behaviour will be accepted by pupils if it is

- clear
- consistently applied
- reasonable and fair
- sensitive
- effective

Younger pupils are likely to become confused by a variety of staff attitudes and expectations.

Monitoring and Evaluation

We will know this policy has been successful through

- the number and nature of comments made or issues raised by parents
- the responses on staff, parent and pupil questionnaires regarding behaviour
- a low level of allegations of or instances of bullying

This policy should be read with reference to the Inclusion policy and the Positive playground policy and the anti-Bullying policy..

This policy will be reviewed annually by the Governing body.

Next review : Spring 2016