



## **Positive Behaviour and Behaviour Management Policy 2020-2021**

### **Early Years Foundation Stage and Key Stage 1**

[To be read in conjunction with Anti-Bullying Policy and Whole School Behaviour Management Policy]

#### **Rationale**

At Altrincham Preparatory School we aim to create a positive atmosphere where all members of the school community feel valued and respected. Our school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way.

We believe that all the boys at Altrincham Preparatory School have a right to an education which offers them the best opportunity to reach their full potential and that everyone within school is working to provide the environment in which this may happen. We are also mindful of the five outcomes set out in *Every Child Matters* which focus on our collective roles to ensure that our boys are able to:

- stay safe
- be healthy
- enjoy and achieve
- achieve economic well-being
- make a positive contribution

#### **Aims**

Within the EYFS and Key Stage 1 we aim:

- to maintain a happy, secure, calm, orderly environment in which effective learning can take place
- to teach the boys to become self disciplined
- to cultivate an ethos which supports the boys so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- to encourage the boys to develop their own strategies to manage different situations
- to encourage all boys and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our school
- to recognise the role of all adults in the school in modelling good behaviour
- to use teaching methods that engage the boys and are well matched to their needs and provide a curriculum which excites and challenges.

#### **A Positive Approach**

An effective behaviour management policy is one that has high expectations and supports the boys in developing self discipline and a positive self image. Self esteem affects all thinking and behaviour and we believe that this impacts on learning and performance. We aim to provide positive experiences and reward good behaviour. By reinforcing good behaviour, we provide role models and emphasise our high expectations and encourage achievement.

Our **Golden Rules** reflect our approach. We encourage and expect the boys to:

- **Try to tell the truth**
- **Keep our School clean and tidy**
- **Walk around School so that we do not disturb others**
- **Respects other people's property by looking after things carefully**
- **Look after our own belongings**
- **Look smart in our School uniform**
- **Play so everyone can enjoy themselves**
- **Treat everyone with respect and care**

These are simplified at EYFS within the class as:

- **Be happy**
- **Be kind**
- **Be polite**
- **Listen**
- **Sit properly**
- **Work hard**

Examples of strategies we use to support promoting positive behaviour and our Golden Rules at Bank Place and Highbury are:

- Our PSED/PSHCE programme
- Collective worship and assemblies
- Merit awards for positive behaviour, kindness, helpfulness, team work
- Golden rules displayed in each classroom and regularly referred to
- Home School Agreements are given out yearly
- Circles of friends
- Team building activities
- Carefully challenging unacceptable behaviour
- 1, 2, 3 be good for me
- Stop, Think, Make a good choice
- Celebrating positive behaviour, effort and achievement
- Happy Books (shared between home and school)
- Stickers and certificates
- Friendship stops and playground friends
- Regular meetings with parents
- Individual behaviour contracts
- Class profiles – looking at a boy's behaviour in relation to the rest of the class
- Providing our lunch time staff with regular fortnightly meetings and guidelines to monitor and review lunch time play
- Pom poms/marbles in a jar
- Table points
- House points
- Golden tickets

## Rewards and Sanctions [EYFS and KS1]

We reward **positive behaviour** in the following ways:

- Verbal praise, e.g. 'Well done for...'/ 'I like that because...'
- Establishing individual schemes that reward positive attitudes in work and behaviour e.g. smiley faces, stickers, stamps, positive written comments etc.
- Sharing achievement with another teacher and class
- Establishing class schemes that foster respect for others and valuing team work e.g. star table, super tidying, 'I am helpful/kind' stickers, star worker, super listener etc.
- Merit assemblies
- Praising positive behaviour through our observations
- Golden Time

Sanctions we use when dealing with **poor and unacceptable behaviour** may include:

- Making our disapproval obvious through facial expressions and gestures
- Talking to boys and listening to their explanation
- Writing the boy's name on the board to highlight warning
- Using the 1, 2, 3 approach
- 'Thinking chair' or 'time out'
- Sad faces
- Asking a boy to write a letter of apology or draw a picture, as appropriate
- Non participation in extracurricular activities
- Withdrawal of privileges such as part of playtime or part of lunch time
- Sending boys to another class for a 'cool off' time; sending boys to the appropriate Deputy Head and ultimately the Head Master
- Drawing up an individual contract or agreement
- Drawing up Individual Behaviour Plans

We must ensure that in dealing with such behaviour we use appropriate sanctions which are **age appropriate, immediate, fair** and **consistent**. We make clear why the sanction is being applied and what change in behaviour is required to avoid future punishments. We try to avoid group sanctions as they can breed resentment. We are also mindful that it is the behaviour rather than the boy that is being punished i.e. '*Your behaviour is.....*'. We also believe that we must apply a sense of proportion to all situations and that the sanction is appropriate to the offence.

At Altrincham Preparatory School we see the behaviour of the boys as a partnership between parents and ourselves. If a boy is consistently misbehaving, then we need to talk with his parents and ask for their support. These discussions are logged [yellow logs] so we can monitor situations and review as and when necessary.

Research suggests that in order to cope and survive adversity, children need to develop the skills in the three R's:

- **Reflection**
- **Resilience**
- **Resourcefulness**

That is, they need to be able to **reflect** on what has happened and identify what might need to be changed.

They need to have **resilience** to know that it is not the end of the world when something goes wrong; that things can be repaired.

They need the **resourcefulness** to know that there are other ways of responding and to be able to generate alternative actions for next time.

The hardest is **resilience**. This is more manageable if we break it down into the following elements [Dowling 2003]:

- Having confidence and high self esteem
- Being optimistic
- Being independent
- Having values and beliefs
- Being sociable [NB communication skills: facial expressions, body language, tone of voice, specific words; 90% of communication is non verbal...]
- Being able to understand their own feelings and others' feelings.

[Social Skills in the Early Years, Mathieson 2005]

### **Stages of Dealing with Unacceptable Behaviour**

Whilst we recognise that is very important to highlight the positive, we recognise that there is a need for dealing with poor and unacceptable behaviour. Depending on the seriousness of the incident, we should take in to consideration this framework:

Problem Solving Framework for Early Years/KS1:

- A realistic view of what it is reasonable to expect of a boy's age, stage, ability and personality
- The desire to try and see things from his point of view to help us understand the behaviour
- A realistic sense of time it is likely to take for things to change
- A way of managing our own responses to give the boy the best possible chance of changing his behaviour
- The support and involvement of other adults to help see his behaviour in the context of his learning and not a personal vendetta against us.

[Social Skills in the Early Years, Mathieson 2005]

Whilst taking in to account the framework above, we follow these stages in dealing with behaviour:

#### **Stage 1**

Boys follow our 'Golden Rules'; they respect the rights of self and others and are cooperative and self controlled. Boys are expected to aspire to this and reward systems are designed to reinforce and promote this.

## Stage 2

Minor disruptions (e.g. distracting others, poor concentration, showing poor manners, grabbing, talking in an inappropriate voice, interrupting, lacking awareness of others, pushing or running). This is dealt with in class by the class teacher/teacher assistant using gentle verbal and non verbal reminders.

If this behaviour continues, the class teacher will follow the **1, 2, 3 approach**, remembering our need to focus on the boy's developing understanding of the **3R's**.

### 1. Verbal or non-verbal reminder

The boy's name is moved to number 1.

### 2. Verbal reminder with details of consequence

The second warning is given. The boy's name is moved to number 2 and choice, cause and consequence given e.g. *'If I have to speak to you a third time you will spend two minutes of your playtime in class. I am sure you will make the right choice and stop talking.'* The boy's name stays on the consequence chart for the appropriate length of time. This is also helpful for specialist teachers to see and enables them to support our behaviour management system.

### 3. Consequence

The boy's name is moved to number 3 and the consequence is carried out and the child is required to articulate:

What they did

Why they did it

What rule they broke

What would be a better choice next time

What they can do to help

## Stage 3

If a boy continues with this unacceptable behaviour three times during one week, the class teacher brings the child to the Deputy Head. The child is spoken to by the Deputy Head who logs the incidents and will decide on an appropriate course of action or consequence. Should this unacceptable behaviour occur again during the following week, the class teacher will then ask parents to come and discuss the situation.

There may be occasions when it is appropriate for a child to see the Deputy Head straight away. This may include poor attitudes to learning and work which may be disrupting the teaching group or unresponsive, rude or aggressive behaviour. The Deputy Head will deal directly with the child and the behaviour is dealt with appropriately. Such incidents and sanctions are logged by the Deputy Head. The class teacher will then discuss the incident with the boy's parents, with the support of the Deputy Head.

## Stage 4

If a boy continually breaches the rights of others or there is continued deterioration of behaviour and all attempts to support and help are ignored, the Head Master becomes involved. The boy is then, in consultation with parents, class teacher and Deputy Head, placed on an individual behaviour plan. All discussions are logged and the individual behaviour plan monitored carefully and reviewed regularly.

## Stage 5

At this stage behaviour is now deemed serious enough to warrant exclusion. The issue is dealt with directly by the Head Master.

## **Anti Bullying**

We acknowledge that bullying may, very occasionally, take place in our school as it does in any institution. We have very clear guidelines set out in our Anti Bullying Policy that we use and adhere to. The Behaviour management Policy should be read in conjunction with the Anti-Bullying Policy.

## **Positive Behaviour Management off the School Site**

All staff have the responsibility for ensuring the good behaviour and safe conduct of the boys in their care when out of school, but during school hours. The boys will be expected to abide by all normal school rules and any extra constraints as informed by the staff leading the party. Any boys breaking school rules whilst on a school trip or representing our school in sporting activities may well be prohibited from going on future trips.

## **Reporting to Parents**

EYFS and Key Stage 1 reports are written for parents twice during the academic year.

Individual comments will be made by the class teacher which highlights the boys' positive attitudes, abilities to makes the right choices, understanding of our Golden Rules and support areas for development.

## **Monitoring and Review**

The overall responsibility for the **Behaviour and Behaviour Management Policy** rests with the **Senior Leadership Team** and the **Headmaster**. The **Head Master** in **consultation** with colleagues will review the policy on an annual basis. It is also the responsibility of the Head Master, with the support of all **staff** to ensure the health, safety and welfare of all the boys in the school.

## **Roles and Responsibilities**

### **Role of the Class Teacher**

- to ensure at the start of each year, parents are fully informed and aware of how behaviour is being managed within the year group and what the procedures and expectations are
- to fully implement the Schools' Behaviour Management Policy
- to set up regular meetings with parents if their son is experiencing difficulties in aspiring to our Golden Rules .
- to ensure that behaviour is managed consistently within their class and across classes in the Phase.
- to ensure that concerns and observations are appropriately built up and logged
- to ensure that all staff are aware of concerns by highlighting concerns in briefing and phase group meetings
- to liaise with Deputy Head and Learning Support Co-ordinator as appropriate
- to reward and praise boys regularly
- to model high standards of behaviour both in their dealing with the boys and with each other, as their example has an important influence on the boys. Honesty, courtesy, kindness, fairness and respect are the traditional values that underlie our school's aims.

**Deputy Heads** with phase group responsibility within the school are responsible for raising standards in their phase by:

- ensuring that the policy is implemented
- organising InSeT needs within their phase

- advising colleagues about effective behaviour strategies
- meeting with parents to support parents, the child and class teachers
- ensuring that 'Boys causing concern' forms part of briefing, phase meetings and SLT meetings
- monitoring incident books, phase meetings and briefing notes noting patterns

### **Role of Learning Support Co-ordinator**

- observe boys causing concern within the class and playground context and discuss perceptions and strategies
- suggest outside agencies that may be approached and liaise with these on our behalf. Deputy Head will support.

### **Role of the Head Master**

- to meet and talk with parents when appropriate
- to discuss with staff how far the policy is being successfully implemented
- to inform new parents to the school so that they are aware of the behaviour expectations and what it entails
- to report to the Governors, when requested, on the effectiveness of the Policy

### **Role of Parents**

- we work collaboratively with parents, so that the boys receive consistent messages about how to behave at home and school. We explain the school rules in our Welcome Meetings to parents at the start of each academic year and provide information through our information booklets on Behaviour Management.
- we expect parents to support their boy's learning, and co-operate with the school as set out in the Home School Agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have any concerns about their son's welfare or behaviour.
- if the school has to use reasonable sanctions to punish a boy, it is essential that parents should support the actions of the school. If parents have any concerns about the way that their son has been treated, they should initially contact the class teacher or Deputy Head. If the concern remains, then they should contact the Head Master. If these discussions cannot resolve the problem, a formal grievance or appeal should be made to the school governors

### **Role of the Governors**

- Mrs Deborah Stephenson has been nominated to represent the Governing body should there be any formal grievance or the Headmaster feels it is appropriate to involve the Governing body with any issues pertaining to behavioural issues in School.

### **Other relevant policies and documents**

- Anti Bullying Policy
- Curriculum Policy
- Equal Opportunities Policy
- EYFS Policies
- Health and Safety Policies
- Learning and Teaching Policy
- PSHE policy and schemes of work
- Safeguarding Policy

- Disability, Inclusion, Special Educational Needs and Learning Support Policy

This policy was compiled by **Maria Myatt (DH)**

Its implementation is the responsibility of **all members of the teaching staff**

- It will be monitored for its effectiveness by the Head Master on behalf of the Governors.
- This policy is scheduled for review annually, or before if deemed necessary.

**Reviewed and updated July 2020**

*Maria Myatt*

**Review**

*June 2021*



## **Appendix 1**

### **Ideas to promote positive behaviour in the classroom**

- Acknowledge and reinforce positive behaviour
- Praise the boys
- Use non verbal signals, make eye contact
- Establish rules.
- Reinforce positive behaviour by referring to the rules.
- Establish whole class reward system
- Use individual rewards [stickers, badges, certificates]
- Catch the boys behaving appropriately and reward them
- Acknowledge an individual boy's positive behaviour in assembly
- Write their names in a 'Well Done'/'Star' book
- Organise privileges, jobs, responsibilities for different year groups
- Encourage the boys to be independent and responsible about themselves, their belongings, their work and school resources
- Inform parents of boy's achievements
- Model desirable behaviour
- Label the act not the boy
- Give attention to the boy sitting near or next to the one who is behaving inappropriately [assuming they are behaving well!]
- Scan the classroom and acknowledge positive behaviour
- Express surprise at misbehaviour
- Be aware of boys in difficulty – do not wait until they are off task before you step in and offer help
- Make sure that the task is appropriate – ensure that pace and level is well matched
- Be prepared to take blame for mistakes – 'Perhaps I didn't explain that very well...'
- Make routines consistent
- Use proximity control – move closer to the child
- Value work – mount and display with care
- Plan for success
- Be explicit, fair, consistent
- Use a softer voice – loud voices mean loud boys

## **Appendix 2**

Parent Behaviour Management Information Leaflet

## **Appendix 3**

Home School Agreement

## **Appendix 3**

Classroom reminder

## Websites

[www.circletime.co.uk](http://www.circletime.co.uk)

**Resources on z drive**

**Jenny Mosley**

**Round and Round we go**

**Quality Circle Time**

**SEAL publications**



# Golden Rules

- Try to tell the truth
- Keep our School clean and tidy
- Walk around School so that we do not disturb others
- Respects other people's property by looking after things carefully
- Look after our own belongings
- Look smart in our School uniform
- Play so everyone can enjoy themselves
- Treat everyone with respect and care