

COOPERSALE HALL SCHOOL BEHAVIOUR MANAGEMENT POLICY (EYFS)

Part 1

Aims

- To maintain a whole school behaviour policy supported and followed by the whole school community, parents, teachers and children, based on a sense of community and shared values
- By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the Early Years Foundation Stage, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing a range of rewards for the children.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To encourage collaborative and co-operative behaviour between and across the year groups.

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment and the school environment
- Litter should be put in the bins provided
- Children are asked to be well-behaved, well mannered and attentive
- Children must walk (not run) and be quiet when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation
- Children should be polite, kind and helpful at all times
- Children are expected to be punctual
- Children must not bring sharp and dangerous instruments to school, or any item that might cause a problem
- Correct school uniform should be worn. Jewellery may not be worn other than for religious reasons, or trainers should not be worn. Hair attire should be simple and in the school colours
- This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Code of Conduct for Pupils

1. We look after everyone and everything in our school
2. We behave well, following school rules
3. We keep ourselves and the school clean and tidy
4. We always do our best

Coopersale Hall is a safe happy school where we enjoy learning.

Incentive Scheme

A major aim of this policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

Headmistress's special awards for exceptional work, progress or behaviour may be awarded. Staff should inform the Headmistress who will award a special gold sticker to the pupil concerned.

Incentive stickers are available for everyone. In addition, each key worker/class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in assembly, in concerts and through class and school display areas round the school.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

It is important to remember that we do not use any form of corporal punishment at Coopersale Hall School when imposing sanctions on a child. Under section 131 of the School Standards and Framework Act 1998 all forms of corporal punishment are prohibited.

'Circle Time' is used to reinforce good behaviour or any issues arising.

Sadly, there will be times when children will be badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the key worker/class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include:

- A verbal reprimand and reminder of expected behaviour
- Moving to sit somewhere else in the classroom
- Other age appropriate sanctions
- Name on the board

If inappropriate behaviour continues, the child may be sent to the Foundation Stage Coordinator, with an explanation of the bad behaviour concerned. The Foundation Stage Coordinator will then:

- Supervise the child in their own classroom
- If appropriate, keep the child in at break of lunch time (for an appropriate amount of time)

Either the key worker/class teacher or Foundation Stage Coordinator will explain to the child what he/she has done wrong and remind them of expected behaviour.

Further Sanctions

If the sanctions above still do not have the desired effect, the child should be taken to the school office to arrange a time see the Headmistress. The child's name will be entered in the School Discipline Book and parents will be contacted.

Serious misconduct such as bullying or behaviour, which is dangerous or can affect the well being of others, should always be reported to the Headmistress as soon as possible.

Prolonged misbehaviour, which does not improve after various degrees of in-house sanctions have been applied, could possibly lead to suspension or exclusion.

Playtime

We aim to provide an environment in which all children have the opportunity to enjoy playtime without any restrictions imposed by the behaviour of other children. Children may bring small toys into school to play with at playtime and games equipment, hoops and soft balls are available in the playground to play with. With this aim in mind, playground rules have been drawn up in discussion with the pupils and are displayed next to the Playground. We recognise that the space available on the Playground is restricted which in itself causes some problems. In order to make best use of the space available class teachers may choose to spend time teaching children to play new Playground Games.

In order to encourage all children to follow the Playground Rules, the following system of Rewards and Sanctions has been agreed by the staff:

Rewards

A class or individual child who has behaved well on a particular day may be awarded stickers

Sanctions

A verbal warning from a member of staff/lunchtime staff/time out on a playground bench.

If, following a warning and time out on the playground bench/order mark, the child continues to misbehave, he/she will be kept in at lunchtime on the following day for between 10 and 20 minutes. Parents will be informed.

The Foundation Stage Coordinator will supervise Early Years children kept in at lunchtime and their parents will be informed.

Parents

Parents can help:

- By recognising that an effective early years behaviour policy requires close partnership between parents, key workers, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing information contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class

Discipline Book

This is to be used to record any acts of bad behaviour which result in:

- Personal injury
- Loss, theft or damage to property
- Any other matter of a serious nature (e.g. bullying)

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest.

Encounter Record

This form is filled in when staff and parents hold a discussion or conversation regarding details of a child's progress, behaviour or background necessary to the well-being of the child. It is placed in the child's file in the office having been circulated to the Headmistress and/or Deputy Head. Sometimes it is advisable to have another member of staff present when such an interview takes place. Blank forms can be obtained from the staffroom.

Classroom Rules

Everyday discipline is carried out by individual key workers/class teachers and is part of their classroom management. To help children behave with decency towards others the children should help to plan their own classroom rules which describe the system or code of good conduct towards each other. These can take the form of photographed prompts, e.g. children washing their hands.

Part 2

'It is impossible to understand a person correctly unless one recognises the purpose of their behaviour.....' Dreikurs, 1982

According to Dreikurs, there are four main needs that children shown through behaviour. It can help to consider the child's feelings which lie behind the behaviour. These feelings are often reflected in the feelings which we have as adults when we are with the children.

1. The need for attention

Child feels: afraid to be abandoned
Adult feels: frustrated, worn out, irritated by constant interruption, resentful of time spent
Basic strategies: - increase the amount of praise for appropriate behaviour
- use distraction, the look and praise method
- try to give time (one to one) with the target child

2. The need for power

Child feels: insignificant
Adult feels: powerless, challenged as an adult, angry, locked into a battle of wills
Basic strategies: - think through possible triggers and plan how you would react
- avoid confrontation (positive rule reminders)
- respond to initial problem behaviour. Try not to get caught up in secondary behaviour
- give choices – positive and negative
- provide opportunities for the child to have age appropriate responsibilities

3. The need for revenge

Child feels: hurt and vengeful
Adult feels: angry or shocked, hurt, disappointed by apparent lack of remorse
Basic strategies: - look for triggers for the behaviour
- try to mask your feelings of hurt
- do not be tempted to hurt back
- help the child to feel listened to
- be as fair as you can
- give praise and encouragement when the child has been helpful and supportive

4. The need to display inadequacy

Child feels: discouraged
Adult feels: irritated by constant whining, inadequate to help, resentful of time spent
Basic strategies: - relax pressure
- use hover support
- agree non verbal signals e.g. thumbs up, etc
- praise and acknowledge effort
- give lots of attention when the child is behaving appropriately
- set small targets and record their successes visually

**THIS POLICY WAS REVIEWED AND UPDATED IN FEBRUARY 2011
KAYE LOVEJOY**