

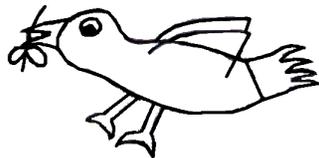
# MENGHAM INFANT SCHOOL

## Policy for Behaviour Management

St. Mary's Road,  
HAYLING ISLAND,  
Hampshire. PO11 9DD

Telephone: 023 9246 2470

e-mail: [adminoffice@mengham-inf.hants.sch.uk](mailto:adminoffice@mengham-inf.hants.sch.uk)



Mengham Infant School  
Where a happy child is a learning child

**Approved by staff:** March 2014

**Approved and adopted by Governors:**

**Review:** Annually

**Reviewed:** 4/1/17 by Staff and HT

# Mengham Infant School

## Policy for Managing Behaviour

### Our aims are:-

- To create a caring, friendly, happy school where there is respect for all people and property
- To promote self discipline through encouraging positive models of behaviour
- To encourage an open partnership between parents and school on supporting a common behaviour code.

### Our objectives are:-

- To keep all pupils safe
- To provide good role models
- To give daily reinforcement of rules through positive praise
- To display a sense of fairness for all children
- To have in place a clear consistent system of sanctions and rewards which is understood by all
- To give positive messages in the form of the class charters which have been agreed by all children and staff, including lunchtime supervisors
- To ensure all members of the school community take responsibility for the monitoring and communicating behaviour appropriately

There will be times when children express their feelings and emotions through inappropriate behaviour. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. The following policy outlines our school policy for dealing with behaviour. 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 sanctions.

## Safeguarding

It is the duty of all staff to carry out tasks necessary to ensure that all pupils are safe at all times, including moving around the school, in class and at playtimes.

This includes:

- Leading all children down to get coats in the corridor whenever they go outside (e.g playtimes and at the end of the day).
- LSAs must be in class by 12.45pm In YR and 1 pm in KS1 to support the teacher or talk to the dinner ladies about any incidents at lunchtime.
- Teachers must return to classrooms before 1pm to ensure that behaviour is appropriate for learning.
- Teachers must be diligent in following protocols set out for children with specific behaviour needs.
- Leading all groups of children, i.e adult in front, not sending on ahead.  
(These apply to all staff)

## Our School Rules

We have adopted our Golden Rules from the Circle Time recommendations.

- Be Gentle - don't hurt anyone
- Be Kind and helpful - don't hurt people's feelings
- Be Honest - don't cover up the truth
- Work Hard - don't waste time
- Look After Property - don't waste or damage things
- Listen to People - don't interrupt

The Golden Rules are incorporated in the Home School Agreement sent to parents at the beginning of their child's introduction into Mengham School and re-affirmed at the beginning of each academic year. The Golden Rules apply to all children and should be clearly displayed around school. All staff will positively encourage children to keep these Golden Rules. Expected behaviours will be taught every day through good role modelling, routines and structures and will be reinforced during assemblies, Circle times, etc. PSHE and Circle Time will also be used to resolve differences and to encourage positive behaviour.

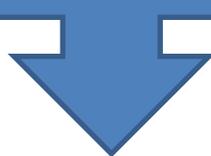
Golden Time is rewarded to children who are able to keep to the Golden Rules.

In Year R Golden Time starts as a short 10 minute period at the end of each day. As the children move through the year it's frequency is reduced so that the children begin to get an understanding of earning Golden Time over a period of time and is line with Years One and Two.

In Year One and Two Golden Time is a 30 minute session each Friday. Children choose and sign up for their Golden Time activity on a Monday so that they know which activity they are working towards each week.

### Sanctions for inappropriate behaviour

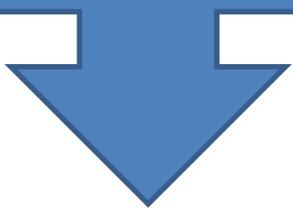
First Warning about behaviour and consequence of losing Golden Time.  
reminder to make the correct choice.  
If behaviour continues - Loss of 5 minutes of Golden Time – Reminder  
about correct behaviour and consequence of being moved to SLT class.



If behaviour continues send to SLT Class – Mrs Moth, Mrs Hemsley or Mr Young if teaching – with work for a fixed period of time – child will lose a further 5 minutes of Golden Time.



If behaviour continues Removal to SLT office to see Headteacher or Deputy Headteacher.  
Parent will be contacted to be told of behaviour.  
If persistent class teacher and parent will work together to draw up a shared intervention to support positive behaviour.



Where children lose *Golden Time* the reason for this loss is recorded and all lost *Golden Time* is reported to the ELSA each week. This information is analysed and if it is seen that particular children are consistently losing a lot of *Golden Time* a different system, whereby they earn *Golden Time* a lesson at a time for meeting set targets, is introduced for them in order to help them achieve success.

**Where patterns of behaviour or extreme incidents of behaviour occur;**

- \* Parents will be informed at the earliest opportunity.
- \* Teacher and parents will work together to decide on strategies to support and improve identified behaviours, such as home/school behaviour diary.
- \*Where children have identified ongoing difficulties with behaviour, staff members are instructed to keep ABCC (Antecedent Behaviour Consequence Chart) or frequency charts as these are essential when seeking advice from external agencies.
- \*A small number of children will need Individual Behaviour plans which will be written with the SENCo, ELSA and child and shared with parents. All staff will be made aware who these children are. Their differentiated approach will have clear targets, rewards and consequences but the child may need adult support to achieve them. Records will be kept for these children in order to monitor the effectiveness of planned strategies.

\* Where an incident is serious enough to warrant an exclusion of any kind, school will adhere to the School Exclusion Policy.

Behaviour Management is not always hierarchical and major incidents will be addressed immediately by any member of the Senior Leadership Team. Major incidents include: physical assault, stealing, deliberate damage to property, verbal abuse and leaving the school premises without permission.

## **Informal Behaviour management strategies**

Alongside the use of Golden Time as our formal behaviour management strategy many informal strategies are used to encourage positive behaviour. These can take many forms and depend upon the relationships that have been developed with pupils. Examples of this are;

Tactical ignoring of unwanted behaviour

Non-verbal gestures

Shift the focus of the pupil back on to the work in progress

Use positive choices, either...or...

Give time to respond which allows the child not to lose face

Partial agreement can deflect confrontation-when you have.....then you can.....

Proximity praise

Language of choice and consequences

Casual statement or question

Reminders

Time out

*This list is not exhaustive!*

## **The reward system**

The following rewards are given for good behaviour

- Verbal praise
- Golden Time
- Silver Book for School Values

Individual teachers may have additional reward systems set up in their classrooms to meet the identified needs of their particular cohort.

## **Our School Values**

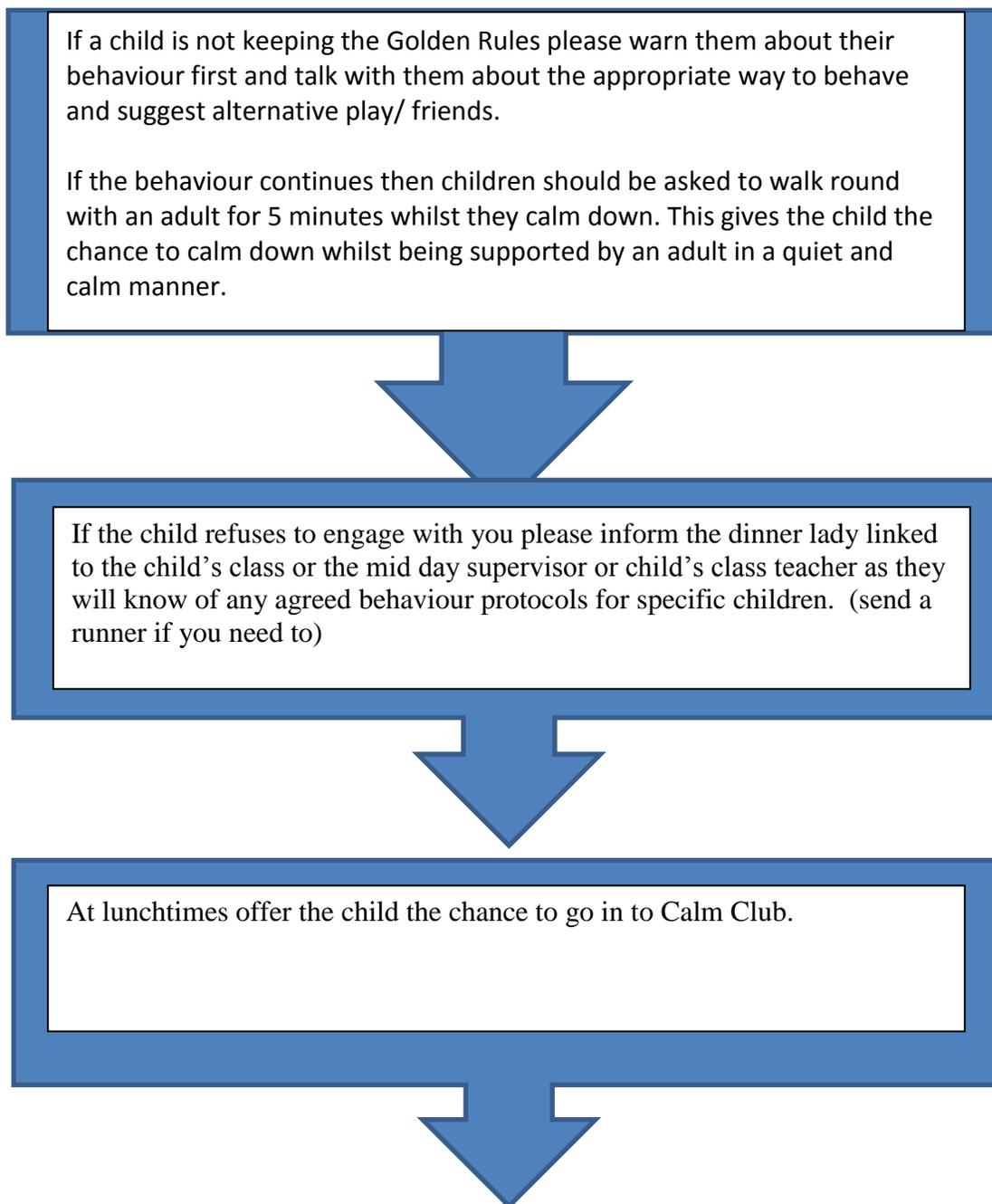
Our school community agreed our school values, Independence, Respect, Caring, Perseverance and Achievement. Children who are seen demonstrating these values in school are put into the Silver Book and receive a special sticker. They are then celebrated on our Celebration Board and in Celebration Assembly on a Friday. Once children have achieved all 5 Values they receive a Values Champion Certificate.

## The use of Reasonable Force When Dealing with Behaviour

All school staff have read and signed to say they understand The Department of Education Guidance on the The Use of Reasonable Force in Schools (2013). Staff in school adhere to this guidance if they are called to deal with behaviour which puts a child or other children at risk of harm. Staff are required to fill in the details on a Moving and Handling Log if they have had to move a child to a place of safety using this guidance.

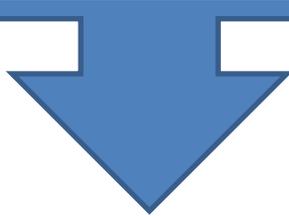
## Behaviour at Lunch and Play Times

At lunchtime and playtime sanctions the following sanctions will take place where play has been seen to be inappropriate;



At lunchtimes if a child refuses Calm Club then send a runner in to ask the member of the Leadership Team on duty that day to come out to collect them.

Please **do not** attempt to physically move any children for their and your own safety.



Equally rewards are given by supervising adults in the form of stickers and verbal praise.

The dinner ladies are to ensure that the class teacher is informed of any issues that occurred during the lunch hour when they hand over at 1pm. This will ensure teachers carry out a follow up if necessary.

### **Roles and Responsibilities**

All adults, teachers, LSAs, dinner staff, office staff, caretaking and cleaning staff and volunteers are responsible for encouraging and reminding children of their school values and their responsibilities for keeping the Golden Rules.

All members of staff are responsible for supporting their peers who are finding individual children's behaviour challenging. Team leaders should support the whole team and step in as appropriate when difficulties arise. Opportunities for discussion about significant behaviour problems should be given during scheduled team meetings or sooner if deemed necessary.

This policy should be read in conjunction with Special Educational Needs, Exclusion, Health and Safety Child Protection and Racial Harassment Policies.

This policy should be reviewed annually with teaching staff, governors, parent representatives and outside agencies if appropriate.

## POLICY STATEMENT

### ANTIBULLYING

At Mengham Infant School bullying is defined as behaviour by an individual or group usually repeated over time, that intentionally hurts or disrespects another individual or group either physically, verbally or emotionally.

The school aims to teach its children to respect other individuals and to show care and consideration for all.

Adults and children will be encouraged:-

- To treat individuals with respect regardless of age, sex, race, ethnic group or disability;
- To speak politely with consideration for the feelings of others;
- To be ready to assist others at all times

Every complaint shall be taken seriously and investigated.

Adults will be watchful for signs of distress in children and other adults.

All incidents will be recorded in an incident book kept in the medical room.

#### Procedure

On receiving a complaint the following procedures will be followed:-

- The victim will be listened to with care and consideration;
- The accused bully will be confronted with his/her behaviour and its effect on the victim;
- Any explanations or apologies will be listened to carefully;
- The member of staff dealing with the situation will then take appropriate action as follows:-
  - a) If this is an isolated incident of a minor nature, deal with the situation verbally, report to class teacher and write it in the incident book;
  - b) If an incident has occurred before or is of a serious nature, report immediately to senior member of staff and record it in the incident book

Senior member of staff will:-

1. Listen carefully to both parties
2. Discuss incident with both parties and contact and liaise with parents as appropriate.

Other members of staff will:-

1. Use the no blame approach where victim(s), bully(ies), and all others involved, including the passive on-lookers, are given the opportunity to reflect on their behaviour, how the victim might feel and how the situation could be improved. Where a case of bullying has taken place, the victim must be made to feel confident that their fears are taken seriously.
2. This will be followed up by the member of staff a week after.

This procedure takes into account the seriousness of bullying whilst attempting to address the problem in a positive way.

Procedures for dealing with adult to adult bullying are contained in the relevant staff Policy.

In this document the word parent or parents also includes carers or legal guardians.