



## 1.3 Policy for Managing Behaviour (EYFS & KS1-3)

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## Contents

Aims .....	3
Rationale .....	3
Supporting all children .....	4
Thinking School .....	4
Mindset .....	5
Restorative Practice .....	5
Behind the behaviour .....	5
Information sharing .....	5
Rewards and Sanctions .....	5
In conclusion .....	6

## Policy for Managing Behaviour

### Aims

#### **'Habits of good behaviour' – we aspire to be a school where:**

- Children show regard for their fellow pupils, helping to promote our friendly school ethos
- Staff create a happy, safe environment for their pupils
- Children show regard for their fellow pupils by being considerate and attentive in class, so that all pupils derive maximum benefit from teaching and learning opportunities
- Staff foster a caring atmosphere in which teaching and learning can go on in a calm and happy manner
- Children show respect for their own and other people's property
- Staff foster in children tolerance and understanding of the needs of others
- Children show courtesy and good manners around the school to all members of the school community, recognising that one small act of courtesy can have a great impact both on the recipient's well-being, and their appreciation of the giver
- Staff provide a model of courtesy and decency for children to follow, which includes helping children resolve behaviour problems in a sensitive and sympathetic way, both to encourage an improvement in the children's behaviour and an enhanced appreciation of the needs and feelings of others.
- Staff recognise that one of their primary roles is to build positive relationships with all of the children they teach.

### Rationale

**All staff should read this Managing Behaviour Policy, alongside the Policy for Rewards & Sanctions as it plays an important role in safeguarding children. An overview of this policy is also explained during staff safeguarding inductions.**

School behaviour policies, and frequently the execution of those policies, tend to originate from the belief that bad behaviour is a regrettable fact, and one that needs anticipating with structures and sanctions.

Our belief arises from the same root as our pedagogy; that children make mistakes, that making mistakes is a valuable part of the learning process, and that through education and dialogue, children can be encouraged to reflect on their actions, improve their own behaviour and become socially responsible. The emphasis on dialogue and reflection enables all our children to act, and understand themselves, as moral agents whose behaviour can have both a positive and negative affect on those around them, just as our inclusive teaching methods enable them to participate fully in the classroom.

This social responsibility which we encourage children to show around school extends in a very meaningful way to the classroom. Good learning dispositions maximise a child's chance of learning to the best of their abilities, their classmates' chances of achieving the same end, and their teachers' in helping them attain it, most often through the excellent examples the teachers themselves set.

An essential part of our education is for the child to recognise that there are consequences, for good and bad behaviour, both for themselves and those affected by it. The rewards and sanctions for both positive and negative behaviour should be followed as stated in the **Policy for Rewards and Sanctions**.

## **Supporting all children**

Our aim is to achieve uniformity, and consistency of response to behaviour by teachers, teaching assistants and playground assistants. Just as children learn from clear and structured feedback how to develop strengths or improve their work, they will learn to build upon, or modify behaviour in the same way. Accordingly, with a consistent approach which is understood by the children, issues become depersonalised. The conduct itself, and its effects, are scrutinised, rather than the child stigmatised. Actions will elicit an expected range of responses from the teacher, teaching or playground assistant, and a reward or sanction as appropriate.

We recognise that children with specific learning and/or social difficulties may have some difficulty processing instructions and expectations which often have to be delivered at speed in a school situation. Teachers are expected to modify the way they manage these children, adapting instructions and expectations in much the same way they would differentiate their teaching to accommodate all children.

## **Thinking School**

Our attitudes to behaviour are profoundly influenced by our Thinking School ideals and practices. The NHP Habits are regularly invoked and are invaluable aids in getting children to reflect upon, and amend behaviour, and consider those influenced by it. Reflection is a key tool – children are urged to be not merely passive recipients of behaviour management, but play an active role in improving their own behaviour and modelling it for others to follow. For example, children may be asked to reflect on which NHP Habit they need to work on, choosing 'managing impulsivity' to help with calling out, or 'applying past knowledge in new situations' to minimise the likelihood of the same mistakes being made multiple times.

Reflection can be done through open conversation, reflection sheets (using a Multi-flow Map), or using the Thinking Hats:

- White Hat – what were the facts? What happened?
- Red Hat – How are you feeling about this? How might others feel?
- Yellow Hat – Did any good come from this?
- Black Hat – What went wrong?
- Green Hat – What do we need to do now to make things ok? What should we do in the future?
- Blue Hat – Thinking about the big picture, what can we learn from this?

## **Mindset**

Just as we do not take a fixed view of intelligence, but display to the children what can be achieved by their own efforts, we take the same view of behaviour. By reflection and effort, children can change their behaviour for the better, just as they can enhance their 'academic' learning.

## **Restorative Practice**

A pastoral approach underpins much of our behaviour management, particularly where the behaviour is persistent. When reflecting (with a teacher) upon their actions, children may be asked these types of questions:

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What do you need to do or say to fix things?
- How can we make sure this does not happen again?
- What can we do to help you?

The aim is to encourage reflection around those influenced by the behaviour with a view to engineering change in thinking and doing.

## **Behind the behaviour**

Where patterns or types of behaviour suggest a 'sub-text', NHP aims to explore the 'function' behind the behaviour. For example, this may be a parental separation, the death of a family member, difficult relationships in school, or similar personal trauma. We will provide extra support where necessary. This may come from various sources: the Head, Deputy Head Pastoral, the School Counsellor, Head of Lower School, Head of Middle School, Head of Upper School, form teachers, and parents, or other staff members, such as when children are allocated to staff mentors. In certain circumstances we may refer a child to an external specialist, involving the parents in any such actions we take to support their child.

## **Information sharing**

NHP sees information gathering, and sharing, as key components in successful, joined-up behaviour management. Teachers are expected to record discussions and actions in the appropriate place using the school systems, and disseminate this evidence to the people closely involved with a child, including reporting speedily and effectively to parents where appropriate. All teachers, teaching and playground assistants have a vital role to play in promoting good information sharing.

## **Rewards and Sanctions**

Please refer to the **Policy for Rewards and Sanctions**.

## In conclusion

In implementing the beliefs and practices articulated in this policy, our objective is to:

- Produce a set of principles for dealing with behaviour which is familiar to, and accessible to, all members of the school community: children, parents and teachers. The core of these principles remains the same through the Lower, Middle and Upper Schools, with adjustments made for the age, needs and understanding of the children.
- Make those principles consistent with our pedagogic beliefs and practice
- Foster a caring, thoughtful atmosphere where all children have access to learning and no child's access is impeded by the actions of others, at the same time promoting a sensitivity to the feelings and needs of others
- Develop in the children a strong sense of right and wrong, urging them to push themselves by seeing where to aim for in their behaviour, and how to get there [as we would do when marking and feeding back work, for instance]
- Develop in the children a keen sense of independence, encouraging them not merely to reflect and act upon their own behaviour, but to discern in others the need to modify theirs and the moral courage to point it out to them
- Provide a system where children could aim for higher than just good - as in unthinking compliance - behaviour
- Support colleagues in their management of the children, whether or not those teachers find behaviour management difficult
- Set a good example to other teachers through our consistent and fair application of high standards
- Ensure that teachers are consistent in their dealings with the children so that children know that our high expectations are uniformly applied
- To make it clear that ensuring good conduct is every teacher's responsibility