



## **BEHAVIOUR MANAGEMENT POLICY**

### **Principles**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be explained to all staff.
- All staff will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All staff will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Staff will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- When children behave in unacceptable ways:
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- Unacceptable behaviour will be discussed with children with a view to helping them understand how to modify their behaviour.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately by means of explanations.

- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be discussed with the child's parents, using objective observation records to establish an understanding of the cause.

Adults will be aware that some kinds of behaviour may arise from a child's special needs.

## **ANTISOCIAL BEHAVIOUR**

Antisocial behaviour is always dealt with firmly and children are given targets for improving their behaviour. Classroom rules are set by the children and are used by staff to encourage children to reflect on their actions. Inappropriate behaviour at lunch times will be referred to the class teacher by Lunch Time Supervisors. In more serious cases the Headteacher will be notified. A range of strategies will then be used to tackle the situation including discussions with individual or groups of pupils, monitoring by staff and the Headteacher and the involvement of parents in discussions about the child. However difficult a child's behaviour has been, they should never feel ostracised from the group. All discussions with children about behaviour must be based on the values of fairness, justice, forgiveness and reconciliation and the child must be given clearly defined strategies for how he can make amends with the group.

## **DISCIPLINE MANAGEMENT POLICY**

Misbehaviour is classified as follows:

- Physical aggression
- Verbal abuse
- Disruptive behaviour – persistent low level & defiance
- Interfering with other people's property
- Vandalism
- Stealing
- Lying

The teacher discusses the situation with the child and finds out the details. The teacher talks to the child about the consequences of their actions and how it might affect themselves or others and records the incident on a concern log. This log is given to the Headteacher and kept on file.

If the misbehaviour persists or is repeated, sanctions may be applied such as :-

- missing playtime
- being removed to sit away from other children.

Each case is looked at on an individual basis. If the misbehaviour continues the Headteacher may ask the parent to come to school to discuss the problem. Parents will be kept informed of any subsequent issues that continued to raise concerns.

A final sanction would be exclusion.

## **BULLYING**

Schools have a responsibility to create a secure and safe environment for pupils who are in their care. The aims of this policy are to:

- prevent bullying
- to deal with it if it occurs.

School staff are watchful and observe the social relationships between pupils in the classroom and playground. Potential problems are discussed by staff.

Children are made aware that bullying is not acceptable, that the school cares and that victims must speak out.

The school works through the curriculum to show children what is and what is not acceptable behaviour.

### **Bullying Behaviour**

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else... In order to do this the bully has to have some sort of power over the victim. This power is not always easily recognisable to an adult.

Bullies may use threats of violence or actual physical intimidation or they may use verbal tactics or exclusion of the victim.

All bullying is aggression, either physical, verbal or psychological. However, all aggression is not necessarily bullying.

Bullying affects everyone, not just the bullies and the victims. It affects the children who may witness the violence and aggression and the distress of the victim. Less aggressive pupils could be drawn into the taunting and tormenting of victims by group pressure and psychological factors.

### **Recognising a bully**

Staff are aware that the traditional stereotype of the big boy who is academically and personally inadequate, who bullies to gain respect or power, is far from the complete

picture. Bullies can be quite secure and happy and achieving as well, if not better, than their peers. Research, however, shows that bullies:

- tend to have assertive, aggressive attitudes over which they exercise little control.
- tend to lack empathy; they cannot imagine what the victim feels.
- tend to lack guilt; they rationalise that the victim somehow "deserves" bullying treatment.

There is no single, standard picture of the "bully's" home background.

### **Recognising Victims**

Bullies tend to pick on vulnerable children but it is difficult to judge in advance who might be vulnerable. To adults victims may seem no different from other children. Our school staff are alert to support pupils who:

- are new to the school
- are different in appearance, speech or background from other pupils
- suffer from low esteem
- demonstrate "entertaining" reactions when teased e.g. tantrums or loss of control
- are more nervous or anxious than their peers.

### **Positive Steps**

Bullies need help to show them that they can satisfy their needs through working with others rather than in confrontational or competitive ways.

Parents need to be drawn into the discussions of how to change their child's behaviour.

Victims may need their self-esteem raised through activities that are designated to improve their social skills. Parents may need to be advised on how they may help their child.

### **Action Taken**

In the case of bullying both the victim and the bully need support. We would discuss the situation with the child who is being bullied and help the child to understand how the situation has arisen. We would help the child involved to develop strategies to cope with and overcome the problem. This could take a considerable time.

The child who bullies may well have a history of being bullied. He/she may need sympathetic counselling from the staff to help them to understand this.

If the bullying continues, parents of the victim and bully would be informed. Within the LEA there are a number of specialists who would give support. If necessary we would contact them.

A log is kept of any incidents and the measures taken.

The Henry Prince First School Behaviour Concerns Sheet

Pupil raising concern

What Happened:

Action Taken:

Signed:

Date: