



## **(EYFS and KS1)**

### **Bolton School Aims**

*Bolton School seeks to realise the potential of each pupil.*

*We challenge, encourage initiative, promote teamwork and develop leadership capabilities.*

*It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.*

*We do this through offering:*

*A rich and stimulating educational experience which encompasses academic, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.*

At Beech House we want every child to feel valued and supported. Each child is unique and all our activities and responses need to reflect this. As staff we show empathy and understanding towards all children. Our Behaviour Procedures are underpinned by the Girls' Division Behaviour Management Policy.

### **Positive Behaviour Management**

Our focus is always on the positive and our priority is to 'catch children being good' whilst modelling best behaviour and giving gentle reminders.

We promote self-confidence, resilience and positive self-esteem.

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we expect parents to be supportive. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (Please see Complaints Policy)

We expect parents to not allow their child to bring any of the prohibited items listed in the Girls' Division Whole School Behaviour Policy. We also ask that children do not bring in any toys unless specifically asked for (for example during topics).

### **Expectations of our children**

At Beech House we share certain expectations and these are explained in class and in our assemblies.

*We are kind and helpful*

*We look after property and our school building*

*We listen carefully to people*

*We are always honest*

*We are polite at all times*

*We respect everyone*

### **Expectations of Staff**

- 1. All staff have the same expectations of, and responses to behaviour.**
2. Effective and positive behaviour management strategies and practices are in place at the beginning of the school year in every class.
- 3. Staff are role models for good behaviour and the children learn by example.**
4. All staff provide an environment where children feel engaged in their learning and stimulated by the curriculum.
- 5. Visual timetables may be used in classes, so children are aware of what's coming next and there are no surprises. This ensures they are mentally prepared for the day ahead.**
6. Staff plan activities that are differentiated and interesting to the child as this promotes good behaviour.
- 7. Positive and direct phrases are always used with our very young children.**
8. All staff have realistic and age appropriate expectations of the children at Beech House; and that these are informed by a thorough knowledge of child development.
- 9. There is open and honest communication between staff and parents. Parents are encouraged to tell staff about any issues or change in circumstances that may affect the child. Teachers also inform parents about their child's achievements and sensitively discuss any incidents in school with their parents. This ensures that home circumstances are taken into consideration when dealing with individual children.**
10. Managing behaviour is the responsibility of each and every member of staff. We always comment on good behaviour and offer a gentle reminder of "what should you be doing now?"
- 11. Politeness is rewarded and continually praised. Staff model this behaviour by always recognising when a child has been helpful and polite.**
12. Child friendly language is used as much as possible, so that children can process our comments and expectations.
- 13. When an incident does occur explain to the child why that behaviour is not acceptable (again in child friendly language) and what we do expect at Beech House.**
14. Children are encouraged to make amends for their mistake, for example if they have hurt a child, for the rest of the day they must show that particular child how kind they can be.
- 15. Whenever possible staff try and speak to the child at or below their eye level and lower their voice. If possible stand by the side of the child. This enables staff to resolve the issue and not escalate conflict or lower self-esteem.**
16. Each lesson and playtime is a fresh start for a child, especially an infant child.

### **Whole School Rewards**

- Friday's Celebration Assembly recognises children's achievements in school.
- PSHEE assemblies focus on shared values such as caring for others, showing respect, tolerance and understanding.
- Stickers are given to reward many things including – excellent work, good behaviour / good manners / acts of kindness

- House points will be awarded (All pupils are put into one of 5 Houses). House points are collected at the end of each week and the winning House will put a special leaf on the 'Beech House Tree'.

### **Whole class procedures for managing and monitoring challenging behaviour**

- A verbal warning will be given initially (in addition to a discussion about why the behaviour was inappropriate etc.). The child will be invited to suggest his / her next steps.
- If the behaviour continues then the child may be moved (tables / areas).
- A traffic light system is used in Years 1 and 2. All children are placed on green. If a child's behavior falls below our expectations their names are placed on amber. If the behavior continues or is of a more serious nature, then a red slip is provided. Amber slips go home for the parents to sign and return to school – along with an invitation to discuss the matter more fully with the teacher. Red slips go initially to the Head and then go home for signing. Parents are invited to discuss the matter in school.
- If a child receives a number of red slips, further investigation will result, with the possibility of investigating any potential needs further (i.e. through external agencies)
- The class teacher keeps a record of red and amber slips.
- In Reception the class teachers use verbal praise and feedback as well as visual rewards such as: putting marbles in a jar and stickers. Opportunities to develop the children's 'Personal, social and emotional development' are seen throughout the curriculum and staff will always work with parents to resolve any identified areas for development.
- The safety of the children is paramount and so if the behaviour endangers the safety of others (or the child in question), then the child will be removed from the situation (or the other children moved away from the issue). If felt appropriate staff may have to restrain the pupil (See Care and Control policy). However, this is always a last resort.
- The teacher must always record any incidents in the class diary and depending of the nature / frequency of the behaviour the Head Teacher will maintain a record in the Whole School Behaviour Log.
- Unfortunately, if all possible support for the pupil and the family has been given and challenging behaviour still presents, which is having a serious impact on the other children's learning /safety, then it may be necessary for the Headteacher to consult with the Headmistress of the Girls' Division about imposing a serious sanction. This may include a suspension for a fixed period or, in very serious cases – permanently. Similarly, if a single very serious incident occurs, it may be necessary for the Headteacher to consult with the Headmistress about imposing a serious sanction. Please refer to the Girls' Division Policy on serious sanctions as well as the Terms and Conditions of accepting a place at the school.
- **Staff will never use any form of corporal punishment against a pupil.**

### **EYFS/ KS1 Transition**

When pupils start in reception, staff will gradually introduce the children to the behaviour routines and expectations. Staff are also very careful to use age appropriate language and be aware of cultural or language differences. Parents will be kept fully informed of the school's routines and regular parent contact ensures excellent relationships. Staff monitor and assess the pupils in all areas of learning and so children in the EYFS receive appropriate support and guidance to aid their development.

Moving from The Foundation Stage to the more structured Key Stage One is obviously tricky for some children, especially the younger ones. Staff are aware of this and ensure appropriate support is in place.

### **The Playground**

Children need consistent and constant rewards and consequences. As much as possible staff do need to still "catch them being good" and use lots of positive praise. Opportunities for challenging behaviour should be

reduced by careful monitoring by staff on duty – AT ALL TIMES. Toys should be supervised and in the appropriate ‘zoned areas.’

Staff sanctions are: firstly, gave the child a warning, explain if they repeat the behaviour they will have to stand at the side of the playground for a specified amount of time. If they return to the playground and repeat the behaviour they will be sent to the Head / Deputy for further action. (Amber or red slips will be given as appropriate)

If there is a serious incident, e.g. Violence towards another child, then staff call on the Deputy Head or Head Teacher immediately.

### **Equal Opportunities**

All children, staff and visitors at Beech House are treated equally regardless of gender, sexuality, race, religion, SEND or culture.

Staff speak to all children with respect, they are always polite and positive. Comments made to children focus on their behaviour and not them personally.

### **Monitoring and review**

The Headteacher monitors the effectiveness of these procedures on a regular basis. She also reports to the Head of the Girls’ Division on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- Procedures to be reviewed annually
- The success of these procedures will be assessed at the review through analysis of incidents.
- Class observations will monitor class behaviour and implementation of school procedures.

Policy review date	September 2018
Next review due	September 2019
Policy written by	Tracey Taylor – Head of Beech House
Effectiveness of policy reported to	Miss S Hincks – Headmistress of Bolton School Girls Division

