



## Longwood School and Nursery

### **“Longwoodese – A Language We All Speak”**

#### Promoting

- Enthusiasm
- Experience
- Expertise
- Emotional Intelligence and Wellbeing
- Environment

### **Behaviour Management and Child Handling Policy**

Agreed: October 2017

Latest review: November 2020 by CM

Next Review Due: December 2022

## BEHAVIOUR MANAGEMENT POLICY

**"Our School - Where every person is valued..."**

CHILDREN'S BEHAVIOUR IS BEST SHAPED THROUGH POSITIVE ENCOURAGEMENT OF DESIRABLE BEHAVIOUR. THIS IS REINFORCED BOTH BY EXAMPLE AND REWARD. LONGWOOD HAS A POLICY WHICH DOES NOT PERMIT THE USE OF ANY FORM OF PHYSICAL PUNISHMENT OR MENTAL SANCTION.

### Aim

The aim of this policy is to create an environment which encourages and reinforces good behaviour. As adults, we aim to respond consistently to both positive and negative behaviour. We aim to ensure that the school's expectations and strategies are widely known and understood and we hope that home and school will work together to ensure that this policy is successfully implemented.

All members of staff will adhere to this policy.

Longwood believes that good standards of behaviour and discipline are the responsibility of all children and adults. The importance of mutual respect between children and adults cannot be underestimated.

At Longwood, we aim to be positive and supportive, stressing strengths rather than weaknesses, and using rewards rather than punishments.

Staff need to model desirable behaviour and expect consistently high standards throughout the school.

We expect all children to be well-behaved, well-mannered and attentive. Physical violence is not acceptable and repeated or serious incidents will lead to exclusion. Abusive language will not be tolerated and all grievances of any kind must be reported to a member of staff. Everyone is expected to respect their own and other people's property and take care of it.

## Rewards

Rewards will be used to promote good behaviour and encourage a strong work ethic, as well as allowing parents and others to be aware of how well their child is getting on at school:

- An Achievement Tree has been placed on a prominent wall in the corridor where certificates celebrate a child's work and/or behaviour during the previous week. Certificates are presented in assemblies (for FS-UKS2) or in class time (for FT & FW);
- Children are given house points at the discretion of all members of staff for good work, good behaviour, politeness, etc. All house points count towards the total, which is calculated weekly;
- Exceptional good work or behaviour can be rewarded with a head teacher's award. Children can be sent at any time to see the head teacher, who will give out stickers and record the event in the school newsletter;

## Sanctions

Before the use of any punishment, it must be clear why it is being applied and it must also be clear what changes in behaviour are required to avoid future punishment. Sanctions must not be out of proportion to the offence.

Staff will alert other members of staff to a child's behavioural issues at staff meetings.

From KS1 upwards, class teachers follow the traffic light system to promote good behaviour.

## Traffic Lights

All children start the day on green (good). When a child misbehaves, his / her name will be moved to amber (warning). Older children are encouraged to physically move their own name to amber, so that they are aware of the situation. If they misbehave again, their name will be moved to red (sanction). At this point, they will be given a punishment. Each teacher will have his / her own traffic light display featuring the names of all the children in the class on movable cards. Each teacher will decide when to reset the traffic lights (each lesson for the youngest children, daily for the oldest).

The traffic lights system is for low level misdemeanours and if a child lands on red, sanctions may include missing a break, writing a letter of apology, speaking to the head teacher, and/or any of the following strategies. **IT IS IMPOSSIBLE TO HAVE ONE STRATEGY WHICH IS ALWAYS APPROPRIATE SO THIS POLICY IS TO BE USED AS A GUIDELINE. TEACHERS ARE PROFESSIONALS AND AS SUCH, MAY USE THEIR OWN DISCRETION.**

Minor infringements of school rules (noisiness, tardiness, untidiness, etc) will be addressed through teacher/pupil dialogue. Warnings will be given before punishments are introduced.

If the behaviour of a child is anti-social, harmful or rude, then a member of staff will try to talk to the child about the behaviour. The member of staff will try to reason with the child in order to explain why the behaviour is inappropriate or is anti-social and will encourage the child to understand any harm that the child has caused to any other child or member of staff.

If the child understands that the behaviour is inappropriate or is anti-social, then the child will be asked to apologise to the child or member of staff that has been affected by the behaviour.

'Time out' (one minute for each year of child's age) will be given immediately if poor behaviour has unquestionably taken place (witnessed either by a member of staff or more than one child). Following 'time out', a discussion will take place to ascertain the reason(s) for the inappropriate behaviour. Consideration will be given to any individual behavioural management plan which may be in place following consultation with staff and parents, and the behavioural history of the child involved. Appropriate action will be taken to safeguard the wellbeing of other children or adults by discreet continuous monitoring of the child or situations.

If low-level negative behaviour persists, a child might be put "on report". This means that all staff will work together to monitor the child's behaviour in all situations at all times of the day, with comments being recorded on a chart. This enables us to see any improvements (or otherwise) and to keep all information in one place. Parents will be informed about the child's progress and the class teacher and head

teacher will decide together if this sanction is working and when it is no longer necessary.

If your child is in Nursery, any of the above procedures may be followed and there may also be staff/parent consultations, a report may be written and a formal meeting may be arranged to agree an action plan. If the child is in School and he / she is sent to the head's office, his / her name will be written in the 'Behaviour Book'. If a child's name is recorded repeatedly, a letter will be sent home informing parents of the seriousness of the behaviour.

Parents will be informed of any anti-social or inappropriate behaviour if necessary. There may be reasons to account for the behaviour at home. Discussions may be held with parents to promote positive behaviour and to work with Longwood to improve the behaviour patterns of the child.

Children can be excluded temporarily or permanently from Longwood without notice if behaviour is inappropriate or poor behaviour persists to the detriment of other children.

**The Safeguarding Policy will always be followed.**

Referral and guidance will be sought from the appropriate statutory or professional bodies as necessary.

### **CHILD HANDLING POLICY / GROUP ROOM SETUP**

Staff are to treat children with care and respect. They are to treat children in a kind and gentle manner when handling them.

A child should never be forced or restrained, unless the child is causing harm to himself or another child or adult.

Children that are engrossed or participating in an activity should not be removed physically from that activity unwillingly.

Younger children need to be handled appropriately so that no harm can come to them. Staff are only to pick children up under the arms on the torso with both arms.

Hugging children is discouraged. If a child is in distress, they may need comforting, but any physical contact should be kept to a minimum and certainly not encouraged. If a child initiates hugging a member of staff, the adult should respond appropriately but not encourage the behaviour.

Children are not allowed to touch each other during play.

Younger children should be encouraged but must not be made to conform to circle and other times. If a child wants to move away, then he / she must be allowed to do so.

Younger children benefit from small group activities with one staff member being involved in each of the activities. Story time, painting, puppet time, circle time can be undertaken with small groups of children, whilst other children are actively involved elsewhere.

Rooms are to be set up for planned small group age-appropriate activities throughout the day. Children can then participate in a number of different activities, moving around the group room.

Assessments from these activities must be age-appropriate and be dated.