



LUKE PICKETT

BEHAVIOUR POLICY

Issued: July 2019

Review Date: July 2021

1. General Principles

- An understanding of what is acceptable behaviour is an essential requisite for an effective learning environment.
- Good behaviour should be based on the over-riding principle of consideration for others.
- Behavioural standards should be maintained by positive re-enforcement rather than by negative censure, but unacceptable behaviour should always be addressed and there will be a clear system of negative consequences where a child makes in-appropriate choices in their behaviour.
- The negative consequence should be made clear to all pupils, parents and staff and should be aimed at remediation rather than punishment.
- Children who disclose bullying will always be treated seriously.

The most effective discipline is self-discipline, where children are encouraged to take responsibility for themselves wherever possible, so that they can become independent, thoughtful and responsible adults. Luke Pickett will encourage children to be caring individuals who show respect and consideration towards others whatever their race, culture, gender, ability or disability and to treat all property sensibly and responsibly.

All settings have a number of rules, but the primary aim of the behaviour policy is not just a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the setting's community in aiming to allow everyone to work together in an effective and considerate way by:

- Raising self esteem
- Focusing on learning to learn
- Helping children to problem solve
- Managing emotions
- Developing resilience
- Encouraging self motivation
- Developing social skills
- Understanding emotions

2. Objectives

- To encourage children to be responsible for their own behaviour.
- To ensure that children understand that there are positive and negative consequences to their actions.
- To develop a consensus of expectations regarding acceptable behaviour i.e. right and wrong.
- That all children, parents/carers, colleagues and volunteers know the importance of discipline in the setting.
- To develop a positive ethos where there is belief that appropriate behaviour can be learned.
- To ensure that the policy is implemented fairly and consistently.
- To develop a well-disciplined atmosphere in the setting where effective learning takes place.
- To help develop a caring attitude to each other, to value, listen to and respect the views of other people.
- To help keep children safe by ensuring they develop consideration for their own and others' safety.
- To help children understand the importance of politeness and good manners.
- To help children develop responsibility towards others and themselves.
- To develop children's communication skills so that they can express feeling without becoming frustrated.
- To nurture pupils' self- esteem.

3. Partnership with Parents

Luke Pickett works collaboratively with parents, schools and out-of-school organisations so children receive consistent messages about how to behave at home and at school. Luke Pickett will inform parents immediately if he has concerns about their child's welfare or behaviour. Luke Pickett responds promptly to concerns. If he has to use reasonable sanctions to help a child improve their behaviour he expects parents to support his actions and the actions of the setting.

4. Positive Behaviour

Luke Pickett rewards good behaviour as he believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. Luke Pickett will endeavour to create an environment where there are a range of activities and opportunities so that children will be actively involved in making choices about what they do. In providing a stimulating environment children will be more likely to engage in acceptable behaviour. Luke Pickett will encourage good behaviour by outlining his expectations in accordance to the rules of the setting.

5. Management Strategies and Techniques

Management strategies are broadly based on Learning Theory Principles where it is considered that a child's inappropriate behaviour is the result of not learning appropriate behaviours:

- Positive reinforcement of appropriate behaviour
- Tactical ignoring of inappropriate behaviour
- Modelling by staff, parents and peers
- Prompting and encouraging

Techniques used include:

- Setting boundaries
- Providing structure and routine where the child learns to predict events and the consequences of his/her actions
- Modelling appropriate responses and behaviour
- Providing a high level of consistency between all adults who work with the children
- Positive expectations
- Praise/positive reinforcement
- Tactical ignoring of inappropriate behaviour
- Providing 'think' time or time out
- Talking through the good choices the child could have made instead
- Setting small, achievable tasks to increase confidence and self-esteem
- Using clear, simple language and direction
- Reminding and prompting and encouraging – verbal, physical and gestural to make good choices.
- House points/tokens/rewards/stickers.

In all cases, the behaviour policy of the setting will be the primary implementation.

Review

This policy will be reviewed biennially.

Signed:



Date: July 2019

Mr Luke Pickett
Peripatetic Teacher

