

Behaviour Management

1. Background

- 1.1 This policy endeavours to ensure the well-being and safety of children and staff attending The Cathedral Grammar School. By following these procedures, the school and staff demonstrate a fair, reasonable and consistent standard of positive interaction with children that is in accordance with the values upheld by the school and expressed in the Citizenship and Virtues programmes.
- 1.2 Minimum requirements for programmes and management of child behaviour are set out in the Education Act 1989 and the Early Childhood Regulation 1990, Section 35.

2. Objective

- 2.1 To provide procedures for the behavioural management of children which ensures their safety and well-being, develops their social competence and which creates a positive learning environment. Pro-active, rather than reactive procedures, will be implemented wherever appropriate and possible.

3. Policy

- 3.1 Every child will be accorded respect and dignity.
- 3.2 Every child will be given positive guidance as to correct actions and reactions which promote appropriate behaviour, having regard to the child's stage of development.
- 3.3 Every child will be given positive guidance using praise and encouragement. Teachers will avoid using harsh language, and belittling or degrading actions or words when correcting children.
- 3.4 No child receiving guidance and control will be subjected to any form of physical ill-treatment, solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter or protection.
- 3.5 In the Pre-School, where possible, children will be re-directed to other activities. See separate section below.
- 3.6 Children's behaviour will be discussed with them and with their parents at appropriate times.
- 3.7 Where a child's behaviour causes harm to other children, staff, or school property, the behaviour will be discussed with parents. The first concern will be the safety of other children. Where there is actual harm, or there is a risk that other children will be harmed, the child concerned will be removed from contact with other children. If this removal includes stand-down, suspension or expulsion from school, the Principal will inform the Ministry of Education in keeping with the Stand-down, Suspension and Expulsion Policy.
- 3.8 In the Junior School and Prep Schools, tangible rewards and acknowledgment of positive behaviour that aligns with the Citizenship and Virtues Programme will be formalised and utilised.



9. In the Prep Schools, mechanisms for the correction of behaviour which contravenes the rules of the school will be implemented. These mechanisms will focus on values and include opportunity for withdrawal, reflection, restoration and apology. No behaviour modification measure will contravene item 3.4 above.
10. Assistance with behaviour modification programmes may be sought from outside agencies.
11. For all instances, of other than a minor nature, where this policy is invoked, a written record of the intervention shall be kept. The written record shall be entered into the 'secure comments' section of the student management system (PC School).

4 Pre-School Procedures

4.1 Prevention strategies

- Teachers will ensure that the environment is set up with a wide range of learning experiences with which children of all ages can be come fully engaged.
- Teachers will see challenging behaviours with children as learning opportunities and will use positive interactions to support this learning.
- Teachers will use recognition of effort and praise as a positive reinforcement for children.
- The Virtues' programme is used as a tool for developing self-management strategies and skill in children.

4.2 Positive Guidance Strategies

Teachers will encourage developing children's social competence by:

- Observing, discussing and evaluating the environment regularly.
- Providing an atmosphere of consistency with regular daily routines.
- Sharing information and concerns about children's behaviour at staff meetings.
- Providing opportunities for children to have quiet times.
- Modelling appropriate behaviour at all times.
- Maintaining regular discussion with parents where there may be concerns about a child's behaviour.
- Undertaking on-going professional development in relation to supporting children to develop their emotional intelligence.

5 Managing Inappropriate Behaviours

5.1 Teachers will focus on isolating the behaviour rather than isolating the child. Links will be made with the Virtue's programme to enable children to make meaningful connections with managing themselves.

- A clear message will be given by the teacher explaining why the behaviour is unacceptable, e.g. a child could hurt themselves, another child, adult or property.
- The child's name will be used to gain their attention.
- Children will be encouraged to resolve their own conflicts, but support will be offered from a teacher when required.
- If required a child will be directed to another area of play and the teacher will remain with the child and discuss their behaviour with them when they have calmed down and are in charge of their emotions.
- If another child is involved the teachers will initially support them before dealing with the inappropriate behaviour.
- No child will be put in solitary confinement, immobilised or deprived of food or drink.
- No child will be spoken to harshly, belittled or degraded.
- Teachers who feel stressed by the situation will be encouraged to seek support from a colleague.

5.2 Should a child's behaviour begin to cause serious concern, the Pre-School teachers will:

- Observe the child's behaviour in order to identify possible triggers.
- Observation data will be discussed at the next staff meeting.
- If required, a meeting will be set up with the parent to discuss concerns and plans for consistent strategies between home and the Pre-School.
- Where a pupil develops ongoing negative behaviours, an Individual Behavioural Plan (IBP) will be developed in conjunction with the School and the Parents. If necessary, specialist help will be sought.