

# Priory Infant School

Working together for



a better tomorrow

## A Guide to our Behaviour Policy for Parents and Carers



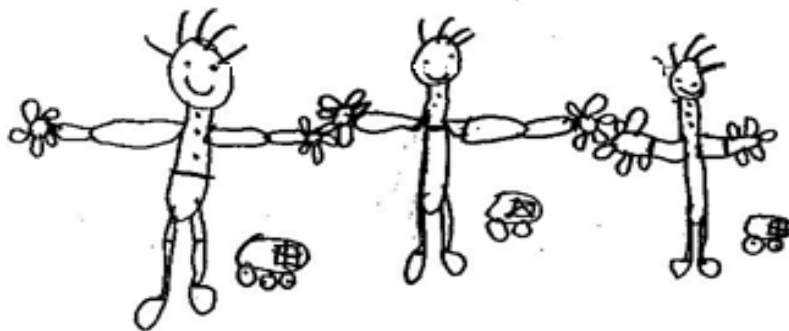
## Mission statement

We want our school to be a happy, secure and orderly place in which all children can learn and develop as caring and responsible people.



### How do we achieve this?

- ✓ We understand that children sometimes don't find it easy to control their feelings. We try to understand why children behave the way they do.
- ✓ We use The Golden Rules to give clear expectations for good behaviour so that your child learns how to behave appropriately - by choosing the right thing to do.
- ✓ We work in partnership with parents - recognising your important role and helping you to help your child.
- ✓ We aim to lay the foundations to enable your child to grow into a responsible young person and adult.



**"Working together for a better tomorrow"**

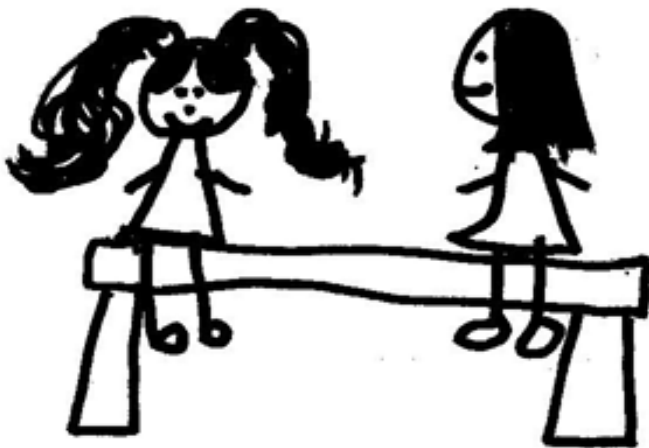
# At Priory Infant School.....

We learn the Golden Rules

Special lessons, drama and stories teach us about feelings and caring for others

We learn how to negotiate - eg. "I don't like it when you call me names, it makes me upset. Please use my real name."

The adults always provide good role models by speaking to each other and the children nicely, being polite, listening and



The adults listen to our ideas and opinions - in class and through the School Council - so that we all feel

Adults always talk calmly to us to help us understand how we are feeling and

We are rewarded for good behaviour by praise, smiles, adult attention, clapping, using stickers, certificates, Golden Rules assembly, special treats, the Golden Table at lunchtime.

We have well trained and caring adults who step in at appropriate times to help us behave well

## What we do to support your child if they find it difficult to behave well

### First we....

- Remind them about the Golden Rules - "can you.....keep your hands and feet to yourself?"
- Give opportunities to "do the right thing" - remind them what we want by using cue cards / visual reminders/ support from Teaching Assistant
- Observe and note down what your child is finding hard and try to establish why
- Give your child lots of praise and attention when they do the right thing
- Give clear warnings about what will happen if they don't choose to do the right thing
- Use sanctions eg. Thinking time for 5 minutes at playtime, being seated by themselves for a while, catching up with work at Golden Time.
- Speak to parents at the end of the day



### **Then we.....**

- Identify main areas that the child is having problems with and discuss with Inclusion Manager
- Arrange to meet with parents to talk about what we want to do
- Set up a Behaviour Plan which is shared with parents and child
- Teacher and teaching assistant work with the plan on a daily basis to support the child and monitor progress
- Set up some counselling /play therapy/ social skills group work
- Child may benefit from some time the Nurture Group
- Liaise with parents regularly to feedback
- Have a review meeting to see if we need to do anything else

### **After this we may need to....**

- Use a specialist TA to support your child 1:1 in class
- Make a referral to the Early Help Service (with your consent) for some home support
- Discuss child's needs with other agencies at the LIFT (Local Inclusion Forum Team)
- Make a referral to The Lighthouse Project for some in - school support
- Have regular review meetings with parents

**For serious incidents, eg. violent, aggressive behaviour (physical or verbal) towards adults or children, dangerous behaviour like running out of the class or school, racist incidents.**

**We would.....**make sure your child was safe and that all other children were safe, contact parent immediately to arrange for a meeting with Headteacher .

In extreme cases this may result in a fixed term exclusion or a part time timetable for your child whilst we plan suitable support.

## The Staff's responsibilities are:

- To be aware of and follow the school's behaviour policy
- To be good role models in front of all children
- To listen
- To be honest and fair
- To consider all children's feelings and needs
- To communicate any worries or concerns about your child with you (parents or carers)
- To foster a safe environment for all
- To be clear about our expectations so your child understands what they need to do and why
- To praise, reward and encourage
- To share your child's achievements with you at home and celebrate them in school
- To mediate and problem solve
- To foster the understanding that different people have different needs and cultures
- To have awareness of issues which may affect your child's behaviour
- To provide an interesting and challenging curriculum to inspire all children



## Children's responsibilities are:

- To follow the Golden Rules
- To listen to adults and other children
- To always talk in a friendly way to adults and other children
- To tell the truth
- To ask if they don't understand
- To tell an adult straight away if someone does something they don't like
- To play and work safely
- To say sorry
- Begin to understand and respect that we are all different

..... *Children's responsibilities become greater the older they become*

## Parent's responsibilities are:

- To act as a good role model in front of all children - your own and others
- To be aware of and support the school's policy on behaviour
- To talk to your child about the Golden Rules and what they mean
- To encourage a positive attitude towards school and learning
- To be positive and proud of your child's achievements
- To tell the teacher when your child has done something good at home
- To talk to the teacher and other adults about your child, giving relevant information
- To make sure your child arrives and is collected on time
- To make sure your child has good attendance
- To attend meetings at school when asked
- To support your child with the targets on their behaviour plan if they have one
- To encourage your child to respect other people and not to discriminate against them because they are different
- To encourage your child to sort out difficulties by talking and negotiating, not by hitting, snatching or shouting.

# Who can you talk to?

**Class teacher or  
teaching assistant**

...after school is best

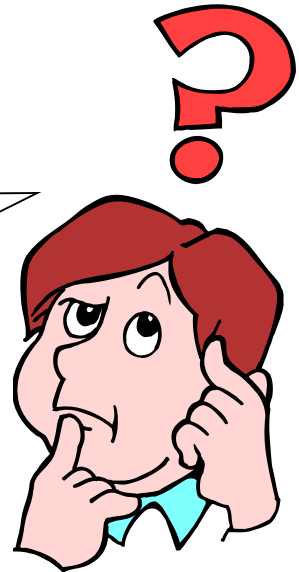
**The school  
nurse....** speak  
to Marie (FLO)

**Mrs Pugh** - our Inclusion  
Manager who arranges support  
for children with special needs  
in school.

**Mrs Marie Regan**  
our Family Liaison Officer

**Mrs Bev May** our Nurture Group  
Leader

**Mrs Jones (Headteacher)**  
....pop into the school office to  
make an appointment



**We're here to help by working together!**