

## PROMOTING GOOD BEHAVIOUR POLICY

This policy has been written for	<ul style="list-style-type: none"> <li>All staff at The Chelsea Group of Children</li> </ul>	
Copies of this policy may be obtained	<ul style="list-style-type: none"> <li>As a hard copy or email attachment on request from the School office</li> </ul>	
This policy links with the following policies	<ul style="list-style-type: none"> <li>Anti-Bullying</li> <li>Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Record Keeping</li> <li>Safeguarding and Child Protection</li> </ul>
Participants and consultees	<ul style="list-style-type: none"> <li>Head Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> </ul>
Relevant statutory guidance, legislation and other sources of information	<ul style="list-style-type: none"> <li>DFE Behaviour and Discipline in Schools  <a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a></li> </ul>	
The Lead Member of staff is	<ul style="list-style-type: none"> <li>Head Teacher – Jessica Duemler</li> </ul>	
Definitions and key terms used in this policy	<ul style="list-style-type: none"> <li>CGC – Chelsea Group of Children</li> </ul>	
Persons with particular responsibilities	<ul style="list-style-type: none"> <li>Head Teacher</li> </ul>	
Other participants and Stakeholders	<ul style="list-style-type: none"> <li>Parents</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> </ul>
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>The Head Teacher and the Policy Administrator will ensure the policy is kept up to date and all members of staff are complying with the rules and guidelines</li> <li>The Head Teacher continually assesses the staff’s support of good behaviour and their responses to children who act out their fear, anger, or need for control.</li> <li>Each student’s level of behaviour is discussed on a weekly basis in:               <ol style="list-style-type: none"> <li>the class group meeting</li> <li>the therapy team meeting</li> <li>the leadership meeting</li> <li>the Behaviour Management &amp; Welfare (BMW) meetings, during which incidents RAG-rating and each pupil’s behaviour are discussed</li> <li>the whole school and class review meetings</li> </ol> </li> </ul>	

**The most important action we can take to promote good behaviour is to create an atmosphere in which a student can experience success. This enables a child to develop a crucial attribute:**

### **SELF-ESTEEM**

Self-esteem is comprised of:

- Achievements accomplished
- Perception of how others view you
- Purpose in life
- Thoughts of how you fit in the world
- Potential for success
- Strengths and weaknesses you believe you have
- Relationships with others
- Independence and/or ability to stand on your own feet

Educators, parents, business and government leaders agree that we need to develop individuals with healthy or high self-esteem characterised by tolerance and respect for others; individuals who accept responsibility for their actions, have integrity, take pride in their accomplishments, who are self-motivated, willing to take risks, capable of handling criticism, loving and lovable, seek the challenge and stimulation of worthwhile and demanding goals, and take command and control of their own lives. In other words, we need to help foster the development of people who have healthy or authentic self-esteem because they trust their own being to be life affirming, constructive, responsible and trustworthy (Reasoner, 2006).

### **OUR ACTIONS**

#### Listen

All behaviour is communication. We must listen to the child and try to understand the cause of the anger or fear triggering his or her negative behaviour. Teachers must understand and respond to the cause not the symptom.

#### Be solution-oriented

An important step in building self-esteem is to teach solutions rather than blame. Teaching children solutions to problems can begin with statements like: "Who's at fault is not important. The more important question is what we can do so it doesn't happen again." or "What do we need to do to make it work or fix the problem?"

#### Allow children the right to make decisions

Allowing children the right to make decisions affecting their daily lives can only enhance their self-esteem. The ability to make choices can make children feel some sense of control in what happens to them. You may want to begin by using a forced choice technique in which you present the child with three options to a situation, all of which are acceptable to you. In this way, the child feels he/she is making the decision, but you maintain the control of boundaries.

#### Offer alternate ways of dealing with a problem

Helping a student to understand alternate ways of approaching a problem gives him a sense of control and increases his 'toolbox' of skills.

### Be aware of underlying motives

Be aware of not only the underlying cause of negative behaviours, but also the motives. Removing a child from the classroom may represent a successful outcome for the student in voiding the challenging activities, which cause feelings of failure and anger. It can be more beneficial to keep the student in the classroom but adjust the lessons to provide opportunities for success, knowing that may often mean giving the child alternative methods in which to demonstrate his understanding.

### Model kindness and respect

A school's culture develops over time and can be a powerful influence on students' emotional security. Teachers who speak harshly and disrespectfully to students send an unequivocal message. "It is OK to treat others this way".

This is where we start; treating each other with kindness, speaking in respectful tones and exhibiting real support for students, colleagues and parents.