

Describe the policies and procedures essay sample

[Education](#), [School](#)



1. 1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour.

The school has a behaviour policy which includes the anti-bullying policy. The policy sets out the procedures for rewards and consequences these include the island system, Work of the week, the sports cup, the end of academic year awards. Consequences could be the nurture group, individual behaviour logs, parental involvement, catch up, exclusion, action from the governors, expectation during play time, reporting and recording. The setting also uses the traffic light system. If a pupil misbehaves then their photo is moved to amber, if the child continues to misbehave then their name is moved to red. Once a child is moved to red then they lose that days golden time. The policy also includes the school golden rules which are followed by all pupils.

Always try to do your best. Be kind, polite and respectful. Move sensibly, listen carefully, look after our school environment, and treat others as you would like to be treated. The school also have a home school agreement, which sets out what is expected of the school, the pupil and the parent. This is in the pupil's homework diary so they can see it every day. The anti-bullying policy lets staff and pupils understand what their individual and collective responsibilities are. There is also an attendance policy, which is important as this ensures that a pupil and parent know what is expected of them, as if a pupil's attendance is not good then their learning may become affected.

1. 2 Describe with examples the importance of all staff consistently fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting. Consistency is

important as it makes sure that children understand what is expected of them. If all members of staff use the same tools for behaviour management the pupils are more likely to behave well as they will better understand what is expected of them. I have found this is particularly important with the reception class that I am working with as they are learning the “golden rules” and these will set the pupils up on how they should behave correctly for the rest of their school life. It is noticeable that as staff have remained consistent with them during this first half term, as their behaviour has improved. The class as a whole now sit well, don't run inside, don't talk much and put their hands up much more than before.

It's also important to remain consistent as pupils will soon work out which members of staff will let them get away with inappropriate behaviour and therefore lose respect for that member of staff. Consistency also ensures that pupils are more likely to share and take turns, follow instructions, be courteous, think of others, concentrate, have increased self-esteem and self-confidence and express themselves more effectively. While in reception class we introduced a new bike system. The pupils had to line up, four children could go on the bikes at a time. They also had an egg timer so that when it ran out the next pupils went.

The first day I had to stand with the children reminding them of the rules. On the second day I just had to turn the egg timer and make sure pupils went to end of the line. On the third day the children were doing it all themselves. If behaviour is not dealt with consistently other peoples learning could be affected for example a pupils specific reward system was not communicated

to me and I was not sure when it was appropriate to reward or a consequence. Therefore the pupil disrupted the rest of the class from their leaning and had to be removed from the class room. Inconsistences can also harm parent and school relationships. As stated in a recent BBC news report “ OFSTED also found that inconsistencies in how behaviour polices were applied annoyed parents”

2. 1 Describe the benefits of encouraging and reward positive behaviour. Pupils that are encouraged and rewarded for positive behaviour are more likely to interact better with other pupils by sharing and taking turns. Their ability to concentrate will also be enhanced which means they are better able to follow instructions. A pupil in my Reception class has vastly improved in his ability to do what I ask him as I have been making sure I praise him when he does something well. Pupils are more likely to be nice to their fellow pupils when they are rewarded as this is encouraging them to continue this behaviour. Pupils who are encouraged when they behave well are more likely to have an increased level of confidence and self-esteem as the adult is demonstrating that they are pleased with their behaviour. Pupils want to be praised, they want to please adults around them and they want to earn rewards. It is important to notice when a pupil is behaving well or trying hard as this shows the pupil that you care and are paying attention to them.

For every negative thing said to a pupil they need six positive things to even it out. In my setting this can be done by simply saying “ well done”, giving bonus stars, being given a certificate in assembly, and at break/lunch time having their name in the sparkly book. “ B. F. Skinner in the 1940’s. He

suggested that children will respond to praise and so will repeat behaviour that gives them recognition or praise for what they do. This may take the simple form of verbal praise, which is very powerful, or physical tokens of praise." Praising good behaviour should encourage other pupils to behave well as they will want to earn a similar level of reward.

3. 2 Describe the sorts of behaviour problems that should be referred to others and to whom they should be referred. Behaviour is inappropriate when a person's ' behaviour conflicts with the accepted values and beliefs of the setting and society'. Types of behaviour that must be referred are bullying, including cyber bullying, physical bullying, verbal bullying and emotional bullying. This must be referred to the class teacher in the first instance. I would need to find out what has happened to the pupil? How often it has happened? Who was involved? Who saw what was happening? Where it happened. The teacher would then refer to the head teacher if necessary. Another type of behaviour that should be referred is if racist or homophobic language is used by a pupil. For this kind of behaviour I would refer to the teacher and then the head teacher. I would also need to fill out a pink incident form as this would also need to be reported to the council.

Another reason for referral could be if I have lost control of the situation for example if pupils are not listening to my instructions for any reason. The first person I would refer to would be another TA with more experience than myself. Then the teacher and if required the nurture room staff. If a pupil is violent or throws something at another pupil, this would need to be referred. For example I was asked to sit with a pupil who had been misbehaving all

morning. I was sitting with him and he was working well. The teacher picked another pupil to answer a question, he then decided to lay on the table and not do any work. He then threw a glue stick across the room. I then referred him to the teacher by telling her what had happened. She decided he needed to be removed from the classroom. He was firstly taken to the nurture room to calm down and then he went to the head teacher. The pupil was excluded the next day and reports to the nurture room daily. I might make a referral if I am responsible for more than one child. If I am trying to get a group of pupils from one place to another, and one starts misbehaving and I can't make sure the others are safe I would need help. I would get the help of another TA or the class teacher.

Bibliography

Burnham L, Barker B, 2010. Supporting teaching and learning in schools level 2 , Essex, Pearson education limited
Burnham L, Barker B, 2010. Supporting teaching and learning in schools level 3 , Essex, Pearson education limited
Burnham L, 2011, Brilliant Teaching Assistant, Harlow, Person Education Limited

<http://www.bbc.co.uk/news/education-29342539>

Turlin moor community school attendance policy

Turlin moor community school behaviour policy