



Behaviour Policy



'Every Child, Every Chance, Every Day'

Reviewed By	Cate Gregory	Policy Owner	June 2018
Approved by	Cate Gregory	Head of School	June 2018
Ratified by	Carl Brooks	Governor	June 2018
NEXT REVIEW			June 2019

Our behaviour policy whilst providing guidelines for a consistent approach is written to be sufficiently flexible to take into account accommodation of a variety of individual pupil and class needs.

Our schools create memories. Our curriculum captivates challenges and is constantly adapting. We nurture every child to believe in themselves and give them opportunities to discover their endless potential. Each member of our community celebrates individuality and respects diversity. We prepare our learners with the skills to be creative future thinkers who will be responsible and ready to make a positive contribution to our ever changing world'.

We aim to provide a safe, secure and caring environment in which every child is able to learn confidently and happily in order to fulfil their potential. We recognise that children learn best in a calm, orderly and nurturing atmosphere. As a school we are aiming towards achieving Rights Respecting status with UNICEF and we adopt the language and behaviours that encompass a Rights Respecting School.

Our Golden Rule: To be polite, kind and helpful

Our Behaviour Policy centres on this set of agreed Golden Rules made by SLT, teachers and the school's learning ambassadors. They have been shared with everyone and are displayed around the school so adults and children are aware of expectations. It is vital to the success of our policy that all children and adults understand the rules and that they are applied and followed through consistently.

AIM

We aim to provide an environment in which children choose to behave appropriately in and out of class. Our policies focus on the active encouragement of developing self-discipline, respect for each other and everyone in the school community (UNICEF, Article 4, 42). The children are taught to understand how their actions impact others and to repair and rebuild relationships afterwards. They are also taught to have a respect for the value of resources and a collective responsibility for maintenance of the good order of the school. The same behaviour expectations are expected throughout the day, whether in class, during playtimes or within the community. We aim for children to be proud of themselves and their school.

- All individuals will show care and respect for each other:
 - Adult to child
 - Adult to adult
 - Child to adult
 - *Child to child*

OBJECTIVES

- To create a safe and caring environment
- To promote a sense of fairness and respect for the school rule and routines
- To encourage and develop empathy for others
- To acknowledge and reinforce appropriate behaviour
- To minimise disruptive and anti-social behaviour
- To criticise the behaviour and not the child
- To provide clear guidelines to reinforce behaviour expectations
- To encourage an understanding of the limits of resources and the need for collective responsibility for their care.

We believe children have a right to:-	Children will respect the right by:
<ul style="list-style-type: none"> • Be listened to appropriately • Work without disturbance • Move around the school safely • Have their strengths and efforts recognised • Learn to interact as part of a social group Be given clear guidelines of behaviour expectations • Have access to appropriate well cared for resources 	<ul style="list-style-type: none"> • Talking to each other and discuss issues • Confidently approach adults to discuss worries/concerns • Understanding and talk about own feelings • Trying to see others point of view • Considering consequences of actions and take responsibility for their behaviour • Wanting to put things right and decide the right solution • Being polite when speaking and show respect to all

We believe adults have a right to:-	Adults will respect the right by:
<ul style="list-style-type: none"> • Expect appropriate behaviour • Be listened to • Teach without disruption • Have access to well cared for resources 	<ul style="list-style-type: none"> • Being approachable, speak kindly and listen to all sides of the story • Having the time to listen and not prejudge • Being consistent whatever their role or time of day • Communicating with each other effectively • Facilitating the problem rather than try to solve • Having updated and sufficient training • Completing circle times and refer to class charter • Understanding own emotions

(UNICEF, Article 2, 3, 13, 14)

RIGHTS RESPECTING SCHOOL

The school adheres to the principles of the United Nations charter for the Rights of the child and promotes children's understanding of their rights and rights respecting actions. Children learn through PSHE lessons, circle times and assembly times that they all have rights and with these go responsibilities towards others. Through this teaching the children are responsible for making their own charters for classes and playground. This is linked to the management of behaviour in school so that children are involved in discussing the impact of their behaviour on others. This discussion will follow a restorative approach:

- ❖ **What happened?**
- ❖ **What were you thinking?**
- ❖ **How were/are you feeling?**
- ❖ **Who do you think has been affected?**
- ❖ **What needs to happen/do you need to do now?**

Shirley Infant School LEARNING VALUES:-
Independence, Cooperation, Curiosity, Perseverance

Good Practice in Encouraging Good Behaviour

- All adults act as role models for the children.
- All adults use a calm, consistent, firm and fair approach.
- All adult focus on positive praise to highlight good behaviour and to encourage those who are struggling to follow what good behaviour looks like.

Children need to be absolutely clear what is expected of them so the rules need to be made explicit and appropriate behaviours will need to be taught.

Teachers need to establish clear routines in their classrooms to set the children up for success as often as possible.

At the beginning of each academic year, each class teacher alongside their class will write a class charter linked with expected Right's and Responsibilities through the school. This should be reviewed by the class throughout the year.

When an adult gives instructions, they need to be given positively and firmly using simple language.

BEHAVIOUR CHART

In order to support positive behaviour strategies all school staff use the Behaviour Chart, and link it's use to the Rights Respect agenda.

- The chart has five faces. Names are replaced in the centre at the end of every day thus ensuring a fresh start the next day.
- Children's names are moved along the chart to reinforce expected behaviour and for most children this positive reinforcement will be all that is required. If behaviour is unacceptable the child is warned that the behaviour is unacceptable. If this continues the child's name is moved backwards along the chart and a sanction is put in place. If this continues again the name is moved again and a further sanction is put in place (see below). Both children and staff can move the names as appropriate for the most impact. Names are replaced at the centre following a sanction ready for a fresh start to the next session.

We aim to encourage good behaviour through praise and the use of our Visual Behaviour Charts (VBC).

Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see pupils behaving well.

Verbal: Be specific so the children know what they have done well, linking with Golden Rules/Learning Puppets/Class Charters

Non Verbal: Smiles and thumbs up signs are examples of non-verbal praise.

Positive rewards

Class rewards- (Golden time)

All classes will work towards a 'class reward' by collecting marbles (or similar), these can be awarded when the WHOLE class is following the Golden Rules. The class will agree on a reward that they collectively work towards. Other class rewards may be agreed and used by individual classes/year teams to recognise and reinforce class rules/routines e.g. table points for tidying up. These are negotiable with the individual class and their teacher but, in principle, will support and promote the values and behaviours underpinning our Golden Rules and working as team. Any reward time given, will be worked towards achieving every half term. The children and the class teacher will work together to choose the reward.

All children will start the day with their names on the middle of the charts, regardless of where they were the day before. As long as the same numbers of steps are present, and it is visual within the classroom, individual year teams may link the design of the VBC to current learning in the year group.

When positive behaviour or the learning values are demonstrated by the child, they will move their names up the VBC.

1st time

- Acknowledge the specific positive behaviour e.g. 'Well done for persevering in this lesson even though you found it tricky'
- 'Well done for making a good choice to'
- Child moves name up once

2nd time

- Acknowledge the specific positive behaviour
- 'Well done for making a good choice to.....'
- Link to class charter and school ethos 'On our class charter it says....'
- Child moves name up again

3rd time

- Acknowledge the positive behaviour
- 'Well done for making a good choice to.....'
- Share with class why the child has made it to the really happy side

When a child reaches the really happy side they are rewarded with a sticker.

We aim to encourage good behaviour through praise.

However, if a rule is broken the emphasis must be put on the child taking responsibility for their actions and the following will apply: (the following consequences must be appropriate to the age and understanding of the child).

- On the sad side by playtime or lunchtime - This may mean timed missing of part of a playtime or other leisure activity or to walk round with an adult at playtime.
- On the very sad side by playtime or lunchtime - This could be a supervised missing of a whole play time or timed missing of an activity like golden time. The children should be expected to use this time to consider their behaviour and be asked (through restorative approach questioning) to identify how they could avoid a similar pattern of behaviour should a similar situation arise again. Parents should be notified at the end of the day and reminded it is a new day the following day.
- **If a child continues to escalate their behaviour the following step by step system should be put into place:**

1) From behaviour chart the child's behaviour is escalating



2) Child gets to very sad side for second time or has not made a safe choice



3) Child is taken to Year Leader – Restorative Practice is followed and time out in their classroom



4) Child goes back to class for a fresh start



5) If behaviour continues child is sent to Head of School or SLT member

(If SLT are not available child is sent to another class teacher in Step 3 and then Year Leader at step 5)

If a child is sent to SLT we log this behaviour on CPOMS and notify of parents. Patterns would than start to be identified and the appropriate support would be in place for the child.

OTHER STRATEGIES

From time to time in particular classes or year groups, additional positive behaviour management strategies will be employed to reinforce positive behaviour. This is at the teacher's discretion but may be through year group discussion or liaison with leadership staff.

- Other types of rewards like stickers and stamps may be used freely to reward good work or kind thoughtful actions. For exemplary behaviour or outstanding work children can visit the Head of School to receive the reward of a special sticker.
- Classes can be rewarded with a Head teacher's award. A collection of 5 can be rewarded with a special playtime.

Individual positive behaviour management programmes are employed where individual pupils need a behaviour management beyond the normal parameters. Parents will be informed and encouraged to work in partnership with the school. It is helpful to maintain a behaviour diary to help analyse behavioural patterns and identify any triggers. Individual children may also need a unique approach in order to avoid confrontational situations. They may also need a system of more immediate and frequent behaviour rewards, as appropriate to the child's needs. In some cases advice from an Educational Psychologist will be sought.

PLAYTIME AND LUNCHTIME BEHAVIOUR POLICY

There are high expectations of appropriate behaviour at morning, afternoon and lunchtime playtimes.

- There will be adequate adult supervision, so that any problems being experienced by the children will be immediately addressed.
- Adults will observe and engage with children at play and will deal with incidents in line with the school behaviour management system.
- Children will be encouraged to tell the nearest adult whenever they observe an accident or are being exposed to any undesirable behaviour from other children.
- Rough play, play fighting, fighting, or pulling of clothing will be immediately stopped and procedures will be followed (**see appendix A**).
- Children are actively discouraged from retaliation in any form since this has a tendency to escalate roughness. Parents are asked not to encourage their children to retaliate but to encourage the children to go immediately to the nearest adult who will be committed to listening and to dealing with the situation as listed above.
- Children continually not meeting behaviour expectations will be interviewed by the Head of School or SLT (Senior Leadership Team). They will be reminded of appropriate behaviour and their parents will be informed. These pupils may miss one or a series of playtimes to enable them to reflect on behaviour expectations.
- A programme of behaviour management or Emotional Literacy sessions may be put in place for these pupils in discussion with their parents.
- Exemplary playground behaviour will be rewarded with stickers or having their name moved on the behaviour chart.
- Adults on duty will liaise with the class teacher in cases of either unacceptable or exemplary behaviour.
- Provision of play equipment and playground games will help to ensure that there are plenty of suitable play activities, to provide children with alternatives to undesirable games.

If a child is verbally or physically aggressive at any point they should be passed straight to a senior leader on duty. If the child is sent to a Senior Leader for these reasons CPOMs should be completed and the parent/carer should be informed by the senior leader or teacher.

If for any reason, a child finds lunchtimes consistently difficult, they may, with prior arrangement, spend their lunch and break times either with the class teacher or in the ELSA room.

This Behaviour Policy and Guidelines will be reviewed at least once a year and any changes will be agreed and communicated to all individuals in the school.

OUTING BEHAVIOUR

On school outings and in public places the children will be expected to behave in a calm and sensible manner.

- When walking along the road they will be expected to walk in twos in a tight group and be polite to any other people in the vicinity.

- They will be reasonably quiet in order that they may hear instructions quickly.
 - They will be expected to respond to instructions and be aware of safety issues.
 - On coaches they will be expected to be aware of the role of the coach driver and to keep to a noise level conducive with the safety of the journey.
 - They will be expected to be polite to the driver and to any other member of the public.
 - Any unacceptable behaviour or behaviour endangering themselves or others will be dealt with at the time by the nearest member of staff with warnings and closer observation.
 - As always a positive approach will reward acceptable behaviour with praise.
 - In certain cases where the pupils are on an individual behaviour management plan the teacher should prepare an individual risk assessment with additional plans and procedures which should be discussed, agreed and signed by the HT and Parent ahead of the outing.
- Every effort will be made to enable inclusion in all the activities

SERIOUS BEHAVIOUR CONCERNS

If a child breaks a rule by behaving in any of the following ways, the child will receive an instant Consequence and will be referred to SLT and Year leader:

- Leaving the school premises without permission
- Showing extreme and threatening aggression
- Physically hurting another child or an adult
- Bringing in weapons or paraphernalia that may hurt others or intend to threaten others

Depending on the severity of the behaviour and the child's response, the senior leader in charge may decide on an immediate short-term exclusion or an internal exclusion on the following day. Length of short-term exclusions will depend on several factors at the Head of School's or Executive Head's discretion. All exclusions must be agreed by the Executive Headteacher and in line with our Exclusions Policy.

If exclusion is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour and to ask them to arrange to meet a senior leader and the class teacher. If, after this meeting, the child continues to make poor behaviour choices, the child's parents/carers may be called in agreement with a senior leader to collect him/her and there may then be a short-term exclusion.

The adult who was with the pupil at the time of any misdemeanour must complete a CPOMs record as soon as possible following the incident. If the child has brought on to the school premises a weapon, drugs or other paraphernalia that may cause harm to others, the school will follow the guidelines in place.

Following a short-term exclusion, the provision and needs of the pupil will be assessed. The school will liaise with suitable outside agencies in order to ensure the environment and systems are in place so that the pupil has a successful return to school. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the pupil. There may also be a Behaviour Contract agreed.

Modifications that may be made to support the child are: independent work station, one to one support, counselling, ELSA sessions, changes to the environment within and beyond the classroom and/or a reduced timetable. The arrangements that are put into place will be reviewed on a weekly basis to ensure that the needs of the pupil are continuously being met.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Trust Board.

This Behaviour Policy should be supported through class circle time, PSHE, Emotional Literacy, assemblies, ELSA time/group work, pair or group work in lessons, celebrating good news/behaviour, compliments in fact, in

every possible positive way which promotes good behaviour and reflects the caring, supportive ethos of our school.

Permanent and Fixed Term Exclusions

The school adheres to the current guidance on Social Inclusion. It is rarely necessary to exclude a pupil for unacceptable behaviour except in extreme circumstances. Where this is necessary the Head of School and/or Executive Headteacher may exclude from school for one or more fixed periods. The Head of School and/or Executive Headteacher may also exclude a pupil permanently.

If an exclusion becomes necessary the parent will be informed immediately. The reasons will be explained and advice given to parents regarding representations that can be made. The Head of School and/or Executive Headteacher will also inform the Chair of Governors and the LA giving details of the exclusion. The Chair of Governors will review the decision if necessary. (See Exclusions Policy).

Appendix A

BREAKTIME AND LUNCHTIME PROCEDURES

Positive rewards and consequences

It is vitally important to recognise that positive behaviour will be recognised and rewarded at play and lunchtimes as well as in the classroom. For this reason, supervisory and play assistants are encouraged to give out stickers.

When a rule is broken:

1st time:

VERBAL WARNING

- Quiet verbal warning
- State the rule "In our school we....."
- Praise if child responds well

2nd time:

YELLOW CARD

- State rule "In our school we....."
- Give consequence "If you choose to do that again....."

3rd time:

RED CARD

- State rule "In our school we....."
- "You have chosen toso now you must sit on the bench for 3 minutes and think about ..."
- Follow the restorative questions to talk through the choices and fill in slip
 - ❖ What happened?
 - ❖ What were you thinking?
 - ❖ How were/are you feeling?
 - ❖ Who do you think has been affected?
 - ❖ What needs to happen/do you need to do now?

4th time:

SENT IN

- State rule "In our school we....."
- "You have chosen toso now you must speak to a Senior Leader about your choices"
- Senior Leader to decide upon appropriate next action.

If a child is verbally or physically aggressive at any point they should be sent in to a senior leader.

If a child receives 3 slips within a short time span (e.g. a week) a senior leader will contact the parents/carers and arrange a meeting.

A child who finds lunchtimes on the playground consistently difficult to manage may be directed to spend some or all lunchtimes in the Rainbow room or having their break doing an alternative activity by prior arrangement and agreement with the class teacher, ELSA and senior staff.

Appendix B

BEHAVIOUR RECORD SLIP

Child's Name:		Class:	
Date, time, place	What was happening before? (Antecedents)	What happened? (Behaviour)	What happened after? (Consequences)
Adult's Name:			

Child's Name:		Class:	
Date, time, place	What was happening before? (Antecedents)	What happened? (Behaviour)	What happened after? (Consequences)
Adult's Name:			

Child's Name:		Class:	
Date, time, place	What was happening before? (Antecedents)	What happened? (Behaviour)	What happened after? (Consequences)
Adult's Name:			

Appendix C Systems and progression to be used for pupils displaying challenging behaviour

At each stage through the process, parents and carers need to be involved and informed of concerns regarding behaviour. At all stages of the process the class teacher is responsible for the outcomes of the pupil.

Stage 1

For any pupil who:

- Needs some modifications to be supported in learning / behaviour e.g. behaviour chart / rewards / specific SEN intervention

Individual learning plan (ILP) or ELSA target form to be completed by class teacher to support the learning in consultation with the child, teacher, teaching assistant, SENDCo and parent/carer.

- Child's needs have been identified and targets set to develop personal, social and emotional and behavioural needs.
- As inclusive classroom practice, this is the initial step a teacher needs to complete to support a child to access their learning.

Stage 2:

For any pupil who:

- Is consistently working outside the boundaries of classroom behaviour management strategies and the school behaviour policy.
- Has regular senior leader intervention and involvement due to displays of challenging behaviour.
- Is at risk of a fixed term exclusion.

The following forms and processes must be completed:

1. A team review meeting with senior leader and all staff who work with the pupil
2. To support the completion of the Challenging Behaviour Management Plan, please complete the '**Audit of Risks**' form in order to guide and inform the risk assessment and management
3. **Challenging Behaviour Management Plan**ⁱ, with smaller steps/targets & more frequent/specific rewards, needs to be completed and shared with the child, the parent/carer and all the adults working with the child.

Stage 3:

Any pupil who:

- Is not responding to the above processes
- Has been restrained for their own or others' safety

The following forms and processes need to be completed:

1. A team review meeting with senior leader and all staff who work with the pupil
2. Referrals to outside agencies to be agreed as appropriate
3. **Risk Assessment, and Behaviour Ladder**ⁱ to be completed alongside Head of School

Stage 4:

Any pupil who:

- Has demonstrated extreme behaviours
- Has not responded positively to provision

The SLT may:

1. Review the timetable and current learning provision.
2. Provide an alternative work space within the school.
3. Review and adjust current interventions and adult support.
4. Reduce the current timetable.
5. Fixed term exclusion

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