

Church Hill Infant School



Behaviour Policy

At Church Hill Infant School we believe that children and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. We understand that high expectations of behaviour lead to high standards of learning. Inherent in the aims of the school is the understanding that members of the school community will behave in such a way that will enable:

- The development of a happy, peaceful, caring and secure environment.
- Successful learning for each child.
- The development of cooperation, mutual respect, positive values and attitudes.
- Respect towards one another and an appreciation of the wider world.
- The creation of an atmosphere where each person's contribution is valued.
- The promotion of the social and personal growth of each child.

The way in which children behave is influenced by every aspect of home and school life, therefore the climate and relationships are of the utmost importance in building positive behaviour patterns. It is essential that there is a strong commitment to good behaviour in order for effective learning and teaching to take place. This commitment will be reflected in a common purpose, consistent practice and constant vigilance will be based on a quiet but firm insistence on high standards of behaviour at all times.

We all need to understand that living and working together requires certain 'rules' which must be adhered to. The reasons for this must be fully understood.

We should :

- Be considerate, polite, cooperative and thoughtful towards others at all times.
- Take care of the school buildings, grounds, furniture and equipment and be led towards a satisfaction in doing so.
- Expect to give and receive respect.
- Recognise school safety rules and understand the need for keeping them at all times.
- promote the rights and responsibilities so that;

Every child has a right to:

Learn,
be different and to be me,
be heard,
be in a clean and tidy environment,
be safe and be cared for,
Be the best I can be.

From these positive behaviours which are to be encouraged, the children must also understand that there are certain behaviours which will NOT be tolerated:

- Destructive behaviour.
- Bullying and racial teasing.
- Bad language or rudeness.
- Disobedience or defiance.

Good behaviour arises from the pattern and order of the school so that most children either maintain positive behaviour patterns or are able to moderate their behaviour for themselves.

Principles

At Church Hill Infant school we believe that positive behaviour will develop if:

- There is a positive attitude based on a sense of community and shared values.
- Children feel secure when they know exactly what is expected of them and why. Therefore it is vital that this policy is communicated to the children and agreed with them and that its main points are reinforced regularly.
- The children are valued and encouraged in a positive manner.
- All members of the school community recognise that they have a part to play and are committed to developing good behaviour.
- There is a consistent approach throughout the school.
- Parents are involved in the school community and understand the principles and aims of the school.
- The policy is clearly communicated to the parents and any clubs (including the after school club) connected to the school.
- The development of self-esteem, self awareness and independence are encouraged.
- There is a pattern and order to school life.
- Children are encouraged to take responsibility and behave in a responsible manner.
- Children's achievements (both in and out of school, academic and otherwise) are recognised and celebrated.
- The children's individual needs are recognised and catered for.

- The quality of friendship is characterised by mutual respect, valuing each other and a willingness to listen and understand.

The Curriculum

Each child has different needs which must be considered at all times, so that the learning experience will be satisfying and challenging. The curriculum will be of relevance and interest, leading to the all-round growth of each child.

To encourage good behaviour staff will:

- Plan collaboratively at termly and weekly levels, activities which are stimulating and meaningful to the children.
- Differentiate tasks to meet individual needs.
- Give very clear instructions to the children.
- Talk to the rest of the class if there is a need for special allowances to be made and enlist their help (possibly while the child is out of the room).
- Allow a child who has had poor behaviour to have a clean slate.
- Allow the child to express their own feelings about a situation.
- Utilise opportunities during circle time and school council.

During the children's first months in Foundation Stage they will need to understand their place as part of a group or class and the ways in which they will need to behave in this situation.

Consistency of Approach

All adults involved in the school community must take responsibility for promoting the positive behaviour and attitudes of all of the children – not only those directly under their supervision.

A consistent approach should be established throughout the school and attention should be given to detail so that the 'little things' do not pass unnoticed.

Adults should be aware of the need to anticipate situations before they become incidents and to use diversionary tactics. Spotting disruptive behaviour in the making and diverting it.

Making clear that it is the behaviour they disapprove of and not the child.

Organisation

We support positive behaviour and a positive environment through

- Constructive whole school planning for PSHE.

- Appreciating and following agreed codes of behaviour.
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take care of and have respect for their own and each other's belongings.
- Encouraging everyone to take pride in our environment.

Positive Role Models

As adults we have a vital part to play as role models. We do this through

- Demonstrating good manners.
- Practising good behaviour to each other as well as to the children.
- Teaching appropriate behaviour and giving feedback when pupils are behaving well.
- Showing respect for every child as an individual.
- Using the child's name when talking to them.
- Making every child feel valued.
- Not accepting bullying, anti-social behaviour in school, on any level, at any time.
- Being aware of vulnerable children.
- Showing pleasure and care.
- Being seen to be fair and consistent.
- Responding quietly, calmly, consistently and positively.
- Exhibiting patience and tolerance.
- Avoid labelling.
- Listening with empathy and tact.
- Apologising when appropriate.
- Handling confidential information with sensitivity.
- Maintain a tidy neat classroom which demonstrates the value placed on children's work.

We have school wide general expectations that all children will

- Do their best in all areas of school life.
- Think before they act.
- Take responsibility for their own actions.
- Treat others as they would like to be treated themselves.
- Consider the feelings of others.

We expect all children to conform to the GOLDEN RULES.

- Walk around the building calmly.
- Use good manners.
- Always be polite.
- Keep hands and feet to ourselves.

- Listen and speak to all adults in school.
- Take care of the school and the equipment.

Procedures

We encourage good patterns of behaviour by using

- Non-verbal signals.
- Positive verbal comments and praise.
- Positive comments written in books.
- Giving children responsibility.
- Sharing positive aspects with others.
- Use positive praise and encouragement.
- Sharing good behaviour with parents, either 'at the door' or through parents evenings or meetings.
- Awarding stickers for good behaviour/work- from individual class teachers, other teachers /staff in school or the Headteacher.
- Certificates within class that are sent home to inform parents.
- Golden Book- where class teachers share exceptional accomplishments. Headteacher shares at assembly time (every last week of the month) and available for parents and visitors to see in the reception area of school.
- Recognition at celebration assembly/class assembly.
- Class reward systems and privileges eg. Marbles in a jar, golden time.
- Visit to Headteacher's office to receive a 'golden sticker'.

Sanctions

When a child forgets a classroom or whole school rule or breaks it on purpose, sanctions will be used fairly and consistently.

The range of sanctions include

- Planned ignoring.
- Non-verbal signals.
- Verbal warning, reminding the child of our expectations/rules.
- Private discussion about why the behaviour is unacceptable, and giving the consequences of further poor behaviour.
- Re-do a piece of work to the correct standard/repeat the action with the correct behaviour.
- Change of position within the learning environment-possibly send child to another class for a 'time out'.
- Separating a child from a group or the class.
- Loss of privileges. (5 minutes of playtime)
- Time out procedures.

- Contacting parents to discuss ways of helping the child to improve his/her behaviour. Use of home-school 'smiley' books for children that may be experiencing some behaviour difficulties either at school, at home or both.
- Referring the child to the Deputy Head Teacher.
- Referring the child to the Head Teacher (or member of SLT) Talk and discuss the behaviour with the child

Special consideration of sanctions may be required when dealing with children with Special Educational Needs who display behavioural difficulties.

All dinnertime supervisors need to be informed of children with particular behavioural needs, their individual programmes, strategies and appropriate sanctions.

When the procedures don't work

Repeated misbehaviour is a sign of communication and in these circumstances the school must take a proactive stance to understand the child's feelings and/ or why the child is choosing to behave in an unacceptable way. In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This will involve the Class Teacher, Headteacher, and parents. It may also involve others such as SENCO, EWO (Education Welfare Officer), or Educational Psychologist, and Early Help Services. Working with the child and family to help understand and identify the cause for the behaviour will be the basis of the meeting. Wherever possible, this should be conducted as early as possible to help the child change their behaviour.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date given. Behaviour monitoring logs will be kept to identify triggers. A Positive handling Plan together with a risk assessment will be developed to support the child. This plan will be a dynamic working document which will be reviewed regularly when different behaviours become apparent. The plan will be made available for anyone working with the individual child. The plan should be used as a way to address the core issue surrounding the behaviour and not purely for managing behaviour.

Exclusion

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored.

At all times, the LA's protocol is followed. Any child returning to school following an exclusion, is helped to behave appropriately.

Physical Restraint

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to use reasonable force, proportionate to the circumstances to keep the child safe. Any restraint should be in line with the school's Use of Reasonable Force Policy. Once an incident happens, for e.g trying to run out of school, throwing furniture, hitting another member of staff; it should be considered a foreseeable risk.

Communication

Parents and carers will be informed of any behavioural issues. Depending on the severity of the incident the class teacher and/or other members of Senior Management will be involved.

The Headteacher will also ensure that all new parents, staff and children are informed of our approach to and expectation of children's behaviour.

Reviewed March 2014

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Signed

Date