



**WOOD END
INFANT SCHOOL**

Statutory Policy

School Behaviour Policy

Committee with oversight for this policy – Teaching & Learning	
Policy to be signed off by the Headteacher	
Policy last reviewed by the Teaching & Learning Committee	05/07/2018
Policy last ratified and adopted by The Headteacher	05/07/2018
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Headteacher
05/07/2018

Wood End Infant School

Behaviour Principles Policy and Procedures

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on the rights of the child, mutual trust and respect for all people, living things and property. We aim to promote an environment where everyone feels happy, safe and secure. The school behaviour policy is therefore designed to support the way in which all members of the school can live and learn together.

Our aims for behaviour management are that all children will:

- Be tolerant and understanding, with consideration for the rights, views and property of others
- Develop a positive and co-operative attitude towards work and towards their role in the school community
- Feel happy and secure within the school environment
- Achieve as much as possible in terms of self esteem and academic progress
- Take a responsible interest and pride in caring for their environment

Our objectives for behaviour management are that:

- The school rules are clearly appreciated and positively encouraged
- Each child is aware of the discipline procedures in the event of unwanted behaviour
- That the organisation and administration of the school is conducive to a calm, orderly environment which promotes effective teaching and learning
- Resources and movement within the classroom areas are organised in such a way as to promote an effective teaching and learning environment
- The school offers a curriculum that both challenges yet caters for the needs of all pupils
- The class teacher adopts a variety of strategies which enable all children to develop according to their abilities and to develop feelings of self worth
- Parental involvement is positively encouraged at all levels
- The well-being of the majority is the ultimate consideration

The responsibility for effective behaviour management within Wood End Infants lies with all members of the school community. Whilst there is a clear line of referral, all staff must ensure that best behaviour is expected and displayed at all times and in all places.

This can best be achieved by:

- Fostering an atmosphere in which all children and adults are treated as individuals, and in which their rights, values and beliefs are acknowledged
- Promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects
- Providing opportunities for children to discuss appropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice

Pupils work towards the school's aims by taking increasing responsibility for:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning books on time
- Contributing to the development of the school's code of behaviour
- Conducting themselves in an orderly manner in line with this code
- Their school environment and for their own learning and behaviour

Parents work towards the school's aims by:

- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time)
- Providing prompt information to explain all absences
- Accepting responsibility for the conduct of their children at all times
- Providing support for the discipline within school and for the staff's role
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in their children's learning by supporting in class where appropriate, ensuring that homework is done in a suitable atmosphere, and helping with reading, spelling and number facts
- Supporting their children's learning and supporting them to be independent learners
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Being good role models – punctual, organised and demonstrating acceptable social behaviour
- Signing and adhering to the principles of the Home School Agreement

At Wood End Infants, we aim to ensure involvement of all members of the school community in our behaviour management.

We involve all staff and governors through:

- Regular meetings to develop and review behaviour policies
- A planned program of professional development for staff

We develop good partnerships with parents by providing:

- Regular informal contact with teachers, who can arrange to be accessible to parents after school (preferably with prior notice)
- Good communication channels, including newsletters and termly parents' evenings and meetings
- Regular productions and assemblies
- A welcome for parental contributions such as helping in the classroom, accompanying educational visits and organising resources
- A clear policy for children with special educational needs which involves parents and, where appropriate, outside agencies
- Regular workshops to support parents to understand the current curriculum and expectations

We provide children with opportunities to discuss appropriate behaviour through:

- A program of Personal, Social and Health Education, (PSHE), which is designed to promote mutual respect, self-discipline and social responsibility. This includes work on relationships and feelings through the use of a variety of activities
- The compilation of a classroom charter agreed by each class at the beginning of the Autumn term and regularly reviewed
- School Rules, which are displayed in every area around the school. These rules are discussed and understood by all pupils, and are constantly reinforced by staff
- Providing an 'Open Door' policy, whereby children are encouraged to feel they can talk to their class teacher, or another supportive adult if they need to and by using the zones of regulation chart

At Wood End Infants, we promote desirable behaviour through:

- All staff consistently following the behaviour policy
- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum designed to challenge and engage every child, and which provides opportunities for all children to succeed
- Classroom organisation which facilitates independent working
- The encouragement and appreciation of children who act as positive role models

At Wood End Infants, we aim to eliminate undesirable behaviour by having:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all staff and are used consistently
- A schedule of sanctions for undesirable behaviour
- Conscientious supervision of pupils at all times
- Rapid response to incidents of bullying and racial or sexual harassment
- A readiness to tackle persistent behavioural problems through these guidelines
- Playground Leaders to help organise and monitor playground activities
- Boxes of activities for the use of children during wet lunchtimes
- A stock of DVDs for children to watch during wet break times

We aim to promote care of the physical environment by:

- Displaying children's work to enhance the environment and increase self esteem
- Involving as many members of the school community as possible in the planning and implementation of developments to the school environment.
- The commitment of school funds to the development of the school environment, e.g. the provision of games for wet lunchtimes and the development of the school grounds
- Making the school a safe and secure place by providing a strong perimeter fence and gates, by providing sensitive lighting and an alarm system and by monitoring the school grounds regularly
- The presence and work of the site manager, deterring intruders and responding quickly to repairs

The Rights Respecting Children's Rights underpin our expectations of behaviour. The Rights Respecting charter enables children to grow-up being the best person that they can possibly be while respecting the rights of themselves and others.

Our school rules are that:

- **We are gentle**
- **We share**
- **We are kind**
- **We walk inside school**
- **We follow instructions**
- **We have a go**
- **We listen to each other**
- **We ask for help**

Unacceptable behaviour includes:

- Ignoring instructions
- Answering back, rudeness or aggression
- Making unkind remarks
- Damaging property
- Biting, spitting, hitting and kicking
- Swearing
- Racist, homophobic, sexist comments
- Bullying (also refer to Anti-bullying policy)
- Disrupting others learning

Strategies for staff to use to promote good behaviour:

- Pupils can show other teachers their learning
- Give time to children to talk about their problem and investigate fairly
- Value every child equally
- Train playground friends and have class buddies
- Opportunities for partner talk
- Peer assessment
- Being polite
- Insisting on good manners
- Value children's efforts
- Set clear boundaries and be consistent
- Model empathy
- Take pupils away from stressful situations
- Use and refer to brain breaks or glitter bottle for calming down
- Anticipate and prevent problems
- Greet every pupil when they come in, take the register and say good bye
- Smile
- Use positive instructions
- Use descriptive and genuine praise
- Use individual and quiet talk
- Consider personal needs
- Avoid using a raised voice
- Give compliments

Behaviour systems and procedures

EYFS

Use praise and stickers to reinforce the behaviours we wish to see

Share good behaviour choices with parents

In the Spring term Reception introduce marbles in the jar for whole class rewards and in the Summer term Reception to begin to use KS1 systems

Key Stage 1

Children receive Class Dojo points for behaviours we wish to see. The girl and boy with the highest points in the day receive a sticker and names go into the draw. On a Friday two names are picked out of the draw and they receive a prize from the lucky dip box.

On a Friday morning a star of the week is picked from each class and they have hot chocolate time with the head teacher. The teacher chooses this person because they have consistently followed rules or have tried extremely hard to change their behaviour around.

It is expected that throughout the term every child should receive a prize and across the year every child will have had hot chocolate time.

Good news cards are given to parents to celebrate successes – at least one to be given a week.

Whole class rewards – every class has a jar and once it is filled with marbles the children get a reward of their choice to do as a class eg; class party, cinema time, extra time on the bouncy castle etc

Consequences and sanctions

SIMS is used by all staff members to record behaviour that has resulted in a sanction as stated below

EYFS

1st time – reminder of behaviour required

2nd time – reminder of behaviour required

3rd time – Time out and parents informed

If a child carries out a high level action immediate time out is given, parents informed and recorded on SIMS. If the same behaviour reoccurs inform a member of SLT and positive behaviour chart put into place. If after two weeks behaviour does not change speak to SENDCo to see if assessments need to take place and the HT.

Key stage 1

Levels of unacceptable behaviour (not limited to the ones listed) and consequences

Level		Immediate response	Re-occurring
Low	Running in the school building Talking in assembly Talking on the carpet Distracting others learning	Reminder Remove dojo points x 2	Log on SIMS 10 minutes taken off Talent Time
a) Medium	Being unkind Ignoring teammates Laughing at others	Log on SIMS Reminder then remove dojo point	Log on SIMS Lunchtime detention – 15 minutes
b) Medium	Hurting others Snatching/grabbing Distracting whole class learning Name calling	Log on SIMS Lunchtime detention – 15 minutes	Log on SIMS 1) Lunchtime detention 2) Miss all talent time Inform parents
High	Breaking school property on purpose Deliberately hurting others Swearing Stealing Bullying Ignoring adults	Log on SIMS Inform parents Internal exclusion – 1 hour (work given from class teacher)	Log on SIMS Inform parents Internal exclusion - ½ day (work given from class teacher) Behaviour chart in place for two weeks (reward model)
			Log on SIMS Inform parents and HT Internal exclusion - 1 day (work given from class teacher) Behaviour chart in place for two weeks with daily update to parents Refer to SENDCo for observation and assessment

Repeated or very serious acts of anti-social behaviour

The Headteacher (or the acting Headteacher) has the authority to exclude individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This exclusion has to be reported to the Local Authority immediately and a back to school meeting needs to be arranged when the child returns to school.

The Headteacher will report to governors, concerning any exclusions and on the effectiveness of the behaviour policy.

There may be circumstances when a pupil could be permanently excluded for a first or 'one off' serious event, such as: serious damage to school property or serious actual or threatened violence against another pupil or staff member (this list is not exhaustive but rather gives examples of behaviour that could lead to a permanent exclusion).

School Trips

If a child's behaviour is considered a Health and Safety risk then they could be excluded from being taken on school trips/journeys. Under some circumstances, participation on a school trip can only be dependent upon a parent accompanying the pupil (at their own expense).

The intentional use of force as a punishment is forbidden. The necessary use of holding a child for their own protection or that of another, does not constitute punishment, but the force must be moderate, reasonable and the danger to be averted must be immediate. All such incidents need to be reported to the Headteacher ASAP and recorded in the Positive Restraint book kept in the Headteacher's office. (**Article 36*)
(See *Positive Handling Policy* for further details)

Children with specific behavioural needs (SEND, SEMH)

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEND, SEMH the system may be altered and adapted to meet their needs. Class teachers meet with parents and carers to write an individual behaviour plan which will indicate the actions planned to address and support their children's needs. The SENDCo meets with parents to discuss any issues.

The SENDCo will assist in the development of IPPs (Individual Provision Plans) and IBPs (Individual Behaviour Plans) for children recorded as having SEMH. She will identify strategies for supporting their behavioural needs, obtaining assistance and advice from outside agencies where appropriate. She will liaise with the Class Teacher, Teaching Assistant and other staff, directly involved with the child, to monitor progress and the appropriateness of the IPPs/IBPs.

The SENDCo will liaise with outside agencies to obtain assistance and advice where appropriate. The SENDCo can refer to the Place2Be, which is an on-site counselling service. All referrals are made in conjunction with class teachers and with the permission of parents/carers

Lunchtime behaviour

SMSAs are expected to follow all the behaviour aims and objectives as stated above. A good relationship between the class teacher and SMSA is vital to the success of the lunchtime experience for our children as well as consistency in implementing the following strategies.

Promoting desired behaviour:

Children who are showing 'good' behaviour have their name placed in a jar. During the weekly year group assembly two children from each class are chosen to sit on the STAR table and they have lunch with a member of SLT.

Whole class 'good' behaviour is rewarded by the class receiving a gold star, once they have collected 5 gold stars they have a reward of their choice, such as ten minutes golden time, extra play etc.

Consequences and sanctions

Low level behaviour needs to be addressed by the class SMSA this is achieved by giving a warning, then 5 minutes time out and then a ten minute time out in the play ground. The SMSA must discuss the behaviour that was not acceptable and what they would like the child to do in order to improve their behaviour.

A class list is in the staff room and the SMSA must record anytime outs given. At the end of the week they speak to the class teacher and the decision is made if lunchtime behaviour for that week needs to be recorded on SIMS for any particular child.

Medium level behaviour is reported to the teacher and logged on SIMS

High level behaviour is reported to SLT and logged on SIMS

Staff Development and Training

Time is set-aside regularly during staff meetings to discuss various aspects of the behaviour policy when appropriate. Any member of staff will be able to apply for external training, but priority will be given to the needs of the SENCo and PSHE leaders, newly qualified teachers or staff who are working on related appraisal objectives.

The Headteacher, Deputy Head and Assistant Headteacher will work with the School Mealtime Supervisory Assistants (SMSAs) and encourage attendance at external training where appropriate.

Record Keeping, Monitoring and Evaluating

Records are kept on SIMS as stated above, it is the class teachers responsibility to ensure that records are up to date. The class teacher is to keep track of the nature of undesirable behaviours and alert SLT if they notice patterns for individual children or particular behaviours. The SLT will monitor this on a half termly basis too and put actions in place as required, eg; school assembly, directed circle time, staff training etc

If the incident is of a racist or bullying nature, a member of the SLT is informed and a meeting is arranged with the parents to discuss the consequences of this behaviour. The incident is then recorded on the School's proforma and reported to the Governing Body and the Local Authority on a termly basis

The Headteacher keeps a record of any pupil who is excluded either for a fixed-term, or on a permanent basis.

The Senior Leadership Team are responsible for monitoring the implementation of the policy as part of their regular observations. The Headteacher reports regularly to the Governing Body.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

