

Bedgrove Infant School

Believe



Inspire

Shine

Behaviour Policy

Lead committee:- Curriculum Committee

Last reviewed and approved:- January 2017

Next review date:- Autumn 2017

Believe, Inspire, Shine – Bedgrove Infant School Vision

The Governors and all staff at Bedgrove Infant School are resolved to maintain our high standards of good behaviour and discipline. Our fundamental belief is that if our community is to function effectively, we must all work together, following the same principles. Using our school vision, our school community (children, staff, parents and governors) has devised a set of key principles for behaviour. Our behaviour policy is based upon these principles.

All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

Our Behaviour principles are:-

1. All members of the school community (children, staff, parents, governors and visitors) should be listened and responded to.
2. All members of the school community are entitled to learn and work in a safe and secure environment.
3. All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
4. All members of the school community should model positive behaviour and promote it through active development of children's social, emotional and behavioural skills.
5. All members of the school community should show respect for one another.
6. All staff recognise and reward good behaviour and take prompt and effective action when children make poor behaviour choices. Rewards and sanctions should be applied with consistency.
7. All members of the school community should act as ambassadors for the school both at school and when representing the school in other settings.
8. The school will endeavour to provide an inspiring and challenging curriculum to engage the children in their learning and promote positive behaviour choices.
9. All members of the school community will be supported through any times of particular need.

The school has recently adopted aspects of the Values Based Education Approach, where a set of core values are focused on throughout the year which underpin the Behaviour Principles and incorporate the main expectations on behaviour previously known as Golden Rules.

The values selected for the current school year are:-

Virtue:- understanding what is right and what is wrong and the importance of doing the right thing and making the right choices.

Aspiration:- working hard to do your best to achieve personal goals.

Loyalty:- being a good friend, a trustworthy member of your class and taking care of your school environment.

Unity:- working harmoniously in pairs, groups and teams towards a shared outcome.

Empathy:- understanding others and respecting their different cultures and beliefs.

Self-respect: developing self-awareness and self-confidence and believing in yourself.

These Values will:-

- underpin the core behaviour expectations throughout the school and are relevant to all members of the school community;
- be focused on within assemblies and class teaching to ensure all children and staff understand how they are relevant to them and what they can do to keep them;
- be written on posters, with visual cues as to what they mean, and displayed in each classroom as well as the Hall and the Dining Room as a constant reminder to all;
- be used to both explain and explore the clear expectations of positive and unacceptable behaviour standards in and around school and these expectations will be reinforced by a procedure of rewards and sanctions.

Our Behaviour Principles and School Values seek to be inclusive of all children and adults regardless of their 'Protected Characteristics' such as age, disability, gender reassignment, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex or sexual orientation.

The fundamental reward for children is that school is a happy, safe and caring environment where they are able to make progress both academically and socially.

Rewards:- Key Stage 1

Individual specific rewards include:-

Verbal Recognition

Praise

Stickers

Peg chart – The child's named peg is moved from the smiley face to the Wow star to celebrate when they have exemplified the School Values in some way.

Written comment – Recorded on work which has impressed the class teacher or assistant. This can be shared with the year group teachers to commend progress.

Values Awards – Children are given a Values sticker from the Year Group Leader when a member of staff believes they have achieved one of the School Values. Every half term, parents of children receiving awards are invited to a Values Celebration Assembly to see their child receive a Values Certificate from the Headteacher.

Class of the week – Each year group sets a target and over the half term the individual classes work as a team to achieve the target set; this encourages a collective sense of responsibility and belonging. The class with the most points will be rewarded with extra Golden/Special time. Class teachers will each devise a visual system that works best for their class.

Golden/Special time – This is a whole school reward and the children can choose from a range of activities given to them by the teacher. Those children who have lost time, more than 3 times that week will miss 5 minutes (EYFS) and 10 (KS1) minutes of Golden time.

Public Recognition – Teachers select work from children within their class to be displayed on the Celebrations Board in the main reception area for all parents and visitors to see. Children who have received a Values Certificate have their names put on our school web page to celebrate them achieving the School Values.

Gold Star/Headteacher's Awards – Children are asked to visit the Headteacher and/or the Deputy Head when they have excelled at some aspect within the school which may be work or behaviour/attitude-related. These are the ultimate rewards for the children who strive to receive their special Gold sticker.

Rewards: Early Years Foundation Stage

Individual specific rewards include:-

Lots of verbal recognition

Stickers

Praise

Class targets – Each class is encouraged to work as a team to achieve their chosen target, each class uses their own ideas to visually display how well they are doing.

WOW Board – In each classroom there is a WOW Board, during the day any child who has for example been helpful, been kind, been sitting and listening, tidied up the classroom, will get a WOW sticker at the end of the day.

Merit Assembly – Each week, 2-3 children per class receive a Merit Certificate within Foundation 2 Friday Merit Assembly. These reward individual children for specific actions they have shown during the last week. These are linked to the Values to show children the range of things that each value encompasses.

Values stickers – Children are given a Values sticker from the Year Group Leader when a member of staff believes they have achieved one of the School Values. Every half term, parents are invited into a Values Celebration Assembly to see their child receive a Values Certificate from the Headteacher.

Gold Star/Headteacher's Awards – Children are asked to visit the Headteacher and/or the Deputy Head when they have excelled at some aspect within the school. These are the ultimate rewards for the children who strive to receive their special Gold sticker.

Sanctions (age appropriate)

In the same way as good behaviour is rewarded, negative behaviour is discouraged through the use of sanctions. Through a successful balance of rewards and sanctions the aim is to maintain high standards of behaviour throughout the school.

When poor behaviour by an individual or small group threatens the smooth running of the school or the learning opportunity for any child (or group of children), the school may deem it necessary to apply sanctions.

There is an equal need for these to be supported by:-

Verbal disapproval

Peg chart (KS1) – the child's peg is moved down the chart to the sad face/cloud to show disapproval of their behaviour, the child has the opportunity to change their behaviour and adhere to the Values and move their peg back up to the smiley face. Class targets measure is adjusted (EYFS) in response to unacceptable behaviour.

Parental involvement – Parents play an important role encouraging good behaviour in their children and it is essential that good communication takes place between the child, home and school. The Home and School Partnership reminds us of the importance of implementing our School Values.

Minor incidents will not be reported to parents as we believe that children learn from their mistakes and need that opportunity to self-regulate their behaviour choices and not repeat careless actions. In the case of more serious issues, or repeated unacceptable behaviour, where the learning for any child (or group of children) is disturbed, parents will be notified in writing or a meeting with the Headteacher will be required. Equally if a parent should have a concern, they should ring (01296 481353), email (office@bedgroveinfant.co.uk) or come into school to speak to the class teacher.

Loss of privileges – Class teachers, or other members of staff involved with the child, may withdraw privileges from a child who has let him/herself down with inappropriate behaviour.

The teacher or other appropriate adult will discuss the incident with the child and they may then decide that some loss of privileges is required. This could be losing some minutes from playtime, lunchtime play, Golden/Special time or spending some time in another classroom, away from the child's own class.

Internal exclusion from class or exclusion from school – This is for very serious behaviour incidents and should either ever be deemed necessary, such exclusions will follow County Guidelines. Parents will be contacted immediately by the Headteacher.

Additional Support:–

As far as possible, all children with Special Educational Needs and Disabilities or identified as having significant behavioural difficulties will comply with these rules and normal sanctions will be applied where necessary. However, some children may need more specific support in order to understand the need for self-discipline. In such cases, an Individual Behaviour Plan will set achievable targets for acceptable behaviour and reasonable adjustments will be put in place to support these children and their families. These are read, reviewed and signed by parents and the class teacher. All staff involved with that child must read the Behaviour Plan, follow the exact instructions and receive an updated version of the document every time it is reviewed, which will happen at regular intervals or as necessary.

The SEND co-ordinator is available to offer advice and support to class teachers and may call outside agencies after discussions with the parents. The Children and Family Liaison is also available to offer support to families and children within school, working closely with The Children's Centre and other outside agencies.

Lunchtimes:-

All children are expected to treat the midday supervisors with the same respect as the teaching staff. The midday supervisors will reward children for good playground behaviour such as tidying up, being kind and helpful and playing harmoniously, by verbal praise and/or stickers. They will also use our levels system and give verbal warnings and time out for inappropriate behaviour, as follows:-

YEAR GROUP	MINUTES TIME OUT
Foundation 2	3 minutes walking around with staff member – all terms
Year 1	3 minutes in Autumn Term, 5 minutes from Spring term on the 'Time out' bench
Year 2	5 minutes on the 'Time out' bench – all terms

All behaviours will be noted down on relevant coloured post-its – name, class and behaviour e.g. kicking –, and placed in the playground behaviour zipped folder kept in the staffroom. The Children and Family Liaison will inform teachers during the afternoon.

Equal Opportunities:-

All children will be treated in the same way irrespective of disability, gender, religion, ethnicity or home background in accordance with the School's Equal Opportunities Policy.

Reasonable Force:-

The Government Policy: 'Use of Reasonable Force' is known to all staff and if a child at any time presents as being in immediate danger to either him/herself, any other child, or a member of staff, then reasonable force may be used to remove the child from the situation.

Child Protection Online Management System (CPOMS):-

This is a new online system the school now uses to record information on:-

- Child Protection
- Behaviour
- SEN
- Parental notifications
- Medical
- Other issues

All staff will have access to this system with regards to behaviour. The aim of this system is to develop an accurate behaviour profile for a child. CPOMS should be completed for all behaviours that fall into the Level Two category. This will include three, Level One behaviours noted in a week. The class teacher will take responsibility for noting the repeated Level One behaviours that then escalate to Level 2. At this point the child is brought to the Headteacher/Deputy Head to discuss the behaviour and the outcome is recorded on CPOMS.

Resources:-

The SEND Co-ordinator and teachers have access to books and resource materials available which may offer suggestions to help promote good behaviour and deal with unacceptable behaviour. Training can be provided for individual teachers or support staff where needs arise. Whole school training will be planned into the Continuing Professional Development to ensure the needs of cohorts of children are met.

No school can claim to be free from all forms of indiscipline or poor behaviour at all times. We accept that incidents of bullying may occur. There is a specific policy and information leaflet for parents to address this aspect of anti-social behaviour.

The purpose of this Behaviour Policy is to ensure that there is an active partnership between children, parents, teachers, staff, governors and the whole school community in order to maintain and enhance our fundamental belief that the **best form of discipline is self-discipline**. Our role in school is to guide children as far down that path as possible.

Behaviour Levels

Please note:- Foundation Stage children usually will only ever reach a Level One however there may be times when a child has had a particularly bad day and the behaviour has reached a Level Two.

- If a child has reached Level Two behaviour, this would mean an immediate time out for 3 minutes
- Three Level Two behaviours within a week would mean a visit to the Headteacher

Should a child reach Levels Three and Four, the information below applies.

LEVEL ONE

Behaviour might include:-

- Calling out
- Making silly noises
- Not joining in/participating in a group
- Disturbing other children whilst they are working
- Rough play
- Not following/listening to the adults' instructions/hands over ears
- Interrupting/talking over an adult
- Lack of care/effort when completing an activity
- Not being in the right place at the right time

Possible strategies:-

- Intervene early
- Offer reassurance
- Clearly, using simple instructions, explain what is happening and what will happen next
- Communicate "you talk and I will listen"
- Use appropriate humour
- Display calm body language (not standing face on but slightly to the side)
- Talk low and slow and quiet
- Divert and distract by bringing in a new topic/activity/conversation
- Assess the situation

Sanctions:-

- Verbal warning
- Identify the value not being met
- "Thinking Time" in class or on the playground, 5 Minutes with staff
- Repetition of task in own time
- Verbal apology to victim
- If a child gets 3 Level Ones in a week they will time away from break or lunch (whichever is the nearest) and they will be sent to Headteacher's office

LEVEL TWO

Behaviour might include:-

- Repeated behaviour from Level One
- Hitting, kicking, biting another person
- Consistent unkindness/speaking rudely to another child
- Answering back/speaking rudely to an adult
- Deliberately ignoring adult's instructions
- Goaded/winding others up
- Behaving in a dangerous way that could cause harm to others, deliberately or otherwise
- Poor listening
- Lying to cover up
- Showing defiance

Possible strategies:-

- Continue using Level One strategies
- State clearly the behaviour you want to see
- Use distraction to refocus on something positive
- Set clear limits to the behaviour
- Offer clear choices but they need to meet your desired result
- Make sure the other children are safe/remove audience
- Make the environment safe and seek help

Sanctions:-

- Loss of some Golden / Special time
- Written apology to victim
- Being sent to another class to work
- Loss of playtime/lunchtime
- CPOMS completed
- Notification sent to parents if behaviour is repeated 3 times or more
- If a child gets 3 Level Twos in a half term they will lose special times for example a school trip/disco

LEVEL THREE

Behaviour might include:-

- Repeated level 2 behaviour within same week
- Physical/threatening aggression
- Severely disrupting lessons
- Bullying/swearing to insult/fighting
- Disrespecting adults
- Racism
- Kicking/throwing objects
- Moving towards danger

Possible Strategies:-

- Move furniture/objects to make environment safer
- Remove other children (if necessary)
- Ensure face, body and voice are calm (voice firm but low, stance is side-wards)
- Communicate with staff around giving clear instructions example call for Team Teach staff, move the children/furniture etc.
- Team Teach to be carried out. If you see a Team Teach taking place please ask staff doing it if they need help such as furniture moving, doors opened, Walkie-Talkies carried. Please note time and be a witness.

Sanctions:-

- Parents called in for meeting
- Internal exclusion from lunchtime
- Internal exclusion from classroom
- Behaviour Plan compiled
- Exclusion from special treats such as disco, trip

LEVEL FOUR

This behaviour is considered to be extremely serious and will lead to an internal exclusion with a possibility of leading to an external exclusion. Team Teach will more than likely have been carried out with this behaviour and the safety of the children and staff taken into account.

Sanctions:-

Parents will be contacted immediately and exclusions will follow the County Guidelines