

Speedwell Infant School, Staveley

Behaviour Policy

Ethos

Discipline is the responsibility of ALL who work in school. All staff strive to present a positive approach; to demonstrate the behaviour that we want rather than highlighting the negative, unacceptable behaviour. At Speedwell we encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way. As a result we reinforce and highlight acceptable behaviours.

Aims

- ◆ To ensure a happy, secure and stimulating learning environment in which all members of our school community can grow in self-esteem and develop their potential.
- ◆ To value, respect and appreciate one another, irrespective of age, ability, gender, creed or race and to acknowledge that everyone has a part to play in the school community.
- ◆ To encourage responsibility within the child for their own behaviour, which is acceptable within the school and the wider community.
- ◆ To listen to one another.
- ◆ To foster a caring attitude for the school environment, including inside and outside areas, equipment and personal effects.

School Expectations for Appropriate behaviour.

We have clear expectations of all members of the school, be they staff, pupils, parents or governors in promoting positive behaviour.

Pupils are expected to :-

- Attend regularly
- Arrive at school on time
- Show respect to all members of the school community
- Try hard with tasks set
- Accept and follow the rules
- Support others by celebrating good behaviour

Staff are expected to:-

- Provide a differentiated curriculum
- Create a positive learning environment
- Model good behaviours
- Show respect to all members of the school community

- Praise, reward and encourage ALL pupils
- Effectively manage inappropriate behaviour

Parents / Carers are expected to:-

- Recognise that they are an integral part of the school community
- Show respect to all members of the school community
- Avoid using inappropriate language whilst on the school site
- Help their children to attend school regularly and arrive on time
- Support the aims and objectives of the school
- Work with the school when behaviour is not acceptable and agree strategies

Governors are expected to:-

- Model good behaviours
- Show respect to all members of the school community
- Praise, reward and encourage all pupils
- Support the aims and objectives of the school
- Support the Headteacher and all staff in maintaining good behaviour

Listed below are our School Values, known as **Golden Rules** (School Rules)

- ◆ Do be gentle
- ◆ Do be kind and helpful
- ◆ Do work hard
- ◆ Do look after property
- ◆ Do listen to people
- ◆ Do be honest

These **Golden Rules** mean that we do not hurt people or their feelings, do not waste our own or other people's time, do not waste or damage things and do not cover up the truth.

Strategies to Encourage Appropriate Behaviour

- Staff establish routines and structures to ensure children know the rules within the classroom.
- Staff ensure that all children are able to participate fully in lessons
- Staff use a variety of teaching and learning styles which engage children.
- Staff communicate clear expectations in terms of behaviour
- Staff make a point of acknowledging good behaviour and expressing approval. Positive responses can include smiles, nods, thumbs up, verbal acknowledgements.
- Staff DO NOT use sarcasm with children

- Year 2 children are supported to be Playground Friends and as such are given the opportunity to help younger children by setting an example of consideration and respect for others, and to try to help others solve conflict.
- Staff use a variety of rewards. We acknowledge the importance of rewards in modifying behaviour. We make clear to children why we are giving rewards sending signals to other children at the same time. We apply formal and informal reward systems.

Rewards can include:-

- Star Behaviour System* (see below)
- Approving nod, look, wink, smile, thumbs up.
- Private praise
- Public praise - in class or assemblies – to include stickers
- Gold Award presented in assembly / photograph in the entrance hall
- Informing parents / carers verbally or in special text
- Displaying work - in classroom, hall, headteacher's display wall, entrance hall
- Visits to headteacher or other staff for praise
- Chosen to carry out jobs or take messages
- Top Table on Friday at lunchtime
- Gold cards at lunchtimes
- Class raffle tickets – prizes weekly

*Star behaviour system -

- Each class has star/white cloud/grey cloud/behaviour book
- All children begin each day on the star
- Each class teacher will have a developmentally appropriate reward system for children who consistently remain on the star. For younger children this is likely to be a daily reward, for older children this could be a weekly reward. Each class teacher will make clear to their class the reward system for staying on the star and apply it consistently.
- Children receive a warning for unacceptable or inappropriate behaviour
- If behaviour persists, the child's peg is moved to the white cloud. However, as younger children are still developing their understanding of acceptable and unacceptable behaviour, the trigger for a child's named peg to be moved will be determined by each class teacher to ensure it is developmentally appropriate. Each class teacher will apply their approach consistently within their class, but for younger children there are likely to be more verbal warnings or opportunities to explain and teach children that their behaviour was not acceptable before their named peg is moved. For older children who understand the golden rules and are at a developmental stage where they should be able to control their behaviour only one warning would be provided or in serious circumstances no warning would be provided. Each

class teacher will make clear to their class the circumstances when their named peg would be moved to the cloud.

- If behaviour persists, the child's peg is moved to the grey cloud, the child's name is entered into the class behaviour book. The child visits the Head Teacher with the behaviour book. The Headteacher signs the book, and if appropriate records the incident in the incident book.
- If a child's name appears in the behaviour book for a serious incident, or for 5 minor incidents the Headteacher will contact parents and invite them into school to discuss the child's behaviour and strategies to support the child to improve their behaviour

Children with identified special educational needs

Where children are identified through the SEND register as having a behavioural need, it may not be appropriate to use the star behaviour system. Any plans for managing the behaviour of children with identified SEND through their Individual Education Plan (IEP) or a Multi-Element Behaviour Plan (MEBP) should take priority over the star behaviour system for these specific children.

Where children are identified through the SEND register as functioning developmentally at a stage significantly below their chronological age the above approaches should be applied in a personalised way to reflect the child's level of understanding.

Management Strategies for Behaviour Control / Sanctions

When unacceptable behaviour occurs, as it is bound to do on occasion, the following strategies will be implemented:-

- A non-verbal sign, for example a shake of the head, intake of breath, sad look. Staff to check that the child understands why their behaviour was not acceptable.
- Praise another child who is doing the right thing as an indicator to the child of what they should be doing.
- A private mild verbal reprimand and reminder of acceptable behaviour.
- With the child, explore the effect that the behaviour has on others
- Child to draw the action-consequence-alternative (comic strip)
- Encourage the child to think of and suggest some alternative strategies
- The child's named peg will be moved from the star to the white cloud or grey cloud

When a child displays further unacceptable behaviour the following strategies will be implemented:-

- Withdrawal from the situation and a more severe reprimand to be given, prior to returning to the task.

- Removal from the situation and child to work elsewhere in the classroom
- Verbal warnings then 'timeout' within the classroom
- Involvement of Headteacher.
- Removal from class to alternative supervised area.
- Withdrawal of privilege, playtime, lunchtime, games etc.

Management Strategies for more serious infringements

- The incident will be recorded in the Class Behaviour book.
- Year 1/2 children will be helped to record the incident themselves to reinforce the action-consequence. For younger children staff will record the incident with the child present. All staff will be involved in the recording of incidents book. Incidents to be recorded are intentional kicking, hitting, swearing, spitting, biting, and name-calling. An adult will record who was involved, what happened / appeared to have happened following discussion, when and where.
- The child will visit the Headteacher, who will record the incident in the incident book.
- The effects of the behaviour will be discussed with the child.
- Parents / carers will be informed about incidents and subsequent actions will be discussed.
- If serious behaviour incidents persist, an individual behaviour plan may be established following discussion with parents, the school SENCo and other professionals as appropriate.
- Targets for improvement to be set within a time limit.
- Removal from class for longer periods with support.
- Involvement of outside agency

Management Strategies for children with severe emotional difficulties

Differentiated expectations will be put in place to support children to succeed, these will be captured through an IEP or a behaviour plan as appropriate.

- A risk assessment would be carried out where appropriate
- All staff would be made aware of the strategies to be deployed with the child
- Other agencies, such as behaviour support and educational psychology would be involved where appropriate. For some children this may involve a Multi Element Behaviour Plan meeting.
- An individual behaviour plan would be put in place

Parents / Carers can be reassured that the restraint of a pupil would only be undertaken in an emergency situation to prevent harm to the child and to others. Exclusion from school either fixed term or permanent is a step that would not be taken lightly and only as a last resort if allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school. Before exclusion, a range of alternative strategies will have been tried, following LA

guidelines. Additional specialist help and advice from County Behaviour support may be sought.

Bullying

The school does not tolerate bullying of any kind. If we discover bullying has taken place we act immediately to stop further occurrences of such behaviour. The Anti-Bullying policy should be read in conjunction with this Behaviour Policy.

Self-esteem

We believe all children should be celebrated. We should each be proud of everyone in our school community. We treat people well and expect good treatment in return. We try hard to overcome any dislikes of other personalities and try to bring out the best in one another in a positive way. We remember that it is often the pupil who appears to deserve praise the least who needs it the most.

Self-discipline

We encourage this at all times. We foster openness in the classroom. We respect truth at all times and encourage each other to always tell the truth. We value good teacher and pupil relationships. We always do our best to ensure that pupils have high self-esteem within school.

School Rules

Involvement of children

- Children are asked to comment on the school's golden rules on an ongoing basis (see also PSED scheme of work)
- The school's golden rules are discussed regularly in assemblies.
- Class rules are discussed in each classroom and agreed by the children.
- Golden Rules are displayed throughout the school and celebrated in assemblies.
- Rules are discussed at School Council.
- Children and Parents / Carers are asked to sign the Home/School agreement stating that they will try hard to follow the rules / help their children follow the rules.

This policy was reviewed and agreed by all members of staff and governors.

Chair of Governors

Headteacher