

West Byfleet Infant School



Behaviour Policy

Reviewed 2017

Statement of principles

The governors of West Byfleet Infant School are committed to promoting the values of respect, fairness and social inclusion. They are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of children and good relations across the school community. All children including looked after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

Aims

West Byfleet Infant School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest.

Our aims are as follows:

- All members of the school community feel valued and respected
- Children will be in a happy, safe, and secure environment
- Every member of the school community will be treated fairly and well
- All members of the school community work together in an effective and considerate way
- All adults will act as a positive role model for children

Principles of Behaviour Management

Our policy is based on the following principles:

- Behaviour is learnt and therefore can change
- Praise motivates; criticism lowers self-esteem
- Clear boundaries are the most effective way of promoting good behaviour
- Rewards work better than punishments

As staff we need to:

- Plan for good behaviour and positive relationships

- Model the behaviours and values we want to see
- Use the language of choice and consequences
- Focus on the behaviour and not the child
- Give clear expectations of good behaviour
- Be proactive in order to pre-empt bad behaviour
- 'Catch them being good' and then rewarding good behaviour
- Adhere to the school policy consistently across the school
- Recognise the needs of individual children and adapt behaviour management only where appropriate

Rewards

We believe that rewards are more effective than punishments and that they can be an important tool in motivating children to make the right choices. We believe that rewards come in many forms and may not always be material!

We use the following rewards in our school:

- Verbal praise
- Thumbs up/whoosh/shooting star/clap from the class etc
- Reporting good behaviour or showing work to another member of staff
- Cushions at carpet time
- A word with parent/carer at the end of the day
- Note in home/school book
- Playtime awards (whole class)
- Marbles in the Jar (whole class)
- Reward stickers
- Deputy Head Teachers Award
- Head Teacher Awards
- Star of the day certificate that goes home with a child from each class & weekly learner certificates which are: 'Good Manners' certificates to promote kindness and respect during the week shared in Celebration assembly.

The role of the Governors

The governing body has the responsibility of setting down the principles that the behaviour policy is based on and of supporting the Head teacher in carrying out the policy, giving advice where necessary.

The role of the Head Teacher and Deputy

It is the responsibility of the Head teacher to implement the policy consistently across the school, and to report to governors on its effectiveness. The Head teacher must also support the

staff in the implementation of the policy, and set the standard for behaviour, and be responsible for the implementation of the School Rules. The Head teacher should also arrange any training that is required by staff.

The role of the Class Teacher

It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary. The class teacher should have high expectations of behaviour at all times and follow the principles of behaviour management (as noted in policy) in all their dealings with children. The class teacher should also spend time with their class devising their own class rules which incorporate the core School Rules.

The role of support staff

All staff should follow the behaviour policy, seeking support and training where appropriate.

The role of parents

The school at all times seeks to work collaboratively with parents, so that children receive consistent messages about behaviour at home and at school. If the school has to use reasonable sanctions on a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and finally the school governors.

Induction of new children

Children who start in the Early Years Foundation stage have induction arrangements covered in the Early Years Foundation Stage Policy. All other children starting in the school will be given a 'buddy' from within their class, to support them in their first weeks in school.

Fixed-term and permanent exclusions

Where the behaviour of a child consistently puts the safety and education opportunities of themselves or others at risk and where every effort has been made to work with the child and their carer or parents to improve the behaviour, the Head teacher may implement a fixed term or permanent exclusion. Surrey County Council guidelines will be followed at all times.

Responses to Challenging Behaviour

Minor incidents, e.g.

- Non compliance to a reasonable and understood request

- Inconsiderate behaviour towards others
- Minor disruption
- Distracting others
- Inappropriate language
- Minor verbal aggression
- Inappropriate touching

Responses must include one or more of the following, which will feed the needs of individual children:

- Praise the appropriate behaviours of others
- Ignore inappropriate behaviour and praising/rewarding behaviours 'catch them being good'
- Diffusion-diversion to an appropriate task
- Move within a group
- Move to another area of a room
- Verbal/visual reinforcement of expected behaviour
- Withhold reward
- Verbal response/expression of disapproval with reasons, use the language of 'choice' e.g. 'Why did you choose to do that?'

Repeated or major incidents e.g.

- Repeated/continued refusal to comply to a reasonable request or routine
- Disruption to the lesson/work of others
- Verbal aggression (offensive language shouting or screaming)
- Threatening behaviour/intimidation
- Inappropriate physical aggression i.e. touching, poking etc.
- Minor damage to property
- Hiding (absconding)

Responses may be as above, but may also include one or more of the following:

- Allow an individual time/space to calm down
- Loss of reward/privilege
- Forfeit playtime or favourite activity
- Moved from class/hall

Serious/potentially serious behaviour incidents, i.e.

- Persistent threatening or intimidating behaviour
- Physical assault on peers
- Physical assault on staff
- Serious damage to property

- Self injury

Responses may include those above but may also include :

- Inform parents verbally or by letter home
- Begin individual behaviour monitoring book
- Inform and involve Head teacher or Deputy
- Parents/other agencies may be required to attend school to agree a 'Behaviour Management Plan', which should include positive responses and strategies.
- Non confrontational approach allowing individual space and time to calm down
- Physical intervention following LA guidelines
- Use of time out (monitored)
- Phone parents
- Parents required to collect child from school
- Short term exclusion/cooling off period to be considered Head or Deputy
- Long term exclusion to be considered by Head as last resort in case of very serious incidents or persistent incidents
- Parents/Agencies to attend school to formulate and agree a Behaviour Management Plan

Using the system highlighted below, we describe the children's behaviour based on 'choices', some of which are good and others which are not so good. This is a policy advocated by Surrey County Council's Behaviour Support Advisory Service.

School System of Behaviour Management

In school we reinforce positive behaviour management through consistent use of the system outlined below.

In order to manage the children's behaviour we have school and class rules. School rules are very simple that all children can understand and which set boundaries for behaviour. These are as follows:

1. We listen carefully and do as we are told.
2. We keep our hands and feet to ourselves.
3. We talk in quiet voices.
4. We keep our school tidy.

We discuss making the right choices in assembly, why we need rules in school and the consequences should a rule be broken. These are as follows:

1. Warning
2. Lose 1 minute from playtime.
3. Lose 5 minutes from playtime.

4. Sent to see Deputy Headteacher
5. Sent to see Headteacher
6. Talk to parents.

In the classroom each class has a 'traffic light' system based on a range of behaviour choices. At the beginning of the year the children work *with* the teacher to talk about 'making the right choice' and what 'being good' actually means. As a result of this discussion each teacher produces a list of behaviours which the children sort into the following categories:

- **'good behaviour choices'** - these are our green for go behaviours, things that we expect the children to do to make the classroom a positive and safe learning environment. Examples of these behaviours are: sitting quietly on the carpet, putting the toys away when asked, taking turns, tucking chairs under, and speaking quietly to each other.
- **'oops behaviour choices'** – these are our yellow stop and think behaviours, things that children may do which result in minor disruptions or interruption of learning. Examples of these behaviours are: fiddling with shoes/clothes on the carpet, touching someone else's work, pushing into the line, and talking when the teacher is talking.
- **'wrong behaviour choices'** - these are our red for stop behaviours, things that are deliberately disobedient or result in harm either to another child or to the learning environment. Examples of these behaviours are: hitting, kicking, name calling, throwing things, pushing, spitting etc

These categorised behaviours are displayed in each classroom and referred to throughout the day in order to reinforce good behaviour. They are also used to help the children realise when they have/are about to make a 'wrong' choice. When the children carry out green behaviours there are many ways that they can be rewarded. For example: stickers, cushions to sit on, being given a 'whoosh', being given a thumbs up, being given a pat on the back, being sent to the Deputy or Head Teacher for a sticker. Similarly when they make a yellow or red behaviour choice there are set consequences that occur outlined on the previous page.

In our school, 'Time Out' is given when a child makes repeated 'yellow' behaviour choices or a 'red' behaviour choice. The child is told *why* they are given time out ('I am sad because you hit Polly, look (refers to behaviour sorting display) hitting is a red behaviour. You made a wrong choice this time. I want you to think about what you might do next time to help you make a good choice'). The child then sits for 4-5 minutes to reflect on their actions. Following this, the teacher/TA will go back to the child and talk to them about what they have thought about how they might choose to behave differently next time.

To promote positive behaviour in our school all children begin each learning session on the rainbow. If a child demonstrates excellent learning skills or behaviour they will move their name to the golden cloud which is then celebrated in the classroom.

Consequences

If a child does not demonstrate positive behaviour (based upon the agreed behaviour drawn up in the class charter at the beginning of the year) they will move their name onto the ladder. On the ladder there are a series of consequences:

- 1. WARNING**
- 2. MOVE SOMEWHERE ELSE IN THE CLASSROOM**
- 3. WARNING**
- 4. 1 MINUTE TAKEN FROM PLAYTIME**
- 5. WARNING**
- 6. 5 MINUTES TAKEN FROM PLAYTIME**
- 7. WARNING**
- 8. SPEAK TO THE DEPUTY HEAD OR HEAD TEACHER**

Related policies: Safeguarding, Anti Bullying, Behaviour, Data Protection, E Safety

Approved by staff: Spring 16

Approved by Governors: Summer 16

Next review: Autumn 2016