

SLADEFIELD INFANT SCHOOL

Behaviour Policy

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Behaviour Policy

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Sladefield Infant School is known in the community as a happy and caring school. We believe that all individuals within our school should feel valued and able to contribute towards the well-being of the school. We want our children to know how to behave well towards each other, their teachers, their parents and other adults and have respect for other people's property.

Sladefield Infant School believes that children's behaviour and success in learning are intrinsically linked. Our school focuses on improving attitudes and behaviours that lead to a positive climate for learning which is underpinned by high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. At Sladefield Infant School, we aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to maintain the high quality of pupil behaviour in our setting.

We ask all adults and children to:

- respect yourself
- respect others
- respect our school

This policy contains guidance on:

- the school's approach to behaviour,
- the roles and responsibilities of staff and governors,
- the teaching of good behaviour,
- rewards and consequences,
- the use of 'time out',
- the use of reasonable force,
- removal of inappropriate items,
- travelling safely around school,
- behaviour at playtimes
- pupil support systems,
- liaison with parents/carers and other agencies,
- staff development and support,
- malicious allegations,

This policy sets out measures (as part of our legal duty) to:

- (1) promote good behaviour, self-discipline and respect.
- (2) prevent bullying
- (3) ensure that pupils complete assigned work.
- (4) regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

When deciding what these measures are, the Head Teacher has taken into account the Governing Body's statement of behaviour principles. The Head Teacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- the use of reasonable force,
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.

Aims of our Positive Behaviour Policy

The aims of this policy are:

- (1) to reinforce the school's core values.
- (2) to encourage a calm, purposeful and happy atmosphere within school that is conducive to learning.
- (3) to help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others (*linking to Article 14 of The UN Convention on the Rights of the Child (freedom of thought, belief & religion) 'Every child has the right to think and believe what they choose and also practice their religion, as long as they are not stopping other people from enjoying their rights.'*).
- (4) to develop a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- (5) to encourage our pupils to co-operate with one another and with the adults in school.
- (6) to ensure that everyone is clear about their role when managing a pupil's behaviour.
- (7) to make the children aware of unacceptable behaviour.
- (8) to encourage increasing independence and self-discipline so that each child begins to learn to manage their own behaviour.

The School's Consistent Approach to Behaviour

At Sladefield Infant School, we believe that positive behaviour is an essential condition for effective teaching and learning, and that this should be carried out in an environment which is safe, friendly and fair. Our school has defined a very clear set of high standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. We believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults who care for them in school and through well planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour (*linking to Article 18 of The UN Convention on the Rights of the Child (parental responsibilities and state assistance) '...parents...should consider what is best for the child'.*).

Whilst their child attends Sladefield Infant School, we expect all parents/carers to sign a 'Code of Conduct for parents/carers' which outlines the expectations that the school has regarding how our parents/carers should behave in and around school.

Should a parent/carer not behave in a way that is demonstrable as outlined in the 'Code of Conduct', they will be asked to meet with the Head Teacher or Deputy Head Teacher who will outline the expectations the school has regarding adult behaviour. Should the parent/carer continue to behave in a way that is not demonstrable with the expected guidelines, the Head Teacher, in consultation with the Local Authority, may decide to ban the parent/carer from being on the school site.

Roles and Responsibilities

Behaviour Management is the responsibility of **all** stakeholders at Sladefield Infant School.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school Behaviour Policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community - teaching and non-teaching staff, Governors, parents and pupils in achieving this aim.

(i).The Responsibilities of the Head Teacher

(1) It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

(2) The Head Teacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.

(3) The Head Teacher will be responsible for setting Low Focus Behaviour Plans, and any subsequent Individual Behaviour Plans, in consultation with parents.

(4) The Head Teacher will be responsible for liaising with the Learning Mentor and Inclusion Manager in order to establish appropriate support, including any external support required.

(5) The Head Teacher supervises records of all reported serious incidents of misbehaviour.

(6) The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

(ii). The Role of the Senior Leadership Team

(7) It is the responsibility of the Senior Leadership Team to support the Head Teacher in the delivery and enforcement of the Behaviour Policy.

(8) The Senior Leadership Team must support colleagues in ensuring a consistent approach to following the structures of the Behaviour Policy.

(9) The Senior Leadership Team must provide sanctions at Stage 2 according to the expectations agreed.

(10) The Senior Leadership Team must take responsibility for any child whose behaviour is deemed inappropriate whilst they are in their care.

(11) The Senior Leadership Team will monitor the time that a child remains with them as a consequence for reaching Stage 2 of the 'Consequence Procedures'.

(12) The Senior Leadership Team must ensure that any consequence that has escalated to a stage of formal recording is carried out using CPOMs.

(iii). The Role of the Class Teacher

(13) It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

(14) The class teacher will discuss and agree class rules with the pupils that are personal to the class.

(15) The class teacher will discuss the Whole School rules (see **Appendix 1**) with their class at the start of the new academic year and reinforce these frequently, as is appropriate for each individual class.

(16) Whole School rules will be clearly displayed in every Key Stage One classroom and communal rooms across the school, as well as being visible in the Foundation Stage Unit.

(17) The class teacher must hold high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.

(18) The class teacher must treat each child fairly, with respect and understanding and enforce the school rules consistently.

(19) For all low level incidents (Stage 1), the class teacher must deal with the incident themselves, following the agreed consequence procedures (see **Appendix 3**).

(20) If the misbehaviour continues, escalates, or the action is deemed to be beyond Stage 1, the class teacher must seek help and advice from a member of the Senior Leadership Team.

(21) The class teacher will ensure that any child who is asked to have 'Time Out' with a member of the Senior Leadership Team is escorted by a sensible 'buddy' from their class to ensure that they reach the intended classroom.

(22) The class teacher will ensure that the sensible 'buddy' takes with them a completed 'Time Out' card so that the Senior Leadership Team member who is receiving the child is aware as to why they have been sent for 'Time Out'.

(23) The class teacher may be asked to contact a parent(s), or be present in meetings with a parent(s), if there are concerns about the behaviour or welfare of a child (at Stage 3, or in preventing it reaching this level).

(iv). The Role of Teaching Assistants

(24) Teaching Assistants working in the classroom will support the teacher in matters of discipline. They will correct the behaviour of children where necessary, reprimand children if appropriate and report serious misbehaviour to the teacher and/or the Senior Leadership Team.

(25) Teaching Assistants working outside the classroom with a group of children will set clear expectations of good behaviour in line with this policy. If a child does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy.

(26) Teaching Assistants are expected to use the Class Dojo system consistently in order to provide rewards and consequences as identified (see **Appendix 2**).

(iv).The Role of Non-Teaching Staff

(27) Lunchtime Supervisors are expected to physically hand out Dojos for positive behaviours shown at lunchtime as outlined on the rewards guidelines (see **Appendix 2**).

(28) Each Lunchtime Supervisor will decide upon a 'Lunchtime Star of the Week' for their class who will receive a Head Teacher's Reward Certificate.

(29) It is the responsibility of the Lunchtime Supervisors to deal with minor incidents and report them to the child's teacher. The class teacher would then be responsible for imparting any consequences.

(30) For more serious incidents, Lunchtime Supervisors must inform either the Head Teacher or Deputy Head Teacher who would then be responsible for imparting any necessary consequences.

(31) Non classroom-based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the children as they move around school. Any incidents noted by the non-classroom based staff should be dealt with and where appropriate, be reported to the class teacher or the Senior Leadership Team.

(v). The role of the Learning Mentor

- (32) Accept referrals from staff and evaluate Characteristics Assessment sheet to identify appropriate interventions.
- (33) Identify possible reasons, in terms of emotional wellbeing, which may cause behaviour difficulties in school.
- (34) Provide 1:1 or small group interventions to reinforce school rules and expectations of behaviours.
- (35) Work with parents/carers to support with negative behaviours, both at home and school.
- (36) Where necessary, provide reward charts and behaviour logs/diaries to identify any patterns of behaviours.
- (37) Support identified pupils during lunchtimes to reinforce positive behaviours.
- (38) To train buddies to act as positive role models, demonstrating the Whole School rules.
- (39) To provide advice via workshops and Coffee Mornings to support parents/carers in setting high expectations of behaviour.

(vi). The Role of the Parents/Carers

- (40) Parents/Carers will work collaboratively with the school so that our children receive consistent messages about how to behave at home and at school.
- (41) Parents/Carers will support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- (42) Parents/Carers must be aware of the Whole School rules and support the school in implementing these.
- (43) ALL parents will be expected to sign a written agreement between the school and themselves to demonstrate that they have an understanding and are willing to support the school in the implementation of the Behaviour Policy. This 'Home-School Agreement' is included on the documentation completed when a child first starts in Reception is maintained on the child's file.
- (44) We explain our Behaviour Policy and Whole School rules at parent/carer workshops, and publish these on the school website for our parents/carers to see. Parents/carers can also request a copy of these documents from the School Office.
- (45) We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have serious concerns about their child's welfare or behaviour.
- (46) If the school has to use reasonable consequences as a result of a child's inappropriate behaviour, parents/carers would be expected to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Year Group Leader. If these discussions cannot resolve the problem, then the Head Teacher or Deputy Head Teacher should be informed. A formal Complaints Procedure can also be implemented if all other avenues have been exhausted.

(vii). The Role of the Governing Body

(47) The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

(37) The Head Teacher has the day-to-day authority to implement the school Behaviour Policy, but the Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

(38) Any fixed-term or permanent exclusions must have been agreed by the Chair of the Governing Body.

The Teaching of Good Behaviour

We recognise that positive behaviour must be carefully developed and supported.

Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times. Similarly, consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Whole School Collective Worship during two assemblies each week
- daily class Collective Worship (Mondays, Wednesdays & Thursdays, when there is no Whole School assembly)
- Circle-Time, PSHE and SMSC cross-curricular opportunities, including the promotion of British Values and the children's rights, embedded through the Rights Respecting Schools Award.

Rewards

(1) We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect.

(2) We use a range of options and rewards to reinforce and praise good behaviour, such as: verbal praise; stickers; certificates; rewards from the class box.

(3) We primarily use the Class Dojo reward system to reward positive behaviour in school. Children can earn Dojo points by demonstrating positive behaviour such as helping others, working hard, being kind to others and making good progress during lessons.

(4) Each week, the 15 children in each class with the highest combined number of Dojos each week will be rewarded with a 'Sladefield Spend' coin.

(5) The class teacher will decide upon who their 'Dojo Superstar' is each week. This will be a child who has either earned the most Dojo points that week, or someone who has demonstrated an improvement in behaviour during that week. The winner of the 'Dojo Superstar' in each class will be rewarded with a Head Teacher's Award and pencil,

awarded in assembly. The winner of the 'Dojo Superstar' will also be rewarded with a 'Sladefield Spend' coin.

(6) One to a maximum of five Class Dojo points are awarded for a variety of positive actions. These increase in number dependent on the action or behaviour demonstrated (see **Appendix 2**).

(7) These are not exhaustive lists, and the award of Dojo points will be at the discretion of the member of staff awarding them.

Consequences

(1) At Sladefield Infant School, we believe that children have a right to learn, free from disruption and interruption from others (*linking to Article 28 of The UN Convention on the Rights of the Child (right to education) 'Every child has the right to an education'.*) Children have a responsibility to behave well in class and be good citizens. For behaviour to be managed effectively it is really important for teachers and parents to work together.

(2) Our teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a consequence on that pupil.

(3) To be lawful, the consequence must satisfy the following three conditions, as outlined by the Local Authority:

- the decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;
- the decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights), and it must be reasonable in all the circumstances.

(4) In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says 'the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them'. Therefore, before applying consequences, consideration will be given to any underlying factors which may be affecting the child's behaviour.

(5) When dealing with any behaviour, the school acknowledges our legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

(6) When a child is deemed to have not followed the school's guidelines, then consequences can be applied as deemed appropriate, proportionate and fair (see **Appendix 3**).

(7) When a child presents with challenging behaviour, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Safeguarding Policy. They will also consider whether continuing disruptive

behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary.

(8) Should the occasion arise that a child is not responding in a positive way to the Low or Medium Level Behaviour Plan that they have been following for a period of time, and the child's behaviour is continuing to cause concern, or even deteriorate further, the following options may be followed:

- involvement of external agencies
- a fixed-term exclusion
- a permanent exclusion

It may be the case that, prior to a child being given an Individual Behaviour Plan, the school will have accessed external agency support, and this support would be involved in the creation and agreement of targets on the Individual Behaviour Plan.

(9) Under all circumstances where a consequence is given to a child, the school will be mindful that the child is still treated with dignity and respect (*linking to Article 28 of The UN Convention on the Rights of the Child (rights to education) 'Discipline in schools must respect children's dignity and their rights'.*)

The Use of 'Time Out'

(1) In the first instance, 'Time Out' will be carried out in their own classroom on the 'Thinking Spot'.

(2) If the child has moved to Stage 2 on the 'Consequence Procedures', the child will take an additional 'Time Out' in the Year Group Leader's classroom, separated from their peers. This will then be recorded on CPOMs.

(3) On rare occasions, we may remove disruptive pupils and place them in an area away from other pupils for a limited period, isolated from their peers. This would be if the child is at risk of harming themselves, another person or causing significantly damaging property.

(4) Any use of isolation that prevents a child from leaving a room of their own free will will only be considered in exceptional circumstances, for example, if the child was at risk of causing themselves or others significant harm.

(5) We will always ensure the health and safety of pupils, and any requirements in relation to Safeguarding and pupil welfare.

(6) A period of 'Time Out' will reflect the age of the child. A child aged 5 will have 5 minutes of 'Time Out'; a child aged 6 will have 6 minutes of 'Time Out'; a child aged 7 will have 7 minutes of 'Time Out'.

(6) We will always ensure that pupils are kept in a period of 'Time Out' for no longer than is necessary.

(7) We will always allow pupils time to use the toilet and have a drink if requested (*linking to Article 14 of The UN Convention on the Rights of the Child (health and health services) 'Every child has the right to the best possible health'.*)

Reasonable Force

(1) Members of trained staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to DFE Use Of Reasonable Force Guidance (2013).

(2) Staff at Sladefield Infant School were trained using the 'Safer Handling' method (January 2019); this will be refreshed in January 2020.

Removal of Inappropriate Items

Occasionally, children bring in to school items from home that are deemed inappropriate. At the discretion of any member of staff working at the school, any item deemed inappropriate will be removed from the child and returned to the child's parents at the request of the parent.

Travelling Safely Around School

(1) Before leaving a classroom, pupils line up in silence.

(2) At the start of playtime, staff to stay with their class until duty staff are on the playground.

(3) At the end of playtime, teachers meet the children on the playground, at their specified line-up points, to assist and collect their class on time.

(4) At the end of lunchtime, Reception teachers join their class in the outdoor area and ensure that the area is tidy and ready to be used in the afternoon before lining their respective classes up and bringing them, calmly and quietly, into the unit.

(5) At the end of lunchtime, Key Stage 1 classes are brought into the school building by the designated Lunchtime Supervisor. The class teacher will meet their class in the classroom, at which time the Lunchtime Supervisor will give feedback to the class teacher about any incident that took place at lunchtime.

(4) Teachers supervise all pupils whilst exiting and entering the classroom and building.

(5) When pupils are using the stairs, staff will ensure that the children walk on the left-hand side of the stairs, and utilise the hand rails.

(6) When enter the building, they are to do so calmly and quietly as this prepares pupils for the next lesson. This is reinforced by all staff.

The above guidance must be followed at all times of the day, including lunchtimes and home times.

Behaviour at Playtime

(1) Expectations for playground behaviour are very clear to all staff and children. Are there playground rules?

(2) Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.

(3) During playtimes and lunchtimes, cones will be placed out separating the Key Stage 1 playground from the EYFS Outside Play area; this is to ensure that children do not go

around the corner into the 'blind spot' where they can not be easily monitored by staff on duty.

(4) If a child receives a warning about their behaviour, they will be reminded that, if they receive another warning, they will have to spend time with the adult on duty.

(5) If the child receives a second warning then they are asked to 'shadow' the adult for 3 minutes. If inappropriate behaviour continues, children will receive a 'Time Out' in a designated area (against the garden fence) for an age-appropriate amount of time.

(6) Any more serious incidents, such as aggressive behaviour, both physical or verbal, that is identified by staff are dealt with immediately by a member of the Senior Leadership Team (equivalent to a Stage 2 or 3 behaviour, and the same consequences will be applied).

(7) Lunchtime Supervisors will be made aware if any individual child is having particular difficulties with their behaviour or are following an Individual Behaviour Plan.

(8) Lunchtime Supervisors are to inform class teachers of incidents of poor behaviour.

(9) Lunchtime Supervisors may award Class Dojo physically in accordance with the guidance set out in this policy.

(10) Lunchtime supervisors to follow the behaviour guidance as written above, to help the children move safely around the schools.

Pupil Support Systems

(1) We recognise that some pupils may, during their time at Sladefield Infant School, require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to meet the individual child's needs.

(2) The Head Teacher & Deputy Head Teacher will monitor behaviour and this will be discussed with the Senior Leadership Team where appropriate. If a pattern of poor behaviour begins to emerge, a series of interventions will be planned for the individual child.

(3) Parents/carers will be asked to attend a meeting or sent a letter to inform them that we have concerns about their child's behaviour if we notice that there has been a high number of incidents recorded. A member of the Senior Leadership Team will discuss with parents/carers the strategies that might be used to further support their child's behaviour. These may include:

- Home-School books
- Personalised sticker charts linked to clear targets
- Individual Education/Behaviour Plans
- Support from an external agency
- Pastoral Support Programmes

(4) The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes. Our staff are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

(4) At Sladefield Infant School, we actively support any individual who is experiencing behavioural difficulties. Our internal support services and pastoral systems are complemented by additional assistance from external services if necessary.

(5) Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

Special Educational Needs and Behaviour

(1) We recognise that some pupils may have difficulties following the Whole School rules due to a Special Educational Need. Staff are given flexibility to adapt the Behaviour Policy to meet these particular child's needs. These include:

- 'Now/Next' boards with instant rewards
- 'Happy/Sad' boards using child's photograph
- 'treat' box to choose an instant reward once the child has completed an adult-led activity
- use of Makaton signs and symbols to reinforce behaviour messages
- adapting curriculum to meet the child's needs
- use of ABCC sheets to identify patterns of negative behaviours that the child may not be able to communicate themselves

(2) Termly SEN reviews will take place with parents/carers to share achievements and concerns where necessary.

Staff Development and Support

(1) All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via Performance Management conversations and staff self-audit against the Teaching Standards.

(2) Staff are provided with regular professional development opportunities linked to behaviour management and support through staff Inset, Staff Meetings, coaching and modelling. They are supported by the Senior Leadership Team when managing behaviour, identifying solutions and implementing these.

(3) Staff may request to attend additional Behaviour Management training should they wish to do so.

Malicious Allegations

In the event that any pupil has made malicious accusations against school staff, immediate action will be taken by the Head Teacher. This may ultimately result in a fixed term exclusion or even permanent exclusion.

Additional Appendices

Low Focus Individual Behaviour Plan Template - Appendix 6

Middle Focus Individual Behaviour Plan Template - Appendix 7

Individual Behaviour Plan - Appendix 8