

# CALMORE INFANT SCHOOL

## Behaviour Policy



Policy collated by: Mrs. Cowcher and all teaching staff

Approved: Teaching staff and The Governing Body

Date: September 2015

To be reviewed: Sept 2018

# CALMORE INFANT SCHOOL

## BEHAVIOUR POLICY



Our Behaviour Policy is founded upon our School Aims. In particular:

**“to achieve high standards in learning and behaviour,” ...**

and

**“to value caring and tolerant attitudes towards others.”**

The policy has been drawn up, and will be implemented with these key aims at its core, seeking to create and maintain a calm, caring atmosphere/school environment within a framework of firm, consistent expectations.

Our Policy seeks to nurture each and every child’s self-esteem by recognising achievements great and small. It endeavours to build upon the **positive** to enable children to accept responsibility for their own behaviour.

### Organisation

#### **Our aims will be achieved by:**

1. The application and frequent interpretation of our ‘6 Rules’ by the children (Appendix 1);
2. The use of reward strategies with ‘Golden Time’ at the centre (Appendices 2 & 3);
3. The use of a clear pattern of steps in response to negative behaviour  
(Appendix 4a Classroom Behaviour and 4b Lunchtime and Playtime);
4. The use of PHSE and Circle Time (Appendix 5);
5. Whole school – Well Done Assembly (Appendix 6);

#### **They will be supported by:**

Behaviour Strategies: additional guidance (Appendix 7);

Anti-bullying Guidance (Appendix 8)

Staff Responsibilities and Development (Appendix 9)

Monitoring and Evaluation (Appendix 10)

Policy Review (Appendix 11)

## APPENDIX 1

### 6 RULES TO REMEMBER

**We are kind and gentle**

**We listen**

**We look after property**

**We are helpful**

**We walk indoors**

**We are honest**

## APPENDIX 2

### REWARDS

We value the importance of recognising and highlighting good behaviour. By rewarding such behaviour children will be encouraged to continue behaving in appropriate ways.

- A range of rewards include:

Approval through a look, nod, smile

Private praise

Public praise

Comments on work

Stamps on work

Stickers and sticker charts

'Thank you' stars

Send children with good work or attitude to share with one other teacher

Send children with good work or attitude to share with Headteacher

Individual reward cards especially for behavioural management

Certificates awarded in whole school Friday Well-Done Assembly which are put on a celebration board in the hall.

- Sticker charts:

Children will be given sticker charts to collect stickers awarded to them for work and behaviour, completed sticker charts will be presented back to the child in Year Group assembly. When a child has completed 3, 6 and 10 sticker charts they will be given to the Headteacher who will issue a bronze, silver and gold certificate. For children achieving 12 and 14 sticker charts a special certificate is created and children are rewarded with a book.

- Lunchtime

Children will be selected to sit at the golden table by Mid- day Supervisors as a reward for good behaviour in the dinner hall. Children will sit at the table on Fridays. Children on the golden table have privileges such as going to the front of the dinner queue, choosing a friend to join them at the table, being celebrated in Well Done Assembly and in the Newsletter .

Written guidance is available for SA's regarding wet play and other school rules (Appendix 4b).

### APPENDIX 3

#### GOLDEN TIME

- 'Golden Time' is a strategy we use to reward children in Year 2\*. It is a time that all children are entitled to if they have upheld our school rules.
- Units of five minutes may be missed by children who have behaved inappropriately during the week.
- 'Buying back' lost Golden Time  
Children will be entitled to buy back any lost time by agreeing specific targets drawn up in a contract between teacher and child. If these targets are not met the child will miss units of time.
- During lost Golden Time children will sit quietly and watch the rest of the class enjoying the session, giving them the chance to reflect upon their behaviour.
- Golden Time will take place on each Friday .
- Activities are the responsibility of each class teacher and will be appropriate to the age of the children.
- In the event of a child missing the whole of Golden Time, he/she will be supervised by the Headteacher or a designated member of Staff.

**\* Yr 1 and Reception children are given 'time out' immediately following the incident . Leaving the child to wait until Golden time is thought to be too long to make immediate impact.**

## APPENDIX 4a

### CLASSROOM BEHAVIOUR

#### Steps for dealing with inappropriate behaviour

##### 1<sup>st</sup> Step

The Teacher will identify the rules of expected behaviour ( school rules) and give children the choice to follow the rule.

##### 2<sup>nd</sup> Step

Child moves their photo / name onto first section of 'sad board' and tell their teacher/ peers why they are moving themselves so it ensures children are aware of what they have done that has made the class and teacher feel sad or disappointed. Teacher reminds children of the expectations of behaviour and gives them the chance to think about what they have done and the alternative positive choice they could have made.

If appropriate, move child to another part of the classroom for 5 minutes (with a visual timer). Teacher will inform child's parents.

##### 3<sup>rd</sup> Step

Child moves their name /photo onto second section of sad board, and explains why they are being moved. Teacher reminds child of expectations of behaviour. Teacher

Child sent to Headteacher to explain why they are on the second sad face

Headteacher to inform parents

Child misses minimum of five minutes play (amount dependent on teacher and appropriate to the misdemeanour) and 5 minutes of Golden Time if in Year 2.

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#### If child continues to make behaviour choices that are regarded as inappropriate behaviour

- Parents will be involved in daily/ on-going dialogue with teacher / Headteacher to find ways to encourage positive behaviour in school- sticker charts, involvement outside agencies, ELSA
- Fixed term lunchtime exclusion.
- County Procedures for Fixed Term/Permanent exclusion

### VERY SERIOUS MISBEHAVIOUR

When this occurs children will jump directly to the **3rd step** aforementioned.

Very serious misbehaviour is:-

1. Deliberate continued defiance.
2. Verbal and physical abuse, including racist remarks.
3. Deliberate damage to property.
4. Fighting.
5. Swearing, spitting.

#### **N.B.**

1. Teacher can contact parents at any time.
2. Constant daily misbehaviour – teacher can go directly to the next step.

**APPENDIX 4b**  
**LUNCHTIME AND PLAYTIME BEHAVIOUR**

Steps for dealing with inappropriate behaviour

1<sup>st</sup> Step

Identify the rule and give children the choice to follow the rule.

2<sup>nd</sup> Step

Child stands for five minutes at the curved wall, alone with a five minute timer.

3<sup>rd</sup> Step

Child sent inside to lose the rest of play or walk around with the teacher on duty or Senior S.A.

4<sup>th</sup> Step

Move onto step 2 of class behaviour and follow class procedure. Class teacher and Headteacher to be told by Lunchtime Supervisor.

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## APPENDIX 5

### PSHE

PSHE is a structured class activity to help promote a caring and supportive environment where all can feel equal and valued.

- Each class has a time-tabled session each week. Medium term plans include themes and activities; any current problems/ concerns will be accommodated in this time.

Circle time is one tool that may be used in PSHE:

#### Ground Rules for Circle Time:

Each class will agree a code of conduct for circle time, for example:

- By passing an item (e.g. bean bag, cuddly toy) around the circle, each individual will know when it is their turn to speak.
- Every individual has a right to say “pass” if they do not wish to speak. At the end of each round a second chance to take part will be given to anyone who passed.
- Speak kindly about others
- Listen to the speaker and respect what they say.
- Respect differences

N.B: Exclusion from Circle Time should never be used as a sanction.

The central aim of Circle Times is the building of self-esteem and a sense of personal commitment to the aims of the school.

## APPENDIX 6

### WELL DONE CERTIFICATE AND 'THANK YOU' STARS ASSEMBLY

A Well Done Assembly will be held weekly to celebrate achievements in positive behaviour and work.

- The assembly will take place on Friday mornings from 9 am to 9.25 am.
- Teaching staff and pupils will attend this assembly.
- The assembly will be led by Headteacher or if absent all staff on a rota basis.
- A certificate will be awarded to children in recognition of their achievements.
- Each class teacher will record those in receipt of an award by Thursday evening in the Class 'Well Done' book. The teacher will write the certificate and star for the children. The certificates, book and stars will be given to the Headteacher/ teacher taking the Assembly. The children's work (if it is work that is being celebrated) will be available to show the school and provide an opportunity to talk about it in assembly with reference made to the learning journey.

The certificates will be displayed on the 'Well Done' board for a week and given to the child to take home the following week. There will be an agreed maximum number of children per class each week who will receive certificates and stars.

The certificates highlight the learning behaviour that has helped the child be successful and the class vote certificate (where peers suggest a child worthy of the award) recognise how a child has worked or positive attitude in school

- Thank you stars detail a child's attitude, kindness, thoughtfulness or generosity to others. The 'Thank You' stars are awarded in assembly and displayed on the 'Thank You' board in a growing display that stays through the year. Children are mentioned in the Newsletter

## APPENDIX 7

### BEHAVIOUR STRATEGIES – ADDITIONAL GUIDELINES

#### 1. Clear Guidance

Teachers make it clear to children what is required, e.g. “put your books away when you have finished”, “walk safely down the corridor”, “try to finish by playtime”, and what kind of behaviour is valued, e.g. “that was kind to help Peter”, or “it was thoughtful of you to clear up”.

Valuable strategies:

If one child is speaking – others must listen; waiting in silence often produces a quiet group response.

#### 2. Leading by Example

The teacher and other adults model appropriate behaviour. Children and other adults are treated with courtesy, speakers are attended to, property is looked after and concern is shown for fairness and feelings.

#### 3. Milly’s weekly Challenge

These challenges are introduced each Monday assembly so children know how to ‘win’ silver or golden horseshoes for their class. The challenges may be behaviour based or learning based.

Children are positively encourage to display a particular attitude – politeness eg ‘I can say Good morning and Good afternoon to any adult in the school’. The adults in the school can award a horseshoe. The total of horseshoes are added up for Friday well Done Assembly and the winning class have ‘Milly’ for the week and are celebrated in the newsletter

#### 4. Setting Interesting Work

Teachers try to match the work set to the abilities of the children and make it relevant and interesting.

#### 5. Highlighting Good Behaviour

Good behaviour by a class or individuals is brought to the attention of all and rewarded by verbal praise, body language, showing the Headteacher or another teacher, a comment on work or a stamp. This serves two purposes: it rewards those who conform and offers a good example and way to success for those who have not yet done so.

#### 6. Being on the Lookout

Body language and eye contact are an important strategy in reinforcing good behaviour, for example a child waiting politely to speak can be praised by a look or a smile and flag up verbally.

#### 7. Games & Music

Games and Music can be used as fun ways to practise behaviour skills such as listening, waiting to speak, taking turns, sharing and care of equipment.

## 8. Challenging Behaviour

For children with ongoing challenging behaviour, individual programmes such as star charts or report cards may be employed and specialist advice from the Educational Psychologist and Behaviour support sought.

Children may ultimately be excluded from school.

Appendix 1 continued/...

## 8. Useful publications – Kept in Staffroom (see Behaviour Publications box)

County Documents - Behaviour Bullying  
Child Restraint  
Managing challenging children  
Anti-bullying guidelines

Anger Management, Faupel, Herrick & Sharp

## **APPENDIX 8**

### **ANTI-BULLYING BEHAVIOUR**

Our Behaviour Policy is designed to promote positive behaviour. We aim to build self esteem: to include, not to exclude children from the school community and, in so doing, to minimise the possibilities of bullying behaviour. Children are encouraged to use playtime 'buddies' as a means of communicating their problems.

Where there are indications of bullying behaviour, allegations/information will be acted upon. Teachers will intervene, dealing sensitively with the child if he/she is reluctant to tell. We shall also confront the perpetrators and implement a plan agreed with all parties.

Parents will be informed and involved. Sometimes concerns will be communicated by parents and they are encouraged to contact us at the earliest opportunity.

Through the PHSE and citizenship curriculum, children are given the opportunities to explore feelings and relationships. We are continuing to explore ways of helping children to be assertive and to provide them with strategies to resolve conflict in non-aggressive ways and to seek the help of an adult in school.

## **APPENDIX 9**

### **STAFF RESPONSIBILITIES AND DEVELOPMENT**

#### **Responsibilities**

The effectiveness of our policy relies upon consistency in our behaviour and expectations: all the adults in school represent influential role models for the children.

The communication of information regarding behavioural incidents/characteristics (including playtimes and lunchtimes) is very important. This enables the Class Teachers to make appropriate responses.

Class Teachers will communicate information to the Head Teacher/Deputy Head Teacher as appropriate.

N.B. Should the situation arise where careful monitoring of children's behaviour is necessary, an observation book is kept in the class teacher's secure cupboard.

#### **Staff Development**

Staff will receive opportunities to receive updated information, guidance and training as issues are identified. The Head teacher and SMT will then plan programmes associated with Behaviour Policy into Inset/Staff Meetings for both teaching and support staff.

## **APPENDIX 10**

### **MONITORING AND EVALUATION**

The Head Teacher and staff will discuss the effectiveness of the policy as needs arise and formally each academic year. Feedback will be given to governors on the effectiveness of this policy.

## **APPENDIX 11**

### **POLICY REVIEW**

This policy will be reviewed in line with School Development Plan.

Review Date – Annual

## CALMORE INFANT SCHOOL

### **BEHAVIOUR POLICY GUIDE FOR PARENTS**

This is a summary of the School Policy which is available for inspection from the School Office.

Our Policy contains the following introductory statements. It is founded upon our School Aims. In particular:

**“to achieve high standards in learning and behaviour,” ...**

and

**“to value caring and tolerant attitudes towards others.”**

The policy has been constructed, and will be implemented with these aims at its core, seeking to create and maintain a calm caring atmosphere/school environment within a framework of firm, consistent expectations.

Our Policy seeks to nurture each and every child’s self-esteem by recognising achievements great and small. It endeavours to build upon the positive to enable children to accept responsibility for their own behaviour.

Our Policy is based upon our “6 Rules to Remember”. Class Teachers regularly discuss these with the children.

**We are kind and gentle**

**We listen**

**We look after property**

**We are helpful**

**We walk indoors**

**We are honest**

**Good behaviour** is recognised and highlighted by the use of rewards and by providing Golden Time, which is a weekly entitlement for all the children (30 minutes each Friday afternoon). At this time, children can choose ‘special treats’; activities such as puzzles, games or painting. Children who lose Golden Time through misbehaviour (see Steps) can buy back this time by reaching good behaviour targets set by the Teacher.

We respond to misbehaviour by following the steps outlined below. This framework cannot produce correct behaviour on its own; we rely and build upon expectations and patterns of conduct established at home. Please contact us if you have any concerns or if you are aware of any home circumstances which may be having an effect upon your child’s behaviour.

Teachers will use their discretion as to when parents are informed, but the intention will be to involve parents at an early stage before any pattern of poor behaviour becomes established.

### **In the Event of Poor Behaviour:**

- The rule (broken by the child) is explained and the child is warned.
- Child's photograph is moved to a 'sad' board and the child is reminded of the rule. If necessary the child is moved to another seat in the classroom. The incident and the child's name recorded.
- Child's photo is moved to second section of 'sad' board; reminder of the rule. Loss of 5 minutes play and 5 minutes Golden Time. Parents informed by teacher. Incident recorded.
- Child's photo moved to third section of 'sad' board. Child sent to another teacher for a period of time. Loss of 10 minutes play and 10 minutes Golden Time. Parents informed by teacher. Incident recorded.
- Child sent to headteacher when all Golden Time lost or very serious misbehaviour, teacher informs parents.
- Headteacher arranges formal meeting(s) with parents.
- If very serious behaviour persists, child may be excluded.

### **What is very serious misbehaviour?**

**We regard:**

**deliberate continued defiance;  
verbal and physical abuse, including racist remarks;  
deliberate damage to property;  
fighting, swearing and spitting**

**as types of serious misbehaviour.**