

CALMORE INFANT SCHOOL

Behaviour Policy



Policy collated by: Mrs. Cowcher and all teaching staff

Approved: Teaching staff and The Governing Body

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To be reviewed: Sept 2020



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, nurturing atmosphere and positive 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 School Rules,’ by the children
2. The application of positive behaviour expectations. The staff all finding the good, praise- worthy behaviours and belief that the child can make the right choice.
3. The staff ensuring that parents/ carers know of a child’s positive attitude and choice making through notes, texts or phone calls or a word with parents at the end of the day.
4. The use of clear procedures for dealing with inappropriate behaviour
5. Whole school – Well Done Assembly

SCHOOL RULES TO REMEMBER

We are kind and gentle

We listen

We look after property

We are helpful

We walk indoors

We are honest

Recognising Positive behaviour

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

School Ethos towards promoting good behaviour

It is an important part of our school values that our children are always polite, well behaved and respectful of others. To promote this in school there is a constant focus on behaviour through assemblies, circle times, Milly's weekly challenge and the PSHE and Sports curriculum.

In addition, our learning hero, Burt Bee, promotes the importance of positive relationships and working together. To respect the opinions of others and come to a shared agreement.

Staff constantly role model high behaviour expectations.

The school recognises that behaviour can be the visual result of other factors that need to be understood and to support this through ELSA and Nurture Group which is available for those children who find the expectations challenging.

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 sticker 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 effort 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 Golden Table

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 Mondays. 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 Mid-day Supervisors regarding wet play and other school rules

CLASSROOM BEHAVIOUR

Systems in place to support and praise good choices and good behaviour as well as good attitude to school

If children are choosing to work well, have positive relationships and positive attitude, show kindness and role model behaviour, then the class teacher will ask the child to move their picture to the smiley face. It may also be that the class teacher writes a note home to the parents to say how well the child has worked / behaved.

In addition to sending home a note to parents, the teacher may contact the parent/ carers through 'parent mail,' text or phone call to say how well the child is working/ behaving/ trying hard or caring for others,

Headteacher Awards are presented at well done assembly to highlight the positive behaviour and attitude towards being in school and working with others. These are not a set number every week but based on what Headteacher has seen / been aware of in the classroom or playground that week

Steps for dealing with inappropriate behaviour

All children start their photo on the class star

In the event a child makes a behaviour choice that is not positive in class, then the following will occur

1st Step

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

2nd Step

Child moves their photo 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.

3rd Step

Child moves their photo onto second section of sad board, and explains why they are being moved.

Teacher reminds child of expectations of behaviour.

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

Headteacher to inform parents

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.

LUNCHTIME AND PLAYTIME BEHAVIOUR

Steps for dealing with inappropriate behaviour

1st Step

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

2nd Step

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

3rd Step

Child walk around with the teacher on duty or Senior S.A.

4th 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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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. If there is an issue that the class teacher feels needs to be addressed that day then this will take place.

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

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

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.
- 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 positive attitude to learning and effort.
- 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

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 encouraged 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 through task design based on the learning journey of the individual child and make it relevant, purposeful 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 abcc logs may be employed and specialist advice from the Educational Psychologist and Behaviour support sought. Children may ultimately be excluded from school. At all stages the well-being of the child is important and if there are reasons/ triggers leading to the challenging behaviour, staff will try to put in place support for parents and the child and balance this with the well-being of the other children in the class, who may find this behaviour a concern and a cause for anxiety.

ANTI-BULLYING BEHAVIOUR see separate Anti- Bullying Policy

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. The well-being of our children in school is very important and therefore being pro- active in dealing with any bullying behaviour is a high priority.

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.

STAFF RESPONSIBILITIES AND DEVELOPMENT

Responsibilities

The effectiveness of our policy relies upon consistency of the attitude of all adults in school regarding high expectations of behaviour. 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 SLT will then plan programmes associated with Behaviour Policy into Inset/Staff Meetings for both teaching and support staff.

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.

POLICY REVIEW

This policy will be reviewed over every 2 years.