

CALMORE INFANT SCHOOL

Behaviour Policy



Date: Jan 2022

To be reviewed: Sept 2023



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 understanding attitudes towards others.”

The policy has been drawn up, to focus on the importance of positive relationships between staff and children as a key means of creating 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 based on a child's attitude to learning and also their social and emotional responses to others. It endeavours to build upon the positive so enabling children to have the power and self-awareness to make the best behaviour choice. Children are expected to accept responsibility for their own behaviour and encourage others to make the best choices.

We recognise that behaviour is purposeful, it is based on previous experience and current desires and that consequences help with poor behaviour and not punishments. Our behaviour policy aims to reflect this by recognising that the key to dealing with poor behaviour is linked to adults having positive relationships with all children in the class and adults taking responsibility for reflecting and thinking about different ways to support child with poor behaviour make the right choices.

Organisation

Our aims will be achieved by:

1. The focus on the best conduct rather than the focus on poor conduct.
2. The positive determination of all adults to build authentic, positive relationships with the children in their classes and actively look out for positive behaviour from everyone not only in their class but children throughout the school. This requires all staff to know each child as an individual – their strength and areas for development, their social and emotional needs and backgrounds.
3. All adults in the school are clear about what is expected and the importance of focusing on positive behaviour and all are consistent in their expectations. All staff responses to positive and poor behaviour choices are consistent and children know that what one adult expects will be mirrored by another. There is no difference between classes or year groups.
4. The application of positive behaviour expectations. All staff all finding the good, praise- worthy behaviours and belief that the child can make the right choice.
5. The staff ensuring that parents **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.
6. The use of clear procedures for dealing with inappropriate behaviour.
7. All staff supporting best conduct through – Well Done Assembly, Milly's weekly challenge, classroom learning behaviours reference

OUR 3 SCHOOL RULES TO REMEMBER
are all part of our school values

Be ready!

Respect

Keep safe

Be Ready!

This encompasses the readiness to:

listen, learn, help, take a risk , for a challenge, find out how to improve, celebrate success -your own and that of others.

Respect

This encompasses the importance of each child to:

Show respect for ourselves and each other in our attitudes in work , play and sport , respect other **peoples' property and school property, being polite, listening to other people's opinions and ideas,** being aware that we are all different but that we all feel the same, treat each other with care and understanding

Keep safe

This encompasses the importance of each child to keep safe and healthy

Be aware of the need to keep safe in and out of school- walking down the corridors, playing safely in the playground or on the apparatus keeping safe on the internet and being aware of possible danger- roads, strangers, awareness of the dangers of electricity, medication etc.

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

All staff welcome children into school with a smile every morning and a positive word - children immediately feel safe and valued.

All adults expect children to be polite and well behaved and respectful of others. It is an important part of our school values. 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, class relationships with teachers and each other

Our school learning hero, Bert Bee, promotes the importance of positive relationships and working together and respecting the opinions of others and come to a shared agreement. Bert Bee is constantly referred to in class, assemblies, displays etc

Staff continually role model high behaviour expectations e.g. when walking down the corridor, all staff are actively looking for reasons to be positive and communicating these to the children with a smile and a comment, 'thank you' or a reference to the Milly's challenge horseshoes rewards.

The children themselves will be involved in supporting positive behaviour - e.g The School Council representatives and the 'Good to be Me' teams in school and in classes will be supporting the teacher in looking out for positive behaviour and supporting those children with difficulty making the right choice. The 'Class Well Done' is decided by the children in a class to highlight a child who, that week has had a positive attitude to work or their peers.

The school recognises that poor behaviour can be the visual result 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.

The school also recognises that it is important for adults to help children manage their behaviour, adults in turn need to manage their own annoyance or frustration, refrain from making comparisons and using punishment as motivation.

A range of 'rewards' include:

- Approval through a look, nod, smile.
- Private praise.
- Public praise.
- Comments on work which are read back to children
- Teachers, LSAs, and Headteacher write 'notes home' to parents to alert parent to the good work/behaviour of the child and spread the news outside the school so parents are engaged
- Phone call home to parent by teacher to say positive remarks
- Stickers
- 'Thank you' stars- awarded at Well Done assembly.
- Send children with good work or attitude to share with one other teacher.
- Send children with good work or attitude to share with Headteacher.
- Certificates awarded in whole school Friday Well-Done Assembly which are put on a celebration board in the hall.
- Work done by children independently at home or in school time that relate to prior learning displayed on the 'We are Experts' Board in corridor to value and celebrate.
- Class bricks box/ robins in nest etc class way of encouraging everyone to work as a team for a common reward.

Stickers:

These are put on work or for the child to wear. They will often refer to a learning hero to show that the child has used an attitude important for learning

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.

Hot Chocolate with the Headteacher

Every half term, the Headteacher or DHT, will host 'Always Children' for hot chocolate and treats of the children's choosing, in HT's room. Children involved will be suggested by teachers and children in class, for those children who are always making the right choices and have a positive attitude to learning, school and each other. These, 'Always Children' will differ every half term but will be based on children that do deserve the accolade. They represent the school's focus on 'best conduct.'

CLASSROOM BEHAVIOUR

Systems in place to support and praise good choices and good behaviour as well as a positive 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 learning hero picture that represents how the child has earned praise –

- Bert Bee for relationships, being kind and empathetic, working together, working independently, **helping others and being the 'teacher'** - peer assessment, peer marking.
- Toby Tortoise for not giving up even though it was hard – this can be attributes to attitude to work but also attitude to a personal issue e.g. making the right choice
- Emily Elephant – where a child has taken the time to reflect and check their own work or that of a peer or where a child has made changes or suggested changes
- Sally Squirrel- where a child has used what they learned before to help and apply to a new situation or where they have helped another find a resource or explained how they could approach the challenge.

Contacting parents

In addition to sending home a note to parents, the teacher, headteacher 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. Lunchtime behaviour is included in this and mid- day supervisors are expected to inform class teachers of positive behaviour at lunchtimes.

Headteacher Awards are presented at well done assembly to high- light 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 base photo as part of the class team.

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 express disappointment and give children the choice to follow the rule. The teacher will actively look for opportunities to praise the child and move to a learning hero picture.

The teacher will reflect on the possible reasons behind the behaviour and if necessary adapt the work (if not appropriate), location in class of the child – move to suitable place e.g. quieter or alongside a peer who would be supportive. The teacher will be responsible for encouraging the child to make a better choice.

2nd Step

Teacher reminds children of the expectations of behaviour and gives them quiet time.

If appropriate, move child to another part of the classroom for 5 minutes quiet (with a visual timer). The teacher returns to the child later and quietly / firmly talk about situation, what was the motivation? and how they can redeem it and the chance to think about what they have done and the alternative positive choice they could have made.

Give child a chance to change – class brick box if so and positive praise as above.

Teacher will **inform child's parents** if appropriate.

3rd Step

Teacher reminds child of expectations of behaviour, specifically, which rule has been broken? Express disappointment.

Child sent to another teacher to spend time in another class and explain why they are there.

Child may be sent to the Headteacher to explain what they have done. Headteacher will give child a chance to be quiet and calm and discuss what has happened, their motivations etc, how to put it right.

Headteacher to inform parents if necessary

In all of these stages, the adult will be looking for a way to positively support the child and turn the situation around.

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

- Headteacher, SENCo, class teacher and LSA involved in discussions about any common triggers, possible ways of changing the systems / procedure in class that might be adapted to support the child, learning support required and/ scaffolding of work to be more supportive. Reflection about the whole child and possible reasons for their behaviour and how school can help child to make the right decisions e.g. particular strong relationship with an adult who can support.
- Parents will be fully involved in daily/ on-going dialogue with teacher as a result of the above and updated about any changes. Teacher, INCo and Headteacher to find ways to encourage positive behaviour in school- sticker charts, involvement outside agencies, ELSA, Nurture, participation in sports teams, working with sports coaches at lunchtimes, given responsibilities that **link with child's interests**.
- Fixed term lunchtime exclusion/ part day exclusion.
- County Procedures for Fixed Term/Permanent exclusion. Always a last resort.

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

I identify the rule e.g. 'Were you keeping safe when you did that?' 'Was that a kind and respectful thing to say to x?' and give children the choice to understand the rule and how their actions have not met with school expectation.

In all stages if the issue includes another child, adult speaks to both children and any others involved to get the full picture. Reference, respect for each other in being safe and Bert Bee working/playing together. Child / children to clearly apologise.

2nd Step

Child stands for five minutes 'time out' at the curved wall, alone with a five minute timer. Adult to give child the opportunity to continue play afterwards and the expectation that

3rd Step

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

4th Step

Move onto step 3 of class behaviour and follow class procedure. Class teacher and Headteacher to be told by Lunchtime Supervisor.

Lunchtimes are often a time of the day when children find it challenging to make the right choice – the lunchtime sports coach is on hand to give the child supervised active, team play and this focused activity may support positive playtimes for that child.

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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 with reference to a particular learning hero and a class certificate for the child voted for by the class for being kind, helpful to others or who has made good choices etc.
- Each class teacher will record those in receipt of an award 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
- The teachers will give the names of the 2 'Always children,' from each class that will have hot chocolate and treats with the HT.

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 abc 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 **and 'best conduct'**. 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 to their peers and they are encouraged to think of an adult in school that they trust who would help them and listen to them.

The school actively addresses the issues of bullying and friendship in assemblies throughout the year **and references the NSPCC Buddy says 'that is not Ok.' there is a buddy display in school and his picture** is in all classrooms to encourage children **to be empowered and know that it is ok to say 'NO' to anyone** being unkind or disrespectful. Children know that adults will support and listen to their concerns.

Where there are indications of bullying behaviour, allegations/information will be acted upon immediately. 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. Notes will be made and if appropriate any concerns will be noted on CPOMS.

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.

Headteacher will circulate a 'keeping Safe in school' questionnaire to all children in school annually to collect children's views. School Council and Good to be me teams also give feedback at meetings about bullying and behaviour and keeping safe. The outcome will be reported back to Governors annually.

Senior Leadership team are constantly monitoring behaviour in school. The relationships that teachers and all adults have in school with the children is believed to be the key and therefore any lesson observations/ drop ins will focus on that relationship.

POLICY REVIEW

This policy will be reviewed every 2 years.

