

Drayton Community Infant School

Behaviour Policy

Aims

Developing high levels of respect and responsibility are two of our core values. We acknowledge that a significant measure of whether we are succeeding in achieving these will be demonstrated in children's interactions, the way they care for one another and how well they are able to learn together. This policy outlines the principles that underpin our procedures for fostering respectful attitudes and responsible choices with regard to children's behaviour.

We consider developing a consistent approach to behaviour management as being the most significant factor in encouraging children to become respectful, responsible and self disciplined in the choices they make. We aim to achieve this by using positive behaviour management strategies which raise children's self esteem and improve the relationships they have with others. We believe this will enable children to develop into effective learners and responsible citizens in the future.

Objectives

- To produce an environment in which children feel safe secure and respected
- To promote children's wellbeing, moral, social and emotional development
- To promote high standards of behaviour
- To provide agreed rules
- To outline agreed behaviour management strategies
- To define unacceptable behaviour
- To promote parent partnership when improving behaviour

Positive Behaviour Management

We use positive behaviour management strategies to maintain high standards of behaviour (see Appendix 1). Each class is to establish its own class rules at the beginning of the year which all children are invited to sign up to. They should be phrased positively whenever possible and displayed. These rules are based on the Golden Rules (by Jenny Moseley) which are used to promote positive behaviour during whole school times (see Appendix 2). Each class has a timetabled Golden Time session which is the reward for following Golden Rules.

Addressing unacceptable behaviour

We define unacceptable behaviour as that which either affects the safety, wellbeing or learning of other people at school. This varies from low level disruptive classroom behaviour to physical behaviour that endangers or intimidates other people (see Appendix 3 for further guidance).

We recognise that all children need clear guidelines for acceptable behaviour and that most patterns of unacceptable behaviour can be modified through focussed positive strategies. When positive management strategies do not achieve high standards of behaviour, agreed sanctions must be used. Whilst unacceptable behaviour must be addressed systematically and consistently, this must be done considering the emotional well-being and self esteem of the child (see Appendix 4).

When children need focussed medium term support for modifying their behaviour the SENCO is informed and an IEP is planned following guidelines set out in the SEN policy.

Behaviour that threatens the emotional and physical wellbeing of others

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times we are committed to working with the child, parents / carers and external agencies to help them improve their behaviour.

During incidents which threaten the wellbeing of others, every action must be taken to safeguard other children and adults. Help must be immediately requested using the red SOS cards around the school.

Action for addressing severe behaviour incidents will be dealt with outside of the agreed sanctions for behaviour and these sanctions will be agreed by the headteacher. All sanctions must be shared with parents / carers.

All staff are committed to the emotional well-being and safety of children and physical intervention is only used as the last resort. Only the staff who have received specific 'Team Teach/Norfolk Steps' training will use physical intervention strategies.

Unacceptable behaviour which seriously harms, threatens or intimidates children or staff may result in a 'fixed term' exclusion. All exclusions must be reported to the LA and are recorded in children's records. Local Authority and government (DFE) guidelines are used and a reintegration meeting must be set up after an exclusion (with the child, their parents / carers and school staff) to ensure the child's return is as successful as possible.

Anti-bullying

We recognise that bullying can be one of the most damaging and traumatic incidents young children can experience. We are committed to eliminating any bullying and the school values and curriculum is designed to minimise the possibility of it occurring.

We define bullying as '*repeated behaviour (within a short time scale) against the same children or the same child frequently using unacceptable behaviour to intimidate or hurt different children*'. Procedures are in place for quickly dealing with any incidents of bullying.

Racially motivated behaviour

Drayton Community Infant School is committed to the equality of all children and adults and behaviour that is believed to be racially motivated is not tolerated. Any incidents thought to be racially motivated must be dealt with by the headteacher. All racially motivated incidents are recorded and monitored separately and they are reported to the LA under current guidance. Please see the **Single equality Scheme** for further details.

Working with parents whilst resolving behaviour issues

Whilst we understand communicating and resolving behavioural incidents can be difficult, we are committed to working in partnership with parents to improve at school. This starts through the home-school agreement which parents are encouraged to sign when their child enters the school.

The school's procedures for dealing with behaviour give clear guidance on when we report incidents to parents and who is responsible for doing this (see Appendix 4).

Curriculum

We plan opportunities within the curriculum to promote positive behaviour; these include circle time, PHSE lessons, positive play therapy, anti-bullying week and the use of SEAL resources.

Monitoring

Behaviour is monitored systematically by the headteacher and the leadership team. An annual review of the schools behaviour policy is undertaken and an annual behaviour report is prepared for the governing body. This must draw on a number of sources to give an informed picture of children's behaviour across the school, both within the class room and during whole school sessions, e.g. in Collective Worship and at playtimes / lunchtimes.

All incidents of behaviour that result in children visiting either headteacher are recorded for monitoring purposes and are reviewed by the leadership team each term.

Equal Opportunities

We fully acknowledge our legal duty with regard to community cohesion. We are committed to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Our school values are designed to this end and our school curriculum aims to prepare young people for participation in a culturally and ethnically diverse society. It is the professional responsibility of all staff to foster respect, question stereotypes and to challenge different forms of discrimination relating to race, gender and ability. Due regard will be given to children whose Infant language is not English.

Karen Wyatt
Headteacher

Appendix 1

Promoting Positive Behaviour Management

The following list is not exhaustive but has been compiled by staff currently working at the school. The rewards listed should not be regarded as the only ones to be used but are suggestions of the types of reward systems that have been found to be effective.

Verbal praise
Stickers
Proximity praise through recognising and praising compliant children / role models
Celebration display boards including sun/cloud/rainbow
Celebration assembly
Golden table for lunch times
Sharing successes with parent
Small certificates designed for particular behaviours
Star charts
Star of the day/week
Whole class rewards and incentives etc

Appendix 2

Golden Rules

Do be gentle – do not hurt anybody
Do be kind and helpful – do not hurt people's feelings.
Do work hard – do not waste your own or other people's time.
Do look after property – do not waste or damage things.
Do listen to people – do not interrupt.
Do be honest – do not cover up the truth.

Appendix 3

Unacceptable Behaviour

This is not a definitive list. This list has been separated into two lists in line with the way red cards are dealt with for outside sessions.

Minor offences	Major offences
Deliberately ignoring people	Deliberately hurting another person e.g.
Deliberately damaging property	hitting, kicking
Name calling / hurtful words	Stealing
Intimidating behaviour – using verbal /	Swearing
physical means	Fighting
Taking possessions away from other people	Verbal abuse

We accept children experience different expectations of what is acceptable behaviour outside of school and the school acknowledges it has a responsibility to make these explicit in an appropriate way e.g. through circle time or when specific incidents occur.

Appendix 4

Agreed Sanctions for Unacceptable Behaviour

Minor Incidents

Whole class learning time

- Verbal reminder of the rule being broken (x2 for YR and x1 for Y1 and Y2)
- Child to miss 5 minutes of Golden Time (to be recorded in a class book – not on the public whiteboard).
- Child is sent to partner classroom for 5 minutes timeout (with a timer) and loses another 5 minutes golden time
- Child sent to the partner teacher who will in turn send the child to the headteacher for 5 minutes timeout and a red card will be issued. *The class teacher informs parents of incident at the end of the day.*

Activity times e.g. group work, work at tables, outside etc.

- Verbal reminder of rule being broken
- If the behaviour is repeated the child is removed from the activity for the rest of the session or the child (and the activity) is moved to a different place (e.g. the child has been requested or is required to complete the activity)
- Child will miss 5 minutes of Golden Time (to be recorded in a class book – no on the public whiteboard).
- Follow same procedure for whole class sanctions

Playtimes and lunchtimes

- Verbal reminder of rule being broken
- 5 minutes timeout on a designated playground area
- Child sent to the headteacher for 5 minutes timeout and a red card is issued.

Whole school time - e.g. collective worship

- Move child next to a member of staff and they will consequently miss 5 minutes of playtime

Major Incidents

Whenever a 'major incident' has occurred the child needs to be taken to the headteacher. The child will miss 5 minutes Golden time for breaking a rule and they will also miss part of playtime or lunchtime. A red card will be issued. *The class teacher informs parents of incident at the end of the day.*

General notes

The first time a child visits the headteacher in a week, the class teacher informs the parents of the incident and hands over the red card.

If a child is sent to the headteacher twice in the same week, the headteacher will speak to parents to let them know what has happened.

If a child is sent to the headteacher three times in the same week, the headteacher will invite the parents into school to discuss their child's behaviour.

In the headteacher's absence, children should be sent to the Deputy Headteacher or another senior teacher.

If a child's behaviour is repeatedly unacceptable they continue from the last sanction they received, they do not start from the reminder stage each time.

When a child is sent to the headteacher they will receive a red card which must be sent home. Parents are requested to sign this and return it to school the following day. All red cards and visits to the headteacher are recorded for monitoring purposes.

Minor offences	Major offences
Interrupting / calling out in class	Deliberately hurting another person e.g. hitting, kicking, punching etc
Deliberately ignoring people	Stealing
Not following instructions	Swearing / use of inappropriate language
Wasting time in lessons	Fighting
Taking possessions away from other people	Deliberately damaging property
Name calling / hurtful words	Intimidating other children either verbally or physically
Breaking other children's models	

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Red Card

Drayton Community Infant School

Name _____

Date _____

Your child was given a red card today because they:

- hurt somebody
- have been involved with fighting
- used inappropriate language
- continued to be unkind after being reminded
- continued to ignore instructions after being reminded
- continued to waste time in their lesson after being reminded
- was disruptive in their lesson after being reminded
- deliberately damaged property
- took something which did not belong to them
- other (see reverse of card)

As a result your child _____.

The incident was dealt with by _____,
please come and see them if you wish to discuss this.

Thank you for your support

