

SANDWICH INFANT SCHOOL



Where everyone is valued and learning is fun

Behaviour Principles Written Statement

Rationale

At Sandwich Infant School we aim to create a happy, caring and stimulating environment in which all children can grow in self-esteem to reach their full potential. We believe children will do this when they feel safe, secure and mutually respected.

This document is a statement of the aims, objectives, principles and strategies for developing and supporting positive behaviour of all children at Sandwich Infant School. It should be read in conjunction with the SEN, Anti-bullying, Child Protection Policies and Single Equality Scheme. It was updated to take into account the latest guidance from DfE "Behaviour and discipline in school, advice for headteachers and school staff" January 2016.

It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school.

Aims and Objectives

- To ensure a safe, caring and happy school for all pupils and adults
- To provide a reward system which encourages good behaviour
- To provide an environment where effective teaching and learning can take place
- To ensure a whole school approach to discipline which is used and approved by all staff in the school
- To ensure children are aware of the sanctions following any inappropriate behaviour
- To ensure parents are informed and aware of disciplinary procedures
- To assist children to understand appropriate and acceptable behaviour both within school and the community
- To develop an appreciation of the needs of others and of society
- To encourage responsibility for own actions and learning
- To prevent bullying

Behaviour Policy

The values that we are trying to instil are self-respect, self-discipline, honesty, respect for people and property, trust and fairness. These should be taught through our day-to-day contacts with each other and also through specific teaching. This can be in response to situations and in our RE and PSHE curriculum. We must try to be consistent and assertive without being aggressive.

The basis of this behaviour policy is part of our code of conduct (how we expect everyone in our school to behave).

We will always

- **Be ready**
- **Be respectful**
- **Be safe**

At the beginning of each new school year, every class teacher will remind children of the three school rules and what behaviours are contained within them. This will be linked to how the children are expected to behave and the routines in their classroom and around the school whether or not an adult is nearby. The school rules will be displayed in the classroom and throughout the school.

All staff should:

1. Meet and greet at the door.
2. Refer to 'Be Ready, Be Respectful, Be Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.
9. Reward and recognise learners for going over and above as then there is no limit to excellent behaviour.

Senior Leaders

Senior leaders are there to support colleagues and model the behaviour policy. They will regularly review provision for children who fall beyond the behaviour policy.

Rewards

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Recognising the names of children demonstrating the school rules will reinforce them throughout the school day and the school year. Children can be moved from one rule to the other during the

course of the day and their name is never removed for subsequent bad behaviour.

Certificates are awarded to children who have demonstrated one of the school rules (three for each class) at Celebration Assembly. In addition, each child has their own sticker card where they are rewarded for good work/effort. When they have achieved 25 stickers they are allowed to choose a small present.

The headteacher gives out stickers to children who are sent to her to share work.

In the classroom

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps

Managing and modifying poor behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating by following these steps

1. Make eye contact with the child to show you have noticed the behaviour.
2. Encourage the child towards what you would like them to do.
3. Remind them of the three rules, Be Ready, Be Respectful, Be Safe, delivered privately. Remind the child that they have the choice to do the right thing.
4. Give the child one individual warning, privately, reminding them of the consequences of not making the right choice.
 - Gentle approach, personal, non-threatening, side on, eye level or lower.
 - State the behaviour that was observed and which rule/expectation/routine it contravenes.
 - Tell the learner what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.
 - Walk away from the learner; allow him/her time to decide what to do next and say 'Thank you for listening'. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.
5. Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
6. The child will be sent to another classroom (recorded on CPOMs) for the remainder of the lesson. When they return to their classroom a restorative approach must be used.
7. If the child does not respond to the restorative approach, the teacher should call a member of the Senior Leadership Team to support.

Staff will always deliver sanctions calmly and with care. It is in nobody's interests to confront poor behaviour with anger.

Managing more extreme behaviour

When a child behaves in a way which needs a swifter sanction than the steps above, they should

be removed from the classroom by a member of the classroom staff and taken to calm down. This could consist of a walk around the playground or school or a visit to The Nest if it is vacant. When the child is calm a conversation should take place to find out what triggered the behaviour. If there was no valid reason for the behaviour (such as being severely provoked) then the child should miss part of their playtime as a message to the other children in the class. The rest of the class should be praised for ignoring the situation after the child has left the room. Classroom staff will need to decide who is most suitable to deal with each child who struggles with their behaviour. It may not be the same member of staff for each child.

A member of the Senior Leadership Team should not be called to deal with a situation as it is not their role to be a figure of fear for the children.

Formal meeting

Where a child exhibits repetitive inappropriate behaviour, a meeting with the class teacher, child, a member of the senior leadership team and the parent will be arranged to agree targets to improve behaviour. This may take the form of a Target card. The SENCO will also be alerted to the behaviour.

Serious breach

A Serious Breach is an incident that may lead to fixed term exclusion. Any fixed term exclusion will be followed up by a meeting with a member of the Senior Leadership Team and a support plan with agreed actions will be established.

Special Educational Needs

Some children may not respond to a general behaviour policy and may need a specialised programme. The class teacher, SENCO and headteacher will develop a Behaviour Plan based upon the child's behavioural needs with reference to the Code of Practice and resources available.

Equal Opportunities

This behaviour policy will apply to all children at all times unless they have a Behaviour Plan.

Bullying

Bullying will not be tolerated and will be treated seriously through the behaviour policy. It is important for all concerned to understand the definition of bullying. A separate policy deals with this issue.

Evaluation

If the policy is used successfully, the number of incidents reported should be minimal. Classroom management will be based upon curriculum needs and not behaviour issues.