



BEHAVIOUR POLICY

September 2015

PHILOSOPHY

Generally behaviour at Downs is very good and this is reflected in the good working atmosphere generated in the classrooms. Our policy is designed to provide;

- a consistent approach
- a useful reference for all members of the school community
- a practical resource

PRINCIPLES BEHIND THE BEHAVIOUR POLICY

- This policy is based on the principles set out in our vision for our school.
- We at Downs Infants believe that in any large or small society there has to be accepted norms of behaviour to protect the common good of all in that society.
- Through a calm, happy and stimulating environment successful learning can be achieved.
- Each person is valued and respected as an individual within the context of a positive and safe learning environment which reflects equal opportunities for all.
- An understanding of others, opinions, views and behaviour will be essential and will be taught through the Personal, Social and Health Education (PSHE) curriculum.
- Everyone will be encouraged to take pride in their school, their class, their work and their relationships.
- Parents have a key role to play by becoming active members of a partnership with us in encouraging appropriate behaviour in school.

OBJECTIVES OF THE POLICY

The policy has at its core the following intentions:

- We* aim to treat each other with dignity, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- To value differences: race, colour, gender, sexuality, religion, language, disability, culture and socio-economic status.
- To offer support, encouragement, enthusiasm, opportunities and have high expectations for furthering feelings of self-worth and self-motivation.

* 'We' refers to all members of the school community - adults and children

BEHAVIOUR IN OUR SCHOOL

It is important that everyone knows exactly what behaviour is acceptable and not acceptable at Downs Infants School.

Behaviour we value at Downs Infants

- kindness
- helpfulness
- politeness
- working and playing without disturbing others
- truthfulness
- giving encouragement to others
- caring for property
- listening to others
- sharing and taking turns
- walking quietly and sensibly in school
- helping to look after the school and playgrounds

Unacceptable behaviour

- breaking the rules
- discrimination on the grounds of difference e.g. gender, race, disability, ethnic origin and religion.
- bullying
- noisy/disruptive behaviour
- verbal abuse
- disobedience
- destructive behaviour
- physical abuse
- lying
- selfishness
- intimidation

SCHOOL RULES

We feel that a set of rules that are adhered to consistently will help to ensure that our objectives will be met. These are referred to as

"The Golden Rules"

We are kind and friendly.

We try our best at learning and playtime.

We look after Downs Infant School and everything in it

We speak and listen at the right times.

We keep ourselves and others safe.

CLASS CHARTERS

At the beginning of each new school year, classes in Year One and Year Two develop their own 'class charters' through PHSE and SEAL lessons. These charters consist of a set of classroom rules and will be decided on by the processes of sharing, discussion and negotiation. The rules are displayed in each classroom and used as a teaching tool to be constantly reinforced and highlighted. Classroom rules will be consistent with the Golden Rules and should be phrased positively e.g. 'we will...'.

ENCOURAGING APPROPRIATE BEHAVIOUR

We believe the ideal incentives for good behaviour are the intrinsic rewards offered by:

- warm relationships
- stimulating curriculum
- positive role models

It is important to have a reward system in place which recognises all forms of social and academic achievement and effort. All adults in school are encouraged to use these rewards. With regular modelling, children also become expert at recognising when a word of praise or encouragement is appropriate. The reward system is graded and there are a variety of options:

- non-verbal praise e.g. a thumbs up
- verbal praise - praise can be delivered formally or informally, in private or in public. Effective praise is always personal. It must be genuine, warranted and specific. It can be given to and by everyone.
- display
- marking policy - supportive comments, "I can " statements
- stickers/stamps
- privilege i.e. jobs, errands
- sharing achievement with whole class or another adult
- whole/group class incentives (see Appendix 1 for a list of suggestions)
- 'Achievement Certificate' presented by the Head Teacher

Teachers may sometimes develop their own reward systems as a response to the particular behaviour needs of their class (see Appendix 1).

We believe that all children are capable of keeping the Golden Rules and as such they all start each week with an allocation of 20 minutes of Golden Time. However, if children break the Golden Rules they will lose some Golden Time as a sanction.

DEALING WITH UNACCEPTABLE BEHAVIOUR

Adults will use a number of effective strategies as stated here.

- praise i.e. praise those children sitting nearby who are showing appropriate behaviour
- non-verbal - glare, shake of head, finger on lip, hand placed on shoulder

- verbal - reminder of rules 1:1 quietly, good listening techniques reiterated
- If these strategies prove ineffective, the child should directly be asked to stop the inappropriate behaviour. If they choose to continue then the following sanctions should be employed:
- verbal warning -i.e. "If you carry on _____ (inappropriate behaviour) then you will lose X minutes of Golden Time". This serves to demonstrate the consequences of continuing the chosen negative behaviour.
 - sanction warned of (see above) to be applied
 - referral to Head Teacher and parents to be contacted

In Reception, the children do not have Golden Time, partly because much of their learning is on a self chosen basis but also because they benefit from immediate sanctions for behaviour. Therefore, in Reception we use a more visual system whereby each child has a named peg placed on a sun displayed in the classroom alongside a sun partially covered by a cloud and a rain cloud (grey). The same strategies for loss of Golden Time are then applied, with the verbal warning being 'if you carry on with that behaviour your peg will be moved to the cloudy sun'. If the child's peg is then moved to the rain cloud then they are referred to the Head Teacher and the matter is also discussed with their parents. At the end of each session, the child's peg is moved back to the sun to allow a fresh start. To support with transition, at the beginning of Year One this system is also used with the movement of the peg onto the cloudy sun indicating a loss of Golden Time.

PLAYGROUND AND LUNCHTIME BEHAVIOUR

We also have high expectations of behaviour in the playground. A **Playground Code of Behaviour** has also been developed and is as follows:-

Follow the Golden Rules.

Make playtimes fun for everyone.

Listen when someone says "No" or "Don't" or "Stop".

Speak to a grown-up if you are worried or upset.

There is a lot of movement during lunch with children travelling to and from the hall for lunch and also the use of classroom cloakrooms for hand washing purposes. Children are expected to adhere to the usual good behaviours at these times.

If children display unacceptable behaviour in the playground or within the building at lunchtime, they should be reminded of the correct behaviour. This should be phrased in a positive way, for example saying 'walk please' rather than 'don't run'. Lunchtime supervisors and teaching assistants should follow the same guidelines as apply to dealing with unacceptable behaviour in the classroom (see previous section) and should refer to the class teacher when necessary. More serious incidents such as deliberate hurting should always be referred to the child's class teacher or the head teacher. In these

situations the head teacher will sometimes apply the sanction of loss of playtime. If a child is seen by the head teacher he/she will keep a record of the incident in his/her behaviour book. This is then monitored so children who are persistently misbehaving can be identified.

PERSISTENT MISBEHAVIOUR

Members of staff will be aware of children who appear to have difficulty in adhering to the norms of behaviour expected. Sometimes these children may have difficulties in processing speech and language or may have specific behavioural needs. All adults in the school are made aware of these children and have a range of strategies at their disposal to support them with choosing acceptable behaviour.

Lunch Time Supervisors and Teaching Assistants will be pro-active at break times and pre-empt unacceptable behaviours as far as possible. The class teacher will be made aware of the breaking of the Golden Rules and a note will be kept. Frequent entries of the same child's name will be monitored and acted upon. The Head Teacher will be informed and the parents may be contacted.

If misbehaviour does not respond to the strategies outlined above and the safety and learning of others is being hindered the class teacher will consult with the Special Educational Needs Co-ordinator. Procedures will then be followed as per School Special Educational Needs Policy. Some children may need to have personalised sticker charts or an Individual Behaviour Plan developed for them.

EXCLUSION

The behaviour in this school has been consistently so good that we have not had to resort to excluding a pupil for many years. Exclusion can be fixed term (one day or more) or permanent. We would take all necessary steps to avoid exclusion if at all possible, as per DfE guidance. However, for very serious and persistent misbehaviour exclusion remains the ultimate sanction.

PHYSICAL RESTRAINT

Appropriate occasions for physical restraint might include separating children who are fighting, calming down a young child, and preventing a child from injuring themselves, others or property. More guidelines for the use of physical restraint are in place and are to be found in the separate Physical Restraint Policy.

PARENTS/CARERS

Parents and carers have a vital role to play in fostering good behaviour and in co-operating with the school in matters of discipline and reinforcing the school's efforts at home. A parent guide to our Behaviour Policy is distributed to all new parents at the pre-school meetings held in the summer term so that all involved in the school community are aware of the school's policy on behaviour. An active partnership between home and school has great benefits. We have a home/school agreement, distributed to

all new parents, which gives all concerned a clearer understanding of this partnership. This agreement should be signed by the teacher, parent and child. The teaching staff feel it is vital that parents are aware of their child's behaviour, both positive and negative and are keen to discuss matters of this type with parents at the appropriate time. Obviously this is a two way process and it is equally important that parents raise concerns and feel able to pass on information that may affect the child's behaviour. School staff are happy to advise parents on successful strategies to encourage positive behaviour.

OUR POLICY ON BULLYING

Sadly bullying is a fact of school life. Incidents of bullying are not a common occurrence at Downs Infants, but a policy needs to be in place for when such incidents occur. Part of our approach to dealing with bullying is to teach the children to recognise it and what to do about it. In November each year we hold a high profile and successful 'Say no to bullying' week which equips the children with the skills and knowledge they need.

What is bullying?

We do not use the word for the general rough and tumble of school life but when a person is made unhappy because he/she is systematically hurt, teased or left out of a social group we call it bullying.

Often children hide their worries over incidents at school so we do need parents to alert the class teacher if they feel something is amiss. The class teacher will contact you if any concerns are apparent.

Unfortunately lots of children experience bullying at some time during their school life. If a child is bullied the first message he/she should be told is **"It is not your fault"**. Victims of bullying feel very vulnerable. They should be made aware that it is an adult responsibility to stop the bullying.

It is sometimes difficult for carers to accept that punishing children who bully does not seem to make things better. It often makes things worse as the perpetrator may take revenge on the victim for getting them into trouble. It also makes children frightened to talk about what has happened. Although it may seem perverse to the parents of a bullied child, the child who has done the bullying also needs support. The pattern of behaviour must be changed so others will not suffer. He/she may also have his/her own problems that need to be addressed.

At Downs we adopted the "no blame" approach to bullying. Barbara Maines and George Robinson have developed this straightforward way of dealing with bullying. Teachers who have been using it since 1991 have reported that it is nearly always successful and it certainly does not make things worse. After some further research the process has

been renamed and is now called The Support Group Method.

A teacher trained in the method goes through a simple process with the group involved in the bullying. **No-one is punished, no-one is interrogated.** Initially, the teacher trained in the Support Group Method approach meets with the unhappy child/victim who then orally or pictorially is able to convey all the anxieties that he/she has in a confidential setting. Notes are made by the teacher in the 'no blame' book.

At a convenient time a meeting is arranged with the perpetrator, others that may have been involved on the fringe and some friends of the victim. Notes are made.

At the meeting two important things happen:

- the perpetrator and the children who were joining in just to feel part of the group are helped to understand how awful things are for the victim and they begin to think of ways to help make things better.
- the children in the meeting then change the way that the group works. The perpetrator can no longer behave in a nasty way because he/she has no power over the other children because they feel confident enough to challenge their behaviour either face to face or to confide in an adult.

The meeting concludes when the teacher feels reassured. A further meeting is arranged a week later to monitor the outcomes. The victim also reports any worries to his/her class teacher/a named classroom assistant/the lunch time assistant or the 'no blame' teacher during or after a playtime. Positive reports are also encouraged.

Parents of the victim are informed of the procedure. By its nature the 'no blame' procedure may not be reported to the parents of the child who has bullied unless it is seen to fail. If the 'no blame' approach does not work then the head teacher and the parents of the perpetrator will meet to draw up a suitable programme to change their behaviour. The Special Educational Needs Co-ordinator will also become involved at this stage.

MONITORING, REVIEW AND EVALUATION

The policy will need to be reviewed every three years to check effectiveness and consistency. Everyone in school should be kept informed of any review of the policy and any changes that may be made. The areas for review may be suggested by any member of teaching or non-teaching staff at a staff meeting, parents through meetings with class teachers and children through the School Council.

Appendix 1

SUGGESTED STRATEGIES FOR GROUP/WHOLE CLASS INCENTIVES

- ✓ Children earn loops on a paper chain towards a reward that they have chosen e.g. to play a party game
- ✓ Children collect conkers/marbles in a jar
- ✓ Class animal/bear that children can take home as a reward
- ✓ Class 'cup' that can be awarded to groups.

Rewards can be agreed with the children and could include extra playtime or playing a favourite game.

***N.B.** So that we are consistent in our policy across school, please do not award extra Golden Time as a reward for whole class behaviour or learning..*

Appendix 2

Golden Time

Golden Time is presented as a way of encouraging desirable behaviour in school. It is used in conjunction with the school rules; at Downs these are our Golden Rules. These are displayed in each classroom and are referred to regularly to promote good behaviour.

Golden Time has been used in a number of classes to see how effective it is. It has been deemed successful and has become whole school policy.

In order that everyone is aware of the practice, these are the principles of 'Golden Time' as explained by Jenny Mosley in her book, 'Quality Circle Time' published by LDA.)

Essentially 'Golden Time' is privilege time. Keeping the Golden Rules creates a reward of extra time that the class can share together. The class are told that they can all keep the Golden Rules, and if they did, it would save a lot of time. The teacher would like to give that time back during the week as a way of celebrating their ability to keep the Golden Rules.

In preparation for 'Golden Time', perhaps at a short Circle Time, the class are presented with a range of activities that they can choose from. Teachers will compile the list themselves although activities should have an element of learning attached to them e.g. art, construction toys, story tapes, computer, co-operative games, puppets, musical instruments etc. An extra special reward might be helping with a younger class. This last activity will need to be negotiated. N.B. Activities must suit each teacher's temperament, tolerance levels and belief systems. Golden Time is for everyone in the class including the teacher! It is an opportunity for the teacher to build positive relationships with the children in the class.

Music can be played to reinforce the concept of Golden Time.

Timetabling is up to the teacher. Since it ties in with the Golden Rules, if behaviour is a problem in the class it should be a high prestige time i.e. a morning. If behaviour is not such an issue then Friday afternoon might be appropriate. The length of Golden Time should be kept to 20 minutes.

Losing Golden Time

During the week a note is made of children who lose Golden Time and the length of the time lost. Children who have lost Golden Time will sit in a designated area of the classroom that has been cleared except for sand-timers placed in the centre where they will be able to see and hear the other children enjoying themselves.

Earning-back contract: for week one it is probably best not to use sanctions so every child can experience the fun of Golden Time. Some children who have low self esteem may believe it is impossible for them to achieve the full time allowance and blow their chances anyway so it is important for them to be able to earn back Golden Time. It may be possible for a child to earn back Golden Time, perhaps through negotiation with someone they have hurt or upset or by displaying exemplary behaviour. The goal is for each child to achieve at least 15 minutes Golden Time. Golden Time can only be given back by the adult who took it away. Children can only earn back Golden Time they have lost on the day they have lost it.

