

Finedon Infant and Finedon Mulso CE Junior Schools'

Behaviour Policy January 2017

Introduction:

This behaviour policy was developed through a period of consultation with the staff and governors. It was adopted by the Local Governing Body January 2017 and is reviewed bi-annually. The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour; the hierarchy of rewards and repercussions and how they will be fairly and consistently applied at the schools in Finedon to achieve high standards of behaviour.

Statutory Duty of the Schools:

The head teacher, Board of Directors and the Local Governing Body are responsible for promoting good behaviour in Finedon Infant and Finedon Mulso CE Junior Schools. The Head teacher will publicise this policy, by making it known within the schools and by annually bringing it to the attention of children, parents and staff through school assemblies, the school website/prospectus, staff handbook and induction procedures.

Aims:

- To ensure that the schools provide an environment where the highest standards of behaviour are expected
- To promote and reward good behaviour for both individuals and groups
- To promote self-discipline and proper regard for authority among children.
- To encourage good behaviour and respect for themselves and others and prevent all forms of bullying among children
- To ensure children's standards of behaviour are acceptable and do not disrupt the learning of others
- To promote good behaviour within the school and in the wider community
- To treat all incidents of inappropriate behaviour seriously
- To sanction inappropriate behaviour at a level reflecting the behaviour
- To ensure that, at Finedon Mulso CE Junior School, children's behaviour reflects the Christian values which are actively promoted

Therefore we expect:

- All children and adults to treat each other respectfully
- All children to take responsibility for their own actions

Policy into Practice:

Within Finedon Infant and Finedon Mulso CE Junior Schools, we believe that good behaviour comes from high self-esteem. This applies equally to adults and children. We aim for all adults who work in our schools to feel valued, and that all visitors are made to feel welcome and important to us.

We believe that certain practices will support behaviour and discipline:

a) The establishment of three diamond school rules, which are for all times and all circumstances:

- Follow instructions with thought and care
- Show good manners at all times
- Care for everyone and everything

b) **The introduction of instructions:** These are in addition to the rules and can be changed to match the activity and prevailing circumstances. Whilst children will be expected to know the school rules, they will be directly involved in establishing the instructions.

c) **Rewarding achievements:** We believe that it is crucial to reward good behaviour. Good and acceptable behaviour has to be recognised and rewarded frequently in ways which encourage more of it from pupils. It is also crucial that positive consequences heavily outweigh the negative ones. This will be done through positive recognition of individual children or whole class achievements in good attendance and behaviour, through mentions in the Star of the Week Assembly, certificates, informing parents or carers and by employing P.R.A.I.S.E. which stands for the following:

- **P**arents informed of special awards
- **R**ewards in place
- **A**wards presented in assembly
- **I**ntuitive awards that are matched to the recipient
- **S**pecials that are specially chosen to match the occasion
- **E**ncouragement of good behaviour to enable children to recognise what is required of them

Each class operates a class reward system involving collecting 'sounds of success' into a jar. Rewards for achieving a full jar are negotiated with the class.

Class teachers give out at three 'Diamond Slips' a day and midday staff give out 'Green Cards' in acknowledgement of keeping one or more of the Diamond Rules.

d) **Repercussions for children who choose to disregard the rules:**

To ensure that the standards of behaviour we expect are upheld, it is necessary to challenge inappropriate behaviour at the first opportunity. Our pupils need to know that certain types of behaviour are unacceptable. This is done sensitively and impartially. When dealing with incidents, we therefore remember the following principles:

- Staff remain calm, quiet and empathetic to the needs of individuals they are dealing with
- Staff take care to specify and criticise the behaviour of the child
- Facts are established from all parties
- The severity of the incident is considered
- Where appropriate staff seek support from another member of staff

A series of repercussions is in place. These repercussions are hierarchical and are designed to reinforce the school rules and teach children how to follow them. All teachers and teaching assistants have the right to impose repercussions, except exclusion, which is the responsibility of the headteacher in consultation with the governors:

1. Reminder of expectations
2. Warning
3. Time Out
4. Double Time Out in another class (at Infant level, parents will be informed)
5. Sent to Senior Manager (Parents informed)
6. In extreme cases, temporary or permanent exclusion may need to be actioned in line with legal requirements

e) **Strategies for supporting behaviour management:** Behaviour Management techniques, individual behaviour programmes such as Circle of Friends, R time, Green Card Code at lunchtimes.

f) **Strategies for promoting good behaviour:** Rules, Rewards and Repercussions will be displayed prominently and attractively throughout the school. Teaching about them will take place in Assemblies, PSHE lessons etc.

g) **Strategies for coaching good behaviour:** These include staff modelling excellent behaviour, particularly in the area of manners, class wide reward systems to promote, teach and reward good behaviour, enlisting the support of parents by encouraging the use of the school rules at home, highlighting good behaviour when it occurs as a way of promoting positive role models amongst peers.

h) **Setting good habits early:** Parents are informed about this policy as part of our school induction process so that they can help their children to establish regular attendance and good behaviour from the start.

i) **Early intervention:** As soon as it is clear that a pattern of poor behaviour is emerging, class teachers will liaise with parents and seek advice from the schools' Special Education Needs Co-ordinator in order to identify any underlying causes of inappropriate behaviour. Causes could include: anxiety, diet, poor sleep habits, delayed development, medical conditions.

j) **Work with parents:** Support is available from our Parent Support Advisor to those parents who may need help in the way they handle their children's behaviour. This may include referral to support services such as community nurses, learning and behaviour support teams, parenting programmes or providing support through the Early Help Assessment.

k) **Work with colleagues from related disciplines:** Including speech therapist, nurse, consultant paediatrician, dietician, educational psychologist on addressing any underlying causes.

l) **Staff development:** The school uses relevant professionals to provide in school advice and training. The staff are informed about related courses being provided by reputable training providers.

m) **Support staff:** Support staff are given a copy of the Behaviour Policy and the rules, rewards and repercussions available to them are explained. Lunchtime staff are trained in the use of the Green Card Code system, using the school rules, rewards and repercussions.

n) **Sharing this policy:** This policy is shared with all staff, governors, directors and new parents as part of our induction process. It also available to download from the school website.

o) **Monitoring:** The effectiveness of this policy and staff use of rewards and repercussions are monitored termly by the Head.

The severe clause

In our behaviour plan a **severe clause** is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that will constitute the imposition of the severe clause:

- Swearing at a member of staff
- Fighting and retaliation
- Verbal or physical abuse of a member of staff
- A racist or sexist remark to anyone in the school
- Remarks that are offensive to individual children
- Name calling, spitefulness, hitting, kicking, spitting and biting
- Stealing.
- Deliberately breaking or damaging school property.
- Any disruption to learning
- Open defiance, for example refusing to go to the Time Out space.
- Deliberately running out of lessons and hiding in an area of the school.
- Doing something that constitutes danger to another child, for example pulling the chair away when they are about to sit down.

In consultation with the governors, severe clause incidents may require the need for exclusion – whether temporary or permanent.

Bullying is also considered a severe breach of our code of behaviour and is dealt with seriously in line with our separate Anti Bullying Policy.

Behaviour Modification Programmes

If a child persistently exhibits poor or anti-social behaviour, a behaviour modification programme is set up. These individual programmes have specific targets for the child to try and achieve. The programmes have specific rewards and sanctions which are related to the child's level of achievement. The behaviour modification programme is under constant review and all adults in contact with the child understand this programme. Pupils are fully involved and clearly understand their individual programme. Parents are always involved at this stage and are actively encouraged to support the programme and systems which have been put in place to support their child.

Lunchtimes

For consistency, our lunchtime rules are the same as our school rules.

1. Show good manners at all times
2. Follow instructions with thought and care.
3. Care for everyone and everything.

Our rules are reinforced by the lunchtime supervisors through the use of a Green Card Code system. This system is about recognising and rewarding good behaviour and signaling inappropriate behaviour with either a green diamond or red card. The focus of the system is a 'process for praise and not a procedure for punishment'.

We employ a range of strategies at lunchtimes, to proactively address potential behaviour issues that can arise at less structured times. These include:

- A wide range of play activities, supervised by adults
- A range of clubs (KS2)

- A sport coach working with groups of children on two lunchtimes (KS1)
- Friendship stops where pupils can support each other to be included in positive play
- Playground Squad – positions of responsibility given to Year Two children
- The SMILE team in KS2 to support children engaging in positive play

Rewards

Every day, children are recognised as excellent contributors to the positive behaviour at lunchtime with the reward of a green card. Each lunchtime supervisor has a daily allocation of green cards and their aim is to give them all out.

1 green card = the child's name is read out in class by their teacher (and recorded)
 5 green cards = child may choose a prize from the lunchtime supervisors' collection

Just as individual children are rewarded for good behaviour, individual classes are also rewarded.
 250 green cards = a class treat e.g. a class mufti day, a pyjama day
 500 green cards = a free, local class trip e.g. to the woods or pocket park

Repercussions

Red cards are used to record the children who are clearly not following the lunchtime rules. Each lunchtime supervisor is issued with some red cards (half the number of green cards).

If a child shows inappropriate behaviour, the lunchtime supervisor will remind the child of the school's expectations in a firm but friendly manner.

If the behaviour persists, a warning will be issued and the child will be told that if they do not make the right choice and adjust their behaviour they may be given a five minute time out.

If necessary the time out will be given.

If absolutely necessary, a lunchtime supervisor will issue a child with one of their red cards. This will usually be towards the end of lunchtime.

Red cards are given to the class teachers at the end of the lunchtime. The class teacher records the child's name in a book. Class teachers will tell parents at the end of the day if their child has received a red card.

3 red cards = Headteacher informed and letter sent home to parents
 5 red cards = child excluded from lunchtime (time limited as appropriate)

Children with Special Educational Needs (SEN):

We will make reasonable adjustments in the application of the behaviour policy for individual pupils with SEN which cause behavioural disabilities, and for any other pupil at risk of exclusion.

We will plan proactively how the school's disciplinary framework should be

applied to each of these pupils and any necessary adjustments will be recorded in an individual Behaviour Management Plan. We will ensure that all those in contact with the pupils know what has been agreed. There will be a named key person in school who knows the individual children well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework in the case of a particular child.

Children

To help reinforce this school behaviour policy, children are actively involved in the choice of instructions, anti-bullying strategies, contributing ideas through in class discussions and through the school councils.

Parents

Finedon Infant and Finedon Mulso CE Junior Schools will encourage parents to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters.

Monitoring, Evaluation and Review

The Governing Body should review the behaviour policy every two years. The next review is due in January 2019.