



Shears Green Infant School

Behaviour Policy

Review Date: January 2018

Type of policy: Statutory

INTRODUCTION

High expectations and standards of behaviour are essential in order for Shears Green Infant School to achieve its vision of being a place where children can be happy, confident achievers and in which there is a partnership between teacher and child based upon trust and respect and an ethos of mutual care and consideration.

The purpose of this document is to establish the principles upon which behaviour management at our school is based, and to make clear what strategies should be adopted to ensure that high standards of behaviour are achieved and maintained.

AIMS

The aims of implementing this policy are:

- to develop positive relationships between children and between children and adults;
- to encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity;
- to foster self-esteem;
- to establish consistency of approach to behaviour throughout the school;
- to ensure high standards of behaviour which contribute towards effective learning and an organised, calm community within the school.

PRINCIPLES

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Shears Green Infant School is an orderly, caring environment in which children feel valued, secure and able to enjoy their learning.

***Every child has the right to learn undisturbed.
Every teacher has the right to teach undisturbed.***

Children are expected to treat all adults with respect. To achieve this:

- Every adult should demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves – this applies to their relationships with other adults as well as with children.
- Positive reward and praise are at the heart of the school's ethos as recognition of good conduct is more effective than correction of misconduct.
- Children are involved in drawing up and agreeing a set of rules to ensure that their classroom can be a happy learning environment.
- Everyone will be encouraged to take responsibility for their behaviour following the policy, making informed choices and decisions.

These rules are based on the five Golden Rules that form the basis of rules displayed around school.

- ✓ Do be gentle
- ✓ Do be kind and helpful
- ✓ Do work hard
- ✓ Do look after property
- ✓ Do be honest

The Golden Rules have been adapted for the Playground:

- ✓ Do be gentle
- ✓ Do be kind and helpful
- ✓ Do play well with others
- ✓ Do care for your playground
- ✓ Do listen to people
- ✓ Do be honest
- ✓ Do keep to the playground safety rules

PRACTICE – REWARDS

Shears Green Infant School have five clear rules which should be adhered to. When a child does this then they should be rewarded. At Shears Green Infant School we put much emphasis upon the rewarding of good behaviour rather than the punishment of bad behaviour.

To do this in class, we use many strategies, which include:

- Verbal praise/pupil responsibility as an incentive/reward
- Rainbow Stickers and Star Certificates
- Golden Time

All children in KS1 also work to keep 'Golden Time' which is usually given on a Friday afternoon.

A Celebration Assembly is held each week to celebrate those children who have achieved something during the week, either for positive behaviour or good work.

A Celebration Certificate is awarded and displayed in the Reception Area for a week to celebrate their achievements.

Any child who breaks The Golden Rules will lose some Golden Time for each sanction applied with a maximum of 20 minutes in Year 1.

Each class has a chart showing a star, rainbow, sun, sun/cloud and cloud. All children's names are placed on the sun every day and move up to the rainbow then the star for excellent work/behaviour. Their names are moved down if rules are broken.

PRACTICE – SANCTIONS

If a child chooses not to observe a school rule, then a consequence or sanction must follow. Sanctions must not be psychologically demeaning or humiliating and must be in line with the school 'Reach for the Stars'

They should be simple to administer in order to keep disruption of the lesson to a minimum. Sanctions should be applied as soon as possible, preferably on the day they are administered, although this may not always be practical. Once given, a sanction must not be withdrawn.

IN CLASS

All children begin each day with their name on the sun.

Exceptionally good behaviour is rewarded by the child's name being placed on the Star. It is important that we recognise and reward children who behave well.

Children can jump a step if they achieve something outstanding for them or they are deemed to have severely broken a Golden Rule.

The process to be followed is:

Foundation Stage – Children can move up and down the symbols

- 1st verbal warning
- 3 minutes time out in class - move name onto the sun/cloud
- 2nd Verbal warning
- 5 minutes time out in class - move name onto the cloud
- 3rd verbal warning
- See a member of SMT/SLT – parental contact should be made that day

Year 1 – All children below the sun will move back up for the afternoon session

- 1st verbal warning
- 1 minutes time out in class - move name onto the sun/cloud
- 2nd verbal warning
- 2 minutes time out in class - move name onto the cloud
- 3rd verbal warning
- See a member of SMT/SLT – parental contact should be made that day

Year 2 – children will move back to the sun at the end of the day

- 1st verbal warning
- 2 minutes time out in class - move name onto the sun/cloud
- 2nd Verbal warning
- 5 minutes time out in class - move name onto the cloud
- 3rd verbal warning
- See a member of SMT/SLT – parental contact should be made that day

KS1 will record minutes lost on a chart where children can see the consequences of their behaviour.

With the exception of Golden Time, this process starts new each day and is not rolled over from the previous day.

Playground

The process to be followed is:

- Verbal warning
- 3 minutes time out
- 5 minutes time out

- Refer to a member of SMT/SLT

The Midday supervisors need to keep their colleagues informed of verbal warnings and record any misbehaviour in the playground behaviour book.

The Midday supervisors also need to inform the class teacher of low/higher level disruptions at playtime.

EXCLUSION

Exclusion from school will only be used as a final resort when the behaviour is extreme.

Instances of when exclusion may be necessary include:

- Serious physical aggression or violence towards another child or adult.
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well being of other children.
- Intentional severe damage of school property.

The length of fixed-term exclusions will directly relate to the severity of the behaviour.

See Exclusion Policy

Extreme behaviour

If a child should demonstrate severely disruptive or dangerous behaviour and has not responded to the usual channels a member of the Senior Leadership Team (SLT) must be informed immediately. If a situation arises, the rest of the children may need to be sent to another classroom so that staff can diffuse the situation. Kent guidelines will be implemented. Correct procedures must be followed:

Serious Aggressive Incidents

- Involve the parents very early on.
- Record incidents in appropriate files.
- Explain expectations to pupils.
- Involve Senior Leadership Team
- Complete serious incident forms after every event where violence has occurred.
- Remove child from the situation.

Racial and sexual harassment will not be tolerated and any incidents must be reported to a member of the Senior Leadership Team. Correct procedures must be followed:

Inappropriate Behaviour (including sexualised)

- Involve parents.
- Report to SLT
- Complete appropriate forms.
- Remove the child from the situation.
- Ensure that other pupils are not seeing or hearing.
- Do not be alone with the child.

Racist Incidents

- Inform SLT who will complete an RI form on-line. All incidents of a racist nature need to be recorded according to Kent guidelines, including name calling.
- Explain to children concerned why the behaviour is unacceptable.
- Inform parents of child who was abused.
- Inform parents of child who was the abuser.

- Reassure the child affected.

Links to other policies and school vision

- This policy is linked to Anti-Bully, Attendance, SEN, Exclusions, Physical Intervention and Child Protection Policies.

Safeguarding Children

- Shears Green Infant School acknowledge that in order to safeguard all children, anybody working with children should take all reasonable measures to ensure that the risk of harm to the children's welfare is minimised. If there are any concerns about children's welfare, appropriate action to address the concerns should be taken.

-

Drafted: December 2016

Governor Ratified:

APPENDIX

BEHAVIOUR MANAGEMENT GUIDELINES FOR SCHOOL STAFF

At Shears Green Infant School we do not use psychologically, demeaning or humiliating methods to address behaviour.

Graduated levels of Non-Conforming Behaviour

Non Completion of Work

1. Check the pupil's understanding of the work, does he/she know what to do? Reinforce the learning objective (LO) and the success criteria.
2. Check the level of work provided for the child, is it too easy/hard?
3. If the work is too easy and not challenging, then pupils will quickly go off task and mess around.
4. Set goals/targets in the lessons. E.g. 'by the time I come back I would like you to have completed 3 more sentences'. Use dots on the page of work to indicate how much further you expect the child to go.
5. On-going marking in the lesson to monitor who is working, i.e. don't leave it until you are at home to realise that it hasn't been completed.
6. If a child has to miss playtime it is the class teacher's responsibility to supervise them
7. Use sand timers to set targets.
8. No work is to go home as a matter of course, other than as a final straw and with total involvement of parents.
9. Scan the room in a lesson and indicate who is working by saying 'Well done to..... I can see you are working.'
10. Pupils Off Task
11. Check for pupil understanding of the task.
12. Check that correct level of work has been set.
13. Is there enough work to sustain the lesson?
14. Use Brain Gym at the start of the lesson and mid-way if flagging. Provide opportunities for a change in activity to help re-focus the mind.
15. The plenary does not have to be at the end. Use it mid lesson to reiterate a point or the LO.
16. Withdraw groups of pupils that do not understand. Take them to another table to reinforce the task/lesson.
17. Scan the room regularly, monitor via in lesson marking, monitor certain pupils.

Pupils Persistently Shouting Out

1. Avoid disrupting the flow of the lesson by constantly reminding them not to shout out. Ignore minor misdemeanours.
2. Praise those pupils that are not calling out.
3. Use talking partners more often so that persistent talkers get a chance.
4. Reward the children who do find it difficult to wait their turn when they do put their hand

up by verbal praise.

5. Make it clear when it is ok to shout out e.g. thinking and sharing ideas and when it isn't.
6. Try non-verbal strategies e.g. finger on nose instead of hands up.
7. Give children thinking time, don't dive in with the answer too soon. Prepare them for the question you will ask.
8. Use differentiated questioning to get answers e.g. this question is for blue group to answer. The rest of you think about it in case they don't get it.
9. Use sanctions e.g. leave the area, sit on another chair. 'When you feel ready to join us, come back'.
10. Senior Management Team (SMT) will not be involved at this stage.
11. Use positive statements 'I like it when you don't call out in class'.

Pupils not conforming

1. Always offer the pupil a choice/a way out, so they don't lose face, but you still get at least partially what you want.
2. Remove the confrontational element.
3. Offer them time out with the chance to come back when ready, but don't put them outside of the class. Quiet areas in school can be used and ensure they are accompanied by an adult
4. Give them the opportunity to talk about it when calmer.
5. Avoid the use of questions e.g. Why did you do that?
6. Refer to the right choices to be made and then the consequences.

Continuous Non-conforming Behaviour

1. Use a STAR chart over a period of time to look for triggers
2. Now and Then
3. Task Management Boards
4. Boxall Profile
5. Positive record of behaviour set up with SMT/SLT

