



Behaviour Policy

“This is a warm, welcoming school in which pupils are safe and behave well. Pupils play and learn together in a very positive and happy atmosphere. They are friendly and polite, with pupils from a variety of cultural backgrounds developing positive relationships with each other”. (OFSTED, 2013)

At Furze Infants’ School we look to promote positive behaviour as one of the vital components in ensuring that all members of our school community feel safe, respected and happy.

Furze Infants’ School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and are comfortable to voice their opinions.

This policy outlines the obligations of pupils, staff and parents/carers, as well as the means by which pupils are supported in developing behaviours which will maximise their learning and social experiences. It includes the rewards and sanctions which support the behaviour policy and the systems in place to support pupils whose behaviour is below expected standards.

The Behaviour Policy should be read in conjunction with the schools Anti-bullying Policy, the Safeguarding Policy and the Single Equalities Policy

Aims

Furze Infants’ School believe that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school which are built on trust and understanding. Through the use of this policy we believe that we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the school equipped with the key skills they will need to continue to progress to the best of their ability in all areas of life.

Supporting pupils in developing positive behaviour

At Furze Infants' School we understand that as children learn and grow they make mistakes. Very often these mistakes are minor, unintended and part of a learning process, which requires all staff to support the pupil to evaluate what they could do differently should they be confronted with a similar situation. All school staff participate in teaching pupils the rules and related expectations of behaviour in all areas of the school; the appropriate and inappropriate means of responding to the behaviour of others; how to act when potential sources of disagreement or conflict arise; and how pupils need to take ownership of their behaviour and the consequences. These are taught formally in lessons and informally as staff see appropriate opportunities to do so. The school staff use a wide range of strategies to promote the development of pupils' positive behaviour, including:

- Focus upon the school's golden rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property.

- Focus upon the playground rules

We play together and we are kind to one another.

We respect the grown-ups on duty.

We let other children get on with their own games.

We stand still when we hear the signal and walk sensibly to our lines.

We take care of our playground and our equipment.

We put our litter in the bin.

We use the friendship stop when necessary.

- Focus upon the superhero, physical and weapon play laws

Superheroes never hit

In the end superheroes are always friends

- Teaching the Personal, Social, Health and Economic Education (PSHE) curriculum to educate pupils in becoming co-operative and responsible members of the school community.
- To ensure that pupils are able to interact with others in the school community in a manner that is socially appropriate
- Using the reward systems to acknowledge and encourage good behaviour.
- Imposing sanctions where necessary for behaviour that is inappropriate.
- Assisting pupils by creating individual behaviour support programmes where needed.

Consequences for inappropriate behaviour.

Pupils who demonstrate inappropriate behaviour may have privileges withdrawn or sanctions put in place. The behaviour leading to a sanction will always be discussed with the pupil so they have a clear understanding of the process of their action leading to a specific consequence. When addressing an incident that leads to a sanction, the following steps will be taken by all members of staff;

- Pupils will be given the opportunity to give their viewpoint at an appropriate time.
- Staff will insist upon pupil honesty at all times.
- Pupils will be expected to accept the consequences in a respectful manner.

Sanctions may include, but are not limited to:

- Alternative break and lunch arrangements
- Removal of privileges such as lunchtime clubs, school activities or special events.
- Time out of class or away from friends.
- Working in another area of the classroom / other classroom.
- Individual personalised behaviour chart.
- Time out - sent to another classroom or location for specified period.
- Discussion with member of the senior leadership team.
- Communication with parents
- Children who have difficulty coping in the playground may have the option of going to social skills teacher.

Permanent Exclusion will only be used if the safety of staff and pupils are at risk. This would be initiated by the Executive Headteacher.

Rewards for exceptional behaviour

- Praise/Positive Feedback.
- Stickers.
- Headteacher stickers
- In class strategies eg class rewards, Teacher's Certificates, etc.
- Star of the week award in each class celebrated in assembly.
- Praise children who are behaving appropriately.

'Traffic Lights' Positive Behaviour Plan

The 'Traffic Lights' Behaviour System has been implemented in order to encourage consistency in behaviour management throughout the school.

All classes, apart from the Nursery, will have the rules and traffic light colour cards displayed in the classrooms.

All children's names will initially be placed on the green card, which indicates that they are following the rules and displaying acceptable and expected behaviour. If any negative behaviour occurs the children are given a verbal warning. If the unacceptable behaviour continues their names will be placed on the amber warning card. At this stage, the children are able to amend this position and return to the green card if they have satisfactorily demonstrated improved behaviour.

If unacceptable behaviour continues once a child is on 'amber' then their name will be placed on the red card and be given 'time out' for 1, 3 or 5 minutes in KS1 (Reception children will have 1,2 or 3 minutes) depending on the severity of the behaviour. There will be an automatic move to the red card if a child presents with extreme, violent or consistent unacceptable behaviour.

The time out will be conducted at a time when the rest of the class have e.g. choosing time. This ensures that 'time out' will mean a loss of privileges and therefore discourage unwanted behaviour and promote expected and acceptable behaviour in the future.

The child should use the time out to calm down and reflect on their behaviour without attention from adults. When the time out is complete the child is able to discuss why sanctions were put in place and how their behaviour can improve.

There is also the 'silver star' to aspire to. When children make a positive or outstanding contribution to school life they can be put on the class silver star for praise and admiration from all children and staff as star of the week.

The Rights and Responsibilities of Children

Children have a right to ...

- Be safe
- Feel safe within their school.
- Be treated with respect and fairness.
- Communicate and be listened to.
- Move around the school comfortably.
- Quality teaching and learning.
- Use and share equipment within the school environment.

Children have a responsibility to ...

- Follow the Schools Golden Rules.
- Treat others with respect and consideration at all times.
- Listen to others and value their contributions and respect their opinions.
- Move safely and calmly around the school.
- Allow others to learn without causing distractions.
- Use equipment safely and respect all resources.
- To ensure that no harm comes to themselves.
- Playing their part in helping to create a caring community.
- To accept others as individuals with different backgrounds, religions and personalities.
- To participate to the best of their ability in all school activities.
- To treat and speak appropriately and courteously to others.
- Follow the instructions of all members of staff immediately with respect.
- Be polite at all times.
- Hang their coats and accessories up.
- Enter classrooms quietly.

These responsibilities should be followed at all times including off site trips.

The Rights and Responsibilities of Staff

All staff have a right to:-

- Work in a safe and supportive environment.
- Be treated with respect and courtesy by all in the school community.
- Have their belongings respected.
- The support of all staff in the school.
- A positive relationship with the children and staff of our school.

All staff have a responsibility to:-

- Promote a safe and supportive environment for others.
- Treat others with respect and consideration.
- Provide quality teaching and learning across the curriculum.
- Reflect and evaluate on their own teaching.
- Respect the property of others.
- Support other staff in the school.
- Letting parents / carers know about any concerns or problems that affect their child's work or behaviour.
- Reinforce school rules and expectations at all times.
- Provide an organised and stimulating learning environment.
- Greet children by first name if possible
- Deal with all misbehaviour immediately.
- Set high standards

The Rights and Responsibilities of Parents

All parents have a right to:-

- Know that their child is in a safe supportive environment.
- Be treated with respect and fairness by all members of the school staff.
- Be kept informed about general school events and issues.
- Be kept informed about their children's progress.
- Ensure the safety of their children at the beginning and end of each day.

All parents have a responsibility to:

- Support the school in promoting a safe environment and the ethos and practices of the school.
- Keep school informed of changes in circumstances.
- Treat everybody in the school community with respect and consideration.
- Read school letters and to respond appropriately
- Support school activities
- Make and keep appointments at appropriate times.
- Bring and collect children from school at the agreed times and places.
- Act as a partner with the school in the learning process.
- Support all school policies.
- Ensure children bring school book bags and necessary books to school on a daily basis.
- Look after school property being sent home.
- Dress children in appropriate school uniform and footwear.
- Provide school P.E kit and follow expectations for safety in P.E, e.g – no earrings to be worn.
- Ensure a good level of hygiene for children, including long hair being tied up for school.