

# St Ives Infant School

## Behaviour Management Policy

### School Vision Statement

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.

**One of the core school aims is for children to be caring towards other people. We want the children to:**

- Develop sensitivity to the feelings and concerns of other people.
- Demonstrate compassion and respect for other people.
- Develop their moral understanding
- Learn how to co-operate and work with other people

As a nursery and infant school we are often the children's first experience of interacting in a large group. We must teach them the appropriate behaviour for the classroom, hall and playground and develop their ability to control their own behaviour and understand the affect of their actions on other people.

Behaviour management is vital in ensuring that the children are safe and secure in school and able to enjoy the experiences which we provide.

### Whole School Expectations

The following expectations apply to everyone in school. They are displayed and promoted in every classroom and a shared understanding of their meaning is established.

In our school:

1. We listen carefully and follow instructions
2. We co-operate and behave safely
3. We concentrate on our activities
4. We aim to complete all our tasks
5. We are kind and help each other

Everyone is special!

These expectations are discussed with the children and are promoted through assemblies and circle time sessions.

### Circle Time

Every class has a circle time session at least once each week. Often the sessions are planned to support the term's PSHE scheme of work, but circle time is also used to discuss issues which arise in the class, to solve problems and to learn from immediate experiences. Circle time encourages the children to listen to each other, consider other points of view and verbalise their own thoughts.

## **Rewards**

### **Verbal praise**

Praise should be personal, refer to the child by name and be specifically linked to an activity or expectation. Every child should receive such praise each day. Acceptable behaviour should be praised to reinforce it.

### **Stickers**

Stickers can be effective in rewarding children for appropriate behaviour. All children should be able to earn stickers (each teacher will award around 4 each day) and a record is kept of who has received them. The children should be told explicitly why they have earned a sticker.

**Nursery** Stickers are given to the children to reward and reinforce particular behaviour.

**Reception** Stickers are given to children to reward good behaviour. The stickers will be stuck onto sweatshirts or collected on a sticker card.

**Year 1** Stickers are given and collected on sticker cards.

**Year 2** Children collect stickers in the same way as Year 1, but with different stickers and cards.

When the children's cards are complete in the Year 1, or for every 6 stickers on their cards in Year 2, the children visit the headteacher to receive praise and a special headteacher's award sticker.

### **Stickers and Behaviour Modification**

Stickers can also be used with individual children as part of a behaviour modification system. In this situation the child earns stickers when specific appropriate behaviour is displayed and an end goal is set for them to work towards. These programmes can run alongside the general use of stickers set out above.

### **Whole Class Reward Systems**

Whole class sticker cards may be used as incentive schemes with treats for the whole class when the chart is complete. These schemes are very effective in creating a collective responsibility within the class, but that they need to be used occasionally or changed in order to maintain their impact.

### **Lunchtime Stickers**

Lunchtime Supervisors give a minimum of two stickers each day to children who have behaved well through the lunchtime. These stickers specifically refer to behaviour at lunchtime. Supervisors keep a record of who has been rewarded and try to ensure that over time all children receive a sticker.

## **Sanctions**

The following hierarchy of sanctions will be used when required in Reception, Year 1 and Year 2:

1. Child receives a reminder/warning from the teacher.
2. Loss of a play opportunity/removal of the child from the class group to a part of the room where they are asked to think about their behaviour. This needs to be time limited, with the teacher deciding when the child is ready to return. Children will miss the minimum amount of time needed to be effective.
3. Time out can be extended/repeated

4. Discussion between child and teacher in a one to one setting. Parents may be informed.
5. Child is escorted to another class, for a set amount of time, with an activity to complete if possible. Child should sit at the back of the room. Consideration will be given about informing parents.
6. Child referred to the headteacher and an individual plan organised as appropriate.
7. Discussion with parents. Individual behaviour plan agreed, if necessary, implemented and reviewed. Advice may be sought from the behaviour support service.

If there is a serious incident the appropriate level of sanction will be used immediately.

### **Nursery Sanctions:**

1. Child receives a reminder/warning from the teacher.
2. Loss of a play opportunity/removal of the child from the class group to a part of the room where they are asked to think about their behaviour. This needs to be time limited, with the teacher deciding when the child is ready to return.
3. Discussion between child and teacher in a one to one setting and headteacher informed
4. Discussion with parents. Individual behaviour plan agreed, implemented and reviewed. Advice may be sought from the behaviour support service.

### **Lunchtime and Playtime**

At lunchtime the whole school expectations are modified slightly to reflect the different situation and are:

1. We listen carefully and follow instructions
2. We co-operate and behave safely
3. We concentrate on our activities
4. We are kind and help each other
5. We seek adult help when we need it

Everyone is special!

### **The children are not permitted to:**

- Use the nursery slope or nursery wall
- Fetch balls which go into the nursery garden

### **Safe use of the apparatus:**

- The children must fasten their coats.
- Gloves should not be worn.
- Fruit should be eaten before the children go on the apparatus.
- They must step over the low wooden fence into the play area and not onto the fence.
- The children are not allowed to run on the apparatus or jump off it at any point.
- Children must wear suitable footwear.

### **Lunchtime and Playtime Rewards**

The school has special stickers which can be given to the children for good behaviour. Two stickers should be given at the end of each lunchtime. It is good practice to say exactly why the children have earned their sticker in order to reinforce desired behaviour. Supervisors try, over time, to ensure that all children earn a sticker and encouragement is given at the start of playtime to children who need to earn their sticker.

### **Lunchtime and Playtime Sanctions**

If a child is not using the equipment sensibly he/she will not be allowed to use it for the rest of the week.

Any child who deliberately hurts another child or is playing dangerously (e.g. throwing stones) will be sent in from the playground for the remainder of the playtime. Children who are repeatedly annoying other children should spend time either walking with a supervisor or standing by the classroom wall.

If there are serious behavioural problems the children concerned should be brought into school and the class teacher or headteacher informed.

Some children will need to be taught how to play co-operatively, share equipment, take turns, share their friends, join in with games and listen to the ideas of others. The school develops this behaviour through its personal and social education curriculum, but it needs to be consolidated when they are outside.

The class teacher must be informed of any poor behaviour, injuries or other problems at the end of the lunchtime.

Children must ask an adult before they enter the school to go to the toilet. Supervisors will issue yellow bands so that they are aware of how many children are inside at any time. Children will only use the toilets in Tern classroom.

### **Restraint**

The school is aware of the need to have staff who are trained in appropriate restraint procedures and ensures that at least two members of staff have received up to date training through the LEA's Team Teach programme. There is a planned programme to train additional staff, with priority given to those who are assessed to be in greatest need of such training.

### **Communicating the policy to parents**

The expectations are included in the school's prospectus and repeated in the school's newsletters periodically. Parents are told that the expectations are displayed in the children's classrooms.

January 2019  
Review Spring term 2020

## Anti-Bullying Policy

**Bullying is deliberately hurtful behaviour which is repeated over a period of time. It is difficult for a person being bullied to defend themselves.**

The school takes all incidences of bullying very seriously and is committed to creating a school community where bullying is not tolerated. The governors have adopted the Charter for Action on bullying and will:

- Discuss, monitor and review our anti-bullying policy on a regular basis
- Support staff to identify and tackle bullying appropriately
- Ensure that children are aware that all bullying concerns will be dealt with sensitively and effectively
- Report back quickly to parents/carers regarding their concerns on bullying
- Seek to learn from anti-bullying good practice elsewhere and use the support of the LEA and relevant statutory and voluntary organisations when appropriate.

**There are three main types of bullying:**

Physical – hitting, kicking, taking belongings

Verbal – name-calling, insulting, racist remarks

Indirect/Emotional – spreading stories about someone, excluding someone from social groups

### Prevention

It is essential to put time and thought into preventing bullying from happening. All staff work to prevent bullying through:

**The Curriculum:** Bullying is discussed and explored through the school's PSHE and SEAL scheme of work. Children are helped to develop empathy for others and a positive, assertive self-image. Explicit reference are made to bullying and time is devoted to challenging bullying behaviour when it arises, increasing understanding of the issues and building an anti-bullying ethos in the school.

**Active promotion of the school's behaviour management policy:** Consistent implementation of the school's expectations, rewards and sanctions reassures children that the adults in school are in control and that bullying cannot thrive.

**Assemblies:** Bullying and related issues feature regularly as themes for assembly and external speakers are involved on a regular basis.

### Identification

Staff strive to identify any bullying which is taking place through:

- Careful observation of the children in the classroom and on the playground
- Discussions with the children about school friends

### Response

Any bullying behaviour should be responded to promptly and consistently. It must be made clear to the children that they can talk to the adults in school, that the adults will

listen to them and that it is good to talk to someone if you have a problem. The victim's safety must be guaranteed. A teacher will discuss the bullying with the child or children who are bullying and with the victim, either separately or together.

### **Strategies**

**Sanctions:** Immediate sanctions will be taken to prevent the bullying being repeated and action taken to help the perpetrator to change his/her behaviour.

**A problem solving approach:** the teacher talks to the children together and focuses the discussion on finding a solution and stopping the bullying recurring. An action plan is then adopted and follow up discussions held to find out whether the solution is effective. The headteacher must be informed. It is important that the parents of the children are informed of the plan of action by the headteacher. All staff must be alerted to the situation and asked to monitor the children involved very closely.

January 2019  
Review: Spring term 2020