

BUDE PRIMARY FEDERATION



EYFS & KEY STAGE 1 BEHAVIOUR POLICY

Approved at a meeting of the full Governing Body on: _____

Due for review on: _____

Signed: _____

Chair of Governors

Executive Head teacher

Rationale

All of our children and staff have a right to feel safe, valued and happy, in an environment that is positive, calm and conducive to teaching and learning. We know that children respond best to positive encouragement and as such wherever possible we use positive behaviour strategies to promote excellent behaviour. This policy explains how we manage behaviour at Bude Infant School to ensure that all children spend every part of the day feeling happy and safe, while learning well.

School Rules

We have a set of School Rules which hold all of our school values. These were created through discussions with staff and children, especially our School Council, in September 2014, and reviewed again in January 2017.

Bude Infant School Rules

- Be kind and caring
- Listen carefully to what others tell you
- Keep your hands and your feet to yourself
 - Enjoy learning and work hard
 - Be the best you can be

'Going for Gold'

As a school we follow 'Going for Gold' to ensure that the school expectations are carried out. 'Going for Gold' is made up of 7 colours displayed like a ladder (as shown below).

Everyone starts on pink at the beginning of every day and is expected to finish the day on pink (in our marking policy pink pen shows what they have done well). Their behaviour determines whether they move up or down.

There is a consequence attached to each colour step when moving down and a reward attached to each coloured step when moving up. Children can move up and down in a short period of time so they have chance to change their behaviour.

GOLD	3 gold stars, gold postcard and visit to the head teacher (or other SLT when head absent) at 2.50pm.
SILVER	1 silver star
BRONZE	1 bronze star
PINK	Leave class at the end of the day with a great big smile / high five etc. Individual classes to decide possible rewards, but attention and praise for those on Pink or above
GREEN	5 minutes instant time out in class room (using sand timer)
ORANGE	Child sent to other class and misses 5 minutes of break time
BLACK	The teacher writes out a quick behaviour note outlining why they have got to Black. The child takes this to the head teacher or deputy head (Assistant head if neither in) and stays for the whole lesson (ideally completing work). Parents are phoned and incident recorded in behaviour book. Child spends the next break time with SLT. <i>See below for multiple Black occurrences.</i>

Teachers and TAs can use their own discretion to move children up the ladder, or to move children down to Green. If a child commits a serious offense at lunch time a TA should bring the child into school to see the class teacher or a senior manager, and between them they will decide where the child needs to be placed on the ladder.

Examples of possible behaviours at different stages

Moving up a step

Teachers are always looking to praise positive behaviour. Children who follow our school rules in the classroom or playtime might be asked to move their name up the Going for Gold ladder. Behaviour that might result in a child moving up a step might include:

- listening particularly well
- helping other children when in need
- politeness
- working hard

Moving down 1 step

Most negative behaviour will result in moving one step down the ladder. Teachers will normally give a verbal warning before asking a child to move down the ladder. Some examples of this type of behaviour includes:

- Interrupting the learning,
- repeatedly not listening,
- rough play (without the intention to hurt)

If a child is on green and this type of behaviour continues they will move further down the ladder.

Moving straight down to Orange

More severe behaviour might result in a child moving straight down to Orange – this will be at the teacher's discretion. This type of behaviour might include:

- damaging resources,
- swearing
- continuous rough play

Moving straight to Black

Although it would be unusual, certain behaviour might result in a child moving straight down to Black– this will be at the teacher's discretion.

This type of behaviour might include:

- deliberately hitting, kicking or biting another child or staff member
- clear acts of bullying after a warning has already been given (incl. homophobic or racial name calling)
- intentionally spitting at someone

Any incidents of bullying (including racial and homophobic) will be recorded and reported to the local authority – as is their policy.

In cases of EXTREME, VIOLENT or ABUSIVE behaviour the school will exclude a child without going through the chart – it is our duty to keep all children and staff at our school safe.

Record

Children who reach Black or who are excluded will be recorded so patterns of behaviour can be identified and appropriate support put into place. This will be recorded by the head teacher (or other SLT if head teacher is absent) and kept in the Head teacher's office.

If a child has reached Black twice or has been restrained twice (either two of the same or two different consequences) within a term then a meeting will be held to put a plan in place to ensure that any issues can be dealt with early on. Class teacher, SLT member, parent and pupil will be present at the meeting.

If a child then receives another of the consequences listed, another meeting will be held to review the plan and a behaviour plan may be written.

If the behaviour continues, more regular meetings will be held and other plans will be put in place to analyse the effectiveness of the Behaviour Plan. Exclusions may be discussed.

Children who are 'Excluded' will have a back to school meeting the day they return.

Behaviour Plans

Individual Behaviour Plans are for children who show behaviour which is beyond what can be managed by 'Going for Gold' alone, or children who repeatedly reach Black and are in danger of being excluded. This will be written with a member of the Senior Leadership Team, class teacher, parents and child and will most likely be based on the Thrive principles.

Thrive

2 members of staff are fully trained in the principles of Thrive, and all staff have had initial Thrive training. Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

The Thrive Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help adults understand children's behaviour as communication. It is an integrated approach; its strength is that it pulls together work from different disciplines to provide one model that is systematic, dynamic and relevant and helps adults respond to a child's emotional situation in a way that supports their emotional and social development.

If children have been emotionally thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

Children who have been recognised as needing an individual behaviour plan will go through the full thrive assessment. A report will be produced which will show all relevant members of staff the areas of emotional

development that child needs help with. This report will also give practical steps to support this, and will feed into the Individual Behaviour Plan.

Thrive is a strategy we will also use with children we feel are in need of emotional development even though their classroom behaviour may not be an issue.

Rewards

Rewards are an extremely important part of Bude Infant School and there are many opportunities for children to demonstrate good behaviour and achievement right through the day, even at lunchtime! They are used to celebrate all children's achievements and make them feel important.

As well as our 'Going for Gold' ladder children can achieve the following awards:

- Star of the Week

Each week, every class teacher will give a certificate to someone in their class for being 'Star of the Week'.

- Team Points

Team points are at the centre of our rewards system. Starting in their last term of Reception, children will be allocated a team named after a sea creature (Turtles, Starfish, Jellyfish and Dolphins). Children will gain team points for excellent work or for sporting achievement. Children who reach behavioural gold also gain 3 team points for their team. The team points are recorded on a classroom chart.

Each Friday the team points are read in assembly and recorded on a display in the hall. At the end of term there will be a prize for the team which achieves the most team points.

- Leaper of the Fortnight

These certificates are awarded to selected pupils each fortnight who have stood out during Leap sessions, whether it is for sporting ability, behaviour, team work or other nominated achievement.

- Mealtime Manners and Lunchtime Legend

Our kitchen is an integral part of the team and they also reward children for good behaviour, good manners, politeness, trying new foods etc. These awards are weekly and termly.

Procedure to adopt if a child leaves the premises without permission

(taken from our Accidents and Emergencies Policy, based on County advice)

If the child is seen attempting to leave:

- Try to persuade them to stop and talk, but do not attempt to chase, as this could cause an accident.
- Alert another member of staff by sending a child for assistance.
- Inform the Executive Head Teacher or other member of the Senior Leadership Team.
- Try to follow the child at a distance but do not persist in this if it appears to cause extreme distress and the child may run into the road.
- The Executive Head Teacher/senior member of staff available should attempt to contact the parents so that they may come to meet the child or expect them to arrive home if that is where he or she appears to be going.
- If the child arrives home the parent should be encouraged to allow the child to calm down before bringing them back and/or coming into school to discuss what had prompted the child to leave.

If a child is discovered to be missing:

Inform the Executive Head Teacher who will initiate:

- a quick search of the premises and grounds
- an attempt to elicit any known or relevant information from other children or adults who may be able to help

If the child is not found on the premises, the parents should be contacted by the Executive Head Teacher (or most senior person available) to inform them of what has happened.

If the child is not found quickly (or doesn't arrive home quickly) then the police should be informed.

RELATED POLICIES: Anti-bullying Policy