

COTTESBROOKE INFANT & NURSERY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

THIS DOCUMENT IS a statement of the aims, principles and strategies for Managing Behaviour at our school.

IT WAS DEVELOPED during the winter of 1996/7 through a process of consultation with the teaching staff.

THIS POLICY WAS REVIEWED in September 2012 in accordance with the principles and schedules set out in the school Improvement Plan.

THIS POLICY WILL BE REVIEWED within three years of its completion In accordance with the principles and schedules set out in the School Improvement Plan, by the end of September 2016.

Reviewed September 2014

COTTESBROOKE INFANT SCHOOL'S behaviour policy is based on the principles of the Framework for Intervention project.

We believe that:

*Children's behaviour is central to the learning process and is an intrinsic element of education.

* Problems in behaviour in educational settings are usually a product of complex interaction between the individual, school, family, community and wider society.

*Social interaction based on mutual respect is a fundamental basis of a best possible educational environment.

Part of the deputy head's role is that of the behaviour co-ordinator (BeCo), responsible for day to day behaviour management in the school and setting policy in consultation with staff and governors. The Inclusions Leader is responsible for the behaviour of children whose behaviour has been classed as a special educational need.

1) PURPOSE OF THIS POLICY.

ETHOS

* THIS BEHAVIOUR POLICY should be read in conjunction with the Policy for Teaching and Learning as together these establish the general ethos of the school.

*THIS DOCUMENT provides a framework for the creation of a happy, secure, positive and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it fairly and consistently.

PRINCIPLES

- THE ESTABLISHMENT OF AN APPROPRIATE ETHOS is an essential prerequisite for learning. It depends on trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the governors, parents and others in the community.
- EVERY CHILD has the right to learn and no child has the right to disrupt the learning of others.

AIMS

OUR AIMS FOR BEHAVIOUR are that all children will

- be tolerant and understanding of the rights, property and views of others

- develop responsible and co-operative attitudes towards work and towards their roles in society
- achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take pride and responsible interest in caring for their environment.

We aim to ensure that all children receive their equal rights to a full curriculum and the security and warmth that the school can offer.

2) **ROLES AND RESPONSIBILITIES**

Responsibilities

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by;

- esteeming children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of the behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all conduct involving racism, bullying or harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking a pride in the physical environment of the school
- working as a team, supporting and encouraging one another.

THE MANAGEMENT TEAM (governors, Head Teacher and senior staff) will work towards the school's aims by

- taking a lead in establishing the positive ethos of the school
- taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupil's behaviour and motivation
- monitoring and reviewing behaviour throughout the school , evaluating the success of policy and practices and ensuring that necessary changes are made
- monitoring attendance and punctuality and responding firmly when either is poor
- taking active steps to ensure that the buildings and grounds are secure and well maintained and that any damage is quickly rectified

- providing a listening ear and a safe haven for any child who feels they are being picked on, bullied or harassed.

STAFF WILL WORK TOWARDS THE SCHOOL AIMS by

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- enabling children to take increasing responsibility for their own learning and conduct by promoting Independent Learning.
- ensuring that learning is progressive and continuous
- being good role models, punctual well prepared and organised
- taking quick, firm action to prevent one child inhibiting another's progress or happiness
- providing opportunities for children to discuss appropriate behaviour, concerns or worries during Circle Time or on an individual or small group basis
- working collaboratively with a shared philosophy and commonality of practice.
- by rewarding good behaviour and using positive behaviour management systems to avoid and discourage bad behaviour.

CHILDREN WILL WORK TOWARDS THE SCHOOLS AIMS by

- taking a growing responsibility for their environment and their own learning and conduct

PARENTS WILL WORK TOWARDS THE SCHOOLS AIMS BY

- ensuring that their children attend school in good health, punctually and regularly (this includes not taking holidays outside school term time)
- providing prompt contact with the school to explain all absences
- providing support for the discipline within the school for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- contacting school at the earliest opportunity to discuss matters which affect a child's happiness, progress and behaviour
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading and helping with the learning of spellings and any other homework set.
- accepting responsibility for the conduct of their children at all times.

ROLES

CLASS TEACHERS WILL DEAL WITH:

- minor fighting, spitting, unsociable behaviour, throwing things, rudeness, swearing, spoiling work, and stealing (1st offence only)

LUNCHTIME SUPERVISORS WILL DEAL WITH;

- minor incidents which occur in the playground such as rudeness, fighting, throwing things and spitting. Any persistent behaviour should be referred to the Deputy.

THE LEARNING MENTOR WILL

- monitor and deal with general playground behaviour.
- deal with day-to-day parent queries regarding behaviour.
- liaise with others in school including the class teacher, Inclusion Leader, Deputy, Head Teacher, governors and other staff.
- log any behaviour referred to the senior staff in their absence and report back on their return.

THE INCLUSION LEADER WILL:

- receive information about concerns from persons within or from outside the school
- ensure that advice is available where necessary
- liaise with others in school including the Deputy, Head Teacher, governors and other staff.
- liaise with outside agencies when appropriate
- draw up and review the necessary individual behaviour plans in consultation with class teachers.

THE DEPUTY HEAD/BECO WILL DEAL WITH:

- day-to-day behaviour problems including more persistent behaviour, bullying, behaviour which puts others at risk, anything with a sexual connotation, incidents of stealing other than 1st incident, damage to property.
- Persistent or repeated behaviour when parents will be brought in

THE HEAD TEACHER WILL DEAL WITH:

- persistent or repeated acts of a sexual nature when parents will be brought in
- persistent or repeated stealing when parents will be brought in.
- organise fixed term or permanent exclusions when necessary.

THE GOVERNORS WILL BE INVOLVED WITH;

- any cases of exclusion or parental complaints made to the governing body.

2) PROCEDURES AND PRACTICE.

Senior leaders will regularly monitor and evaluate the school behaviour policy.

- General behaviour and behaviour of individual children will be regularly discussed during staff meetings and issues and possible solutions dealt with as they may arise.
- The Head Teacher/ inclusion leader will have regular discussions with the Senior Mid-day supervisor and other Mid-Day supervisory staff in their management of dinner time behaviour.
- There will be a professional development for all members of the school community that require it, including Governors.
- There will be frank and open debate about behaviour at Governing Body meetings.
- Any child with aggressive behaviour will have a personal risk assessment and action plan which will be displayed in the staff room. (positive handling plan)

At Cottesbrooke Infant School we recognise the importance of strong links between home and school. We believe that a positive relationship between home and school can influence how a child perceives the schools authority and working together will have a beneficial effect on their behaviour.

Parents will:

- have regular informal contact with teachers who are available before and after school
- attend when possible a weekly celebration assembly, to which all family members are invited
- be entitled to good communication channels through regular school newsletters, the school website and at the thrice yearly Parent's Evenings
- be involved in a programme of class and festival assemblies, productions fund raising and information sharing events both by school and CISS
- be invited to take part in a programme of induction for children entering Nursery and Reception and for those transferring to the Junior school
- have an outline of the schools behaviour policy in the prospectus and receive further information during the talks to new parents of our school
- be welcomed in to school, to support in the classroom, to attend parent classes (e.g. Impact, Inspire) and there will be an open door policy
- have a commitment by the Head Teacher to see parents with concerns immediately, or as soon as is mutually convenient if that is not possible.
- know that school welcomes parental contributions or support in any form that they feel they can offer (accompanying trips and visits, support for after school clubs, organising resources, technical support etc.)
- know that there is a clear policy for involving parents at an early stage for ANY child who is exhibiting special needs in the areas of behaviour or learning. (See Special Needs Policy)

Members of staff will:

- act as role models at all times
- ensure that positive attitudes will always be used to promote good behaviour and to modify unacceptable behaviour
- avoid shouting or displaying anger. Corporal punishment will NEVER be used
- only physically intervene in a situation where there is a real possibility that children or property are in danger. Minimal force should be used to separate children who are fighting and a verbal and written report of the incident must be made to the Head Teacher. (See separate policy on use of physical restraint)

Lunchtime supervisors will:

- Under the direction of the senior supervisor, be responsible for managing behaviour during that time. The Head Teacher or Deputy will be available to advise and support. Staff will follow the school's policy in behaviour management and training will be given where appropriate

All staff, teaching and non teaching, will look out for and ALWAYS take seriously complaints of bullying or racism and report such to the Head Teacher immediately.

N.B. THERE ARE VARYING DEGREES AND TYPES OF BULLYING AND RACIST BEHAVIOUR WHICH CAN DEVELOP AND PERSIST INTO LATER LIFE IF NOT TACKLED IN THE EARLY STAGES.

WE AT COTTESBROOKE INFANT SCHOOL WISH TO STAMP OUT ALL FORMS OF EITHER BEFORE THEY DEVELOP. WE WILL OFFER COMFORT AND SUPPORT TO THE VICTIM AND BEHAVIOUR MODIFICATION FOR THE PERPETRATOR, AND WILL INVOLVE THE PARENTS OF ALL RELEVANT PUPILS IN THIS PROGRAMME

All incidents of a racist nature, either by children or by adults, will be dealt with accordingly and recorded on the form provided. (See anti bullying policy)

The Physical Environment

At Cottesbrooke Infant School we recognise that children's behaviour can be influenced by the physical environment in which they work. If we provide a bright, cheerful environment in which children feel safe, they are more likely to behave appropriately. Therefore;

- Displays of children's work will be used to enhance the environment in order to engage the children's commitment to the environment and enhance children's self-esteem.
- We appreciate the commitment of CISS donations and the support of the dinner supervisors to enhance the school environment.

- A variety of security measures including, all-round fencing, secure entrance foyer, alarms, entry systems and external lighting are installed to ensure the safety of children and staff.
- We value the work of the site manager and the neighbours to ensure the safety and security of the building and to deter intruders after hours.
- School rules will be displayed in every learning area.

PUPILS

- PSHE, RE and assemblies will be used to promote ethical and moral issues.
- Circle time, a forum for discussing issues or concerns will be held as appropriate in every class/group.
- Good behaviour will be rewarded with stickers, smiley faces, badges and other systems – see below.
- Verbal praise will be given wherever possible and examples of good behaviour used to encourage good behaviour or discourage inappropriate behaviour.
- Individual star charts or other behaviour modification schemes may be used after discussion with Inclusion Leader. Where necessary external support will be brought in where previous intervention has failed to improve a child's behaviour and ILP's devised as appropriate.
- A series of sanctions according to the degree of misdemeanour has been devised and will be used uniformly throughout the key stages.
- Each class will discuss the SCHOOL RULES at the beginning of **every** term and children will be encouraged to monitor their operation and discuss issues arising.
- One SCHOOL RULE will form the basis for discussion each week on a rolling programme using the enlarged, coloured school rules sheets.
- Regular Celebration Assemblies will be held and good behaviour rewarded publicly. Children may also be sent to a 'favourite' teacher or the Head Teacher for special stickers and rewards.
- Children who 'offend' will be asked to consider the effects of their behaviour and sanctions employed as appropriate.

REWARDS AND SANCTIONS

Rewards

At Cottesbrooke Infants we believe in positive reinforcement and as such we have a variety of rewards, which are given to the children for either good work or good behaviour. These include the following:

- Positive verbal feedback given as soon as possible
- Use of children as good positive role models

- Dojo points
- Smiley faces or stickers awarded to children and displayed on their jumpers or a Smiley Face Chart.
- Reward charts where appropriate (usually SEN children).
- Showing work to other teachers.
- Showing work to Deputy Head.
- Showing work to Head Teacher.
- Awarded a Happy Gram/ letter home/ post card.
- Selected to receive a Well-done certificate.
- Extra playtime
- Golden time.

Each key stage has developed a slightly different system of rewards that they use.

Whole School

Classes and groups should have a Class Dojo set up <http://www.classdojo.com/en-GB/> . Each child should be assigned an avatar and dojo points are awarded for good work/behaviour. When the child gains 20 points, “treasure” is rewarded to the child, the points are reset and the process starts again.

Foundation Stage

Traffic light colours are displayed in the classroom. Children’s names are moved from green to orange to red depending on their behaviour (see sanctions). All children begin each day on green.

Key Stage One

Key stage 1 classes have a Good to be Green chart. This is linked to Golden Time. Each child has a pocket on the chart. There are 3 different colours of card that fit into the pocket; green, orange and red. Children begin each day with a green card in the pocket. The children are awarded 5 minutes Golden Time at the end of each day if they have either a green or an orange card. This builds up during the week (see below).

Golden Time

Golden Time is awarded to children in Key Stage 1. Every child starts with 5 minutes, which they cannot lose. Throughout the week they earn additional minutes of Golden Time until they

reach the maximum of 30 minutes. Once earned, the time cannot be taken away. Golden time usually takes place on Friday afternoon.

Sanctions

Although we advocate a positive reward system, this does not mean that we ignore inappropriate behaviour and we have a system of sanctions too. These are sequential –

- 1) The teacher asks the child to do something
- 2) The teacher tells the child to do it with a warning
- 3) The child is given an orange card/ moved to the orange zone and 2 minutes time out to consider their behaviour in the designated place within the classroom. During this time the child is completely ignored and no dialogue is entered into.
- 4) The child is given a red card/ moved to the red zone and 5 minutes time out to consider their behaviour in the designated place within the classroom. During this time the child is completely ignored and no dialogue is entered into.
- 5) Sent to Deputy Head or Inclusion Leader where the behaviour will be logged.

The Deputy Head or Inclusion Leader may then use the following sanctions.

- Missed playtimes.
- Incident logs kept by Class Teacher and deputy head. (3 entries in a half term in the DH log and letter is sent home)
- Traffic light system introduced linked to ILP
- Home /school liaison book commenced linked to ILP
- Children sent to the Head Teacher
- Letters sent home to parents.
- Parents invited into school to see Deputy Head or Inclusion Leader.
- In **very** extreme cases, such as repeated aggression, sexual/racist incidents or verbal/physical abuse to adults, the Head Teacher will instigate a fixed term exclusion or in **VERY** extreme cases, permanent exclusion.

PLAYTIMES

Over the past few years we have invested a great deal of time and effort into improving the playground in order to improve behaviour. There are numerous fixed structures which the children can climb/sit or play on and in addition to this we have a shed with a variety of play equipment such as Space hoppers, wobble boards, rockers etc which are put out each session.

There are at least 2 teachers and a Teaching assistant on duty at each playtime session, plus students.

Children who exhibit inappropriate behaviour will be asked to;

- walk around with the teacher

- be reported to the deputy head who may decide to withhold playtime temporarily for that child.
- be sent immediately to the Head teacher/ deputy/ inclusion leader in the case of dangerous behaviour.

Inappropriate behaviour will be reported to the class teacher at the end of playtime if necessary. At Cottesbrooke Infant School we recognise that for some children the playground environment is not appropriate and children who find it difficult to cope are referred to the Learning Mentor who will work with them in consultation with the inclusion leader or monitor them in the playground.

DINNERTIMES

Each class is allocated a lunchtime supervisor who is responsible for them.

All dinner supervisors have a shared responsibility for all children in the school. Staff will lead and supervise a range of activities to help ensure an orderly playtime. Stickers may be given to reward good behaviour

Children who exhibit inappropriate behaviour will (in the following order)

- remain with a lunchtime supervisor for a timed period.
- Be reported to the senior lunchtime supervisor who enters this into a log which is then reported to the teacher at the end of lunchtime (to be dealt with appropriately e.g. orange card or time out)
- Persistent or serious misconduct will be reported to the Deputy or the Head teacher and the child will be removed from the playground.

Each lunchtime supervisor will choose a “star of the day” to receive a smiley face on the class chart. (star of the day badge)

Consistency in Playground Management

In Cottesbrooke Infant School we play appropriately on the playground at all times.

We don't:

- Stand or climb on picnic tables – we only sit at them
- Stand or climb on any fences.
- Throw stones.
- Go behind bins
- Go into the garden area
- Go across the yellow lines – these keep us safe.
- Climb on the willow arbour
- Use the rafters in the rain shelter as monkey bars
- Climb up or hang from the drain pipes.
- Climb on the roof of the huts.
- Climb on the grit bins.

Teachers keep us safe by:

- Maintaining marked playground areas i.e. skipping area, toy area, lunchtime ballgame area (supervised), quiet area (colouring, small world and quiet activities)
- Establishing and maintaining playground routines by practising expected behaviour with the class in the playground at the start of every half term.
- Being outside promptly when they are on duty.
- Being in class when we arrive at the end of playtime.
- Monitoring playground behaviour effectively.

At the end of playtime we all:

- Stand still quietly and listen when the first whistle goes. Teachers will wait until we all do this.
- Walk back to class when the second whistle goes.
- Always walk.

School Rules



**Cottesbrooke
Infant School**

Term 1- Show care and good manners

- Remember to use please and thank you
- Think before you speak
- Treat others as you want to be treated
- Always share and help others
- Be kind and friendly to everyone



Term 2 - Show good learning

- Put up your hand at the stop signal and take a turn to talk
- Let others get on with their own learning
- Show good listening
- Show good sitting
- Show good thinking



Term 3 – Stay safe

- Move quietly and calmly around the school
- Do as you are asked the first time by adults in school
- Keep the toilet rules
- Keep the playground rules
- Look after our school and keep it safe and tidy.

