

DRIFFIELD NORTHFIELD INFANT SCHOOL

BEHAVIOUR POLICY

OVERVIEW

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school code of behaviour (Appendix 1) will be learnt and followed by all and praise and rewards will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy

OBJECTIVES

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children develop self-discipline and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.
6. To offer a consistent approach, this encourages good behaviour.

STRATEGIES

1. The school code of behaviour will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be encouraged to be polite, respectful, well-mannered and well-behaved.
5. Each member of staff is held to be responsible for the good behaviour of the children in their care.
6. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the headteacher who will agree an appropriate strategy of help and support.
7. The headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
8. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
9. In extreme cases, a learner's poor behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

REWARDS

All members of staff will recognise and celebrate good behaviour at all times around the school through informal praise. All classes will work cooperatively to develop and promote good behaviour.

The following strategies and resources are used to promote and praise good behaviour:

- Verbal praise
- Stickers, stamps and/or comments on pieces of work

- Sticker folders with stickers given for good work and/or behaviour, which when completed are sent home with a congratulatory letter to parents
- Marbles in the jar with rewards given to the whole class for good behaviour
- Sticky dots from good behaviour which are added to the team point chart and collected at the end of the week. Half termly rewards are given by the Headteacher for the teams earning the most dots
- Class rewards which are agreed in negotiation with the class and class teacher
- Names are entered into the 'Golden Book' by staff each week, good behaviour. Children are given a Headteacher's Award certificate during Praise Assembly each Monday morning
- Governor Awards are given to children in each class for achievement in Reading, Writing, Maths, Science, Attitude to Learning and Overall Governor Award. The children receive a certificate and book.

DE-ESCALATION, CONSEQUENCES AND SANCTIONS

At Driffield Northfield Infant School we recognise that it is important for children to understand and appreciate the consequences of their actions and behaviour. Although praise and reward is the preferred and first option it is important that children understand the consequences of not following the school code of behaviour and support them in making the correct choices.

To allow children to see when they are not following the school code of conduct we use the following traffic light system:

- Each day begins with all children's names at the 'green light' displayed in each classroom. This means the correct choices are being made and the school code of conduct is being followed.
- If a child shows behaviours that are not in-line with the school code of behaviour they are given a verbal warning that if they carry on with that behaviour their name will move to the 'amber light'.
- If the behaviour continues the adult will move their name to the 'amber light' and remind the child of how to improve their behaviour. Once the child shows good behaviour their name is then moved back to green. This acts as an incentive, rewarding the child for them making the correct choice about their behaviour.
- If the child does not improve their behaviour, following the support and instruction of the adult, their name is then moved to the 'red light' and they are moved away from their peers to ensure others are not disrupted by their behaviour. Once the child begins to show good behaviours again their name is moved to the 'amber light' and then the 'green light' as an incentive to improve and make good choices about their behaviour.
- If the child continues to show negative behaviours whilst at the 'red light' they will then work in another classroom for the rest of that session. Parents will also be informed by the class teacher at the end of the school day.
- If a child is sent to another classroom on two occasions in one week a letter will be sent home asking parents to meet with the Headteacher to discuss strategies and support to ensure behaviour improves.
- As a consequence of choosing not to follow the school code of conduct if a child's name is at 'amber' at the beginning of playtime they will lose 1 minute of their playtime. If a child's name is at the 'red light' they will lose a short period of their playtime. If a child has been sent to another classroom they will lose a longer period. Once a consequence has been completed the child's name should be placed back at the 'green light'.

- Consequences should only be carried over to the next day if an incident has happened during the last session of the day. They should be reminded of the consequence but start with their name at the 'green light' to ensure they understand each day is a fresh start.

PARENTS AS PARTNERS

1. Recognise that an effective school behaviour policy requires a close partnership between parents, staff and children.
2. Encourage their children to respect and listen to all school staff.
3. Help their children develop self-respect and respect for others
4. Teach their children to show kindness and tolerance and avoid physical and verbal aggression and retaliation.
5. Encourage their children to seek help from an adult at school if they need it and to share any worries.

EQUALITY, INCLUSION AND SEN

We recognise that children's behaviour can be affected by many factors including specific social, emotional and wellbeing needs, SEN and disability. We always take these into account, especially when implementing all aspects of this policy. We recognise our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by implementing consequences and sanctions for behaviour relating to their disability.

As a school we will ensure that reasonable steps have been taken to respond to a pupil's disability so that the pupil is not treated less favourably for reasons related to the disability. 'Reasonable steps' will include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external help with the pupil
- Staff training

REPORTING INCIDENTS

Low level incidents are reported verbally to parents at the end of the day. However, All staff should report incidents using the school's 'Behaviour Log' proforma when there has been an incident requiring discussion and support from a member of the Senior Leadership Team and when there has been any kind of physical assault. Parents will also be informed as soon as practicable.

At lunchtime incidents are recorded in the lunchtime supervisor's 'red books'. If an incident has required the child being moved to 'red' on the traffic light system this is then reported back to the class teacher/teaching assistant or Headteacher at the end of the lunchtime session.

OUTCOMES

Through this policy we will ensure that children and staff are happy and that they enjoy coming to school. Every opportunity will be taken to enhance self-esteem by praising personal achievement and any criticism will be constructive. Mutual respect and co-operation will be encouraged and children will be helped to recognise examples of good behaviour

Revised and adopted by the Governing Body

October 2016