

VICTORIA C of E INFANT AND NURSERY SCHOOL

Behaviour Policy

Committee	Pupils and Curriculum
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This policy was written by Head of School and the staff of Victoria C of E Infant and Nursery School. It was approved by the Governing Body. It will be reviewed annually by staff and governors and amended accordingly.

Introduction

At Victoria School we take a positive and proactive approach to behaviour management. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, happy and fair. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

As a Church of England school, our strong Christian values and ethos underpin our approach to behaviour management and we believe that:

- each member of the school community should take responsibility for his or her own behaviour
- each member of the school community is entitled to feel safe
- there should be clarity about our expectations for parents, pupils and staff with regard to what constitutes effective behaviour management and acceptable behaviour
- when a child demonstrates unacceptable behaviour it is the behaviour which is unacceptable **not** the child
- it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Aims of this policy:

- To promote equality of treatment and equal access to educational opportunities;
- To help children to control themselves and to learn that they are responsible for their own behaviour;
- To encourage consideration for others by promoting basic human and Christian values;
- To support the development of self-esteem and self-respect by distinguishing between a child and their behaviour;
- To encourage and recognise appropriate behaviour;
- To instil in pupils a sense of pride in the school, their work, their efforts and achievements;
- To ensure that parents/carers are kept informed about their child's behavior.

Rights and Responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a safe, happy and fair learning community for all. PSHE/PSED lessons are used to teach children about their rights and the responsibilities that go with them. These play an important part in our behaviour policy.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, secure, supportive and positive environment.	To be cooperative and considerate.
To be treated with respect.	To treat others with respect.
To have access to the school's facilities.	To share and look after equipment.
To have access to their teacher's time.	To share adults' attention with others.
To feel safe.	To act in a safe and responsible way for themselves and others.

To be heard and be able to express opinions.	To speak out, but also to listen.
To know what is acceptable behaviour and what might be the consequences of unacceptable behaviour.	To follow their agreed class rules and the school's rules.

Staff at our school have rights and responsibilities too. All adults at Victoria have the right to expect a safe, happy and fair working environment and can help to achieve that by modelling positive behaviour and attitudes to the children.

Staff rights:	Staff responsibilities:
To work in a safe environment.	To watch for unsafe things and practices. To support the creation of pleasant environments.
To be treated with respect.	To treat others with respect.
To be supported by school leaders when managing challenging behaviour.	To apply the behaviour policy consistently and to keep school leaders informed.
To expect that there will be no discrimination against staff members.	Not to discriminate or to accept others doing it.
To get support and co-operation from parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	To provide information to parents on children's behaviour. To be approachable and to make the time to listen to parents/carers. To act on information.

Parents/carers have the right to know how we manage behaviour at school and to be kept informed about the rewards and consequences we use. We believe a strong partnership with parents/carers is essential to the success of this policy so we share information with them in a variety of ways e.g. the Home School Agreement; newsletters; policy documents; other communications including the occasional involvement of external professionals e.g. DESC or Families First team

With parents/carers' rights, also come responsibilities:

Parent/carer rights:	Parent/carer responsibilities:
To be treated with respect.	To treat others with respect.
To be given information on school processes and curriculum.	To ask for information if they want to know more.
To participate in school activities and consulted on decision-making processes.	To make the time to be involved.
To receive and offer information about their children's education and behaviour.	To be open and willing to listen. To develop, with staff, workable solutions to problems.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To let the school know of concerns about behaviour issues. To allow the school to provide consistent approaches to behaviour. To model positive behaviour when in and around school.
To expect that there will be no discrimination against parents/carers or children.	Not to discriminate or to accept others who are discriminating.

Classroom and curriculum

Relationships between teacher and children, positive role modelling, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Our classrooms are organised to develop independence and reduce uncertainty or disruption. Displays value every individual's contribution, as well as supporting learning. A rich and stimulating curriculum is another a key part of managing behaviour as a lack of engagement and disaffection are often at the root of poor behaviour. In PSHE/PSED lessons we develop all children's social, emotional and behavioural skills. Our strong Christian ethos and values-based approach underpins our expectations of behaviour too. Targeted personal social skills learning is available and delivered through 1:1 sessions and small group interventions with school staff, the SENCo or outside agencies (e.g. DESC).

Playground

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, and are trained to ensure that pupils are safe and that procedures are carried out consistently. These staff also promote positive behaviour through the use of praise and rewards.

Our Golden Rules

We have an agreed set of Golden Rules which help us to work together to create a safe, happy and successful school:

1. We always try our best
2. We listen to each other
3. We are kind
4. We care for our school
5. We walk sensibly indoors

In the autumn term, each class creates a set of class rules which shows what the Golden Rules will look like in their classroom. It also states they understand and agree to follow the five Golden Rules. These differentiate the Golden Rules to all pupils across the school making them accessible to all. The Golden Rules are displayed around the school and class rules are displayed in individual classrooms.

Rewards: whole-school

Children who follow our Golden Rules and behave appropriately will be rewarded. We have whole school systems in place to reward children which include:

Special awards	Pot of Gold	Star of the week	Merits	Other certificates	Golden time
Awarded for a particularly impressive piece of work. Pupils show their work to the Executive Head, Head of School or Assistant Head and get a certificate in Friday assembly.	Children who demonstrate exceptional behaviour may have their name moved onto the Pot of Gold (see below). They will get a certificate and a sticker in Friday assembly.	Teachers choose a Star of the week every Thursday. The criteria or choosing may be work or behaviour related. The children get a certificate in Friday assembly.	All staff can award merits for work, behaviour or manners around school. When children reach certain milestones, they get a bronze, silver or gold certificate in Friday assembly.	Children are chosen each week for a handwriting certificate. All teachers choose a 'Values Champion' each week and they get a certificate.	This takes place once a week. Each child begins the week with 30 minutes. They may lose Golden Time for breaking a Golden Rule. Additional Golden Time may be earned through good behaviour.

Rewards: classroom

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

- Smiles, encouragement and praise
- Stickers/ badges/ certificates/achievement certificates
- Special responsibilities in the classroom
- Whole class rewards
- Sharing good news with parents/carers

Food is not generally used as a reward (in line with the School adopting a 'Healthy Schools' attitude where we promote healthy lifestyles and choices) however, on occasion, food treats may be used.

The Sunshine System

We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour. We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our Sunshine System which can be found in each classroom.

Children who behave exceptionally well will be invited to move up from the Rainbow level to the **Pot of Gold** level. Their name will be written into the Head of School's 'Golden Book'. Any child who has been reached the Pot of Gold will get a certificate and a sticker in celebration assembly on a Friday and be given a round of applause by the rest of the school.



Children who behave particularly well will be invited to move up from the Sunshine level to the **Rainbow** level and may earn rewards for their class such as extra playtime or Golden Time.

Every child starts the day with their name on the **Sunshine** and will remain here by following the Golden Rules and by completing their work appropriately.



Level 1: Cloud

The child's name is moved to the cloud. If the child makes a positive change they can move back to the Sunshine.

Level 2: Rain Cloud
The child's name is moved to the rain picture and they are moved to a Time Out space in the classroom.



Level 3: Thunder Cloud

The child is sent to another class for time out (designated period of time confirmed by the teacher). 5 mins of Golden Time is also lost on reaching the **Thunder** level - but the child can make a change and move back up the levels (*the 5 mins of Golden Time remains lost however*).



Level 4:

When a child has been on Level 3 a number of times, or if they demonstrate more serious behaviours, they will be sent to a member of SLT and their parents/carers informed.

Time out:

Time out is differentiated to ensure it is age appropriate.

Foundation Stage – 3-5 minutes

Key Stage 1 - 5-7 minutes

More serious behaviour problems

Children displaying more serious behaviours are sent to a member of the SLT and their parents/carers are informed. The incident is recorded in the school behaviour log. 'Serious behaviour' may include the following: deliberately hurting another person, swearing, refusal to follow instructions.

The Head of School may decide to exclude a pupil for a fixed term or permanently in line with the school's Behaviour Policy, taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community.

For children who continually find it difficult to follow the Golden Rules, individualised strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate.

Playground behaviour

The system for managing behaviour in the playground mirrors the Pot of Gold system in that there is a series of levelled sanctions. They are as follows:

1 st warning (Cloud)	Appropriate behaviour encouraged and requested
2 nd warning (Rain)	Child sent to edge of Playground for 5 mins and returns to playground with changed behaviour
3 rd warning (Thunder)	Loss of active playtime - must stay with MSA during playtime
4 th warning	Sent to member of SLT – discussion with pupil and sanctions applied (loss of next playtime, playtime on a different playground to peer group) Letter/phone call made to parents

Staff on playground duty will inform the class teacher verbally of any incidents during playtime relating to their class which need following up.

Collective Worship/Assembly behaviour

In Collective Worship/Assemblies children will be praised for demonstrating good behaviour. Children who break the Golden Rules in assembly will lose part or all of their morning playtime and sit outside the Head of School's office (KS1) or have limited activities and choice (EYFS).

Physical Intervention

All school staff are trained in the Hertfordshire Steps Programme which is a therapeutic behaviour management approach, focusing on de-escalation and simple, every-day, safe handling techniques. Only staff who are trained in the 'Step-up' element of the programme, designed for identified vulnerable children, should use the special techniques of risk-managed, physical intervention.

Procedures for review and evaluation

Our behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers;
- School Council feedback;
- Involvement of pupils in environment walks and interviews;
- Parent/carer feedback at Parent Consultations;
- Classroom and playground observations.

Identifying and recording difficulties

- Class teachers keep informal records of incidents involving unwanted behaviour to monitor children's patterns of behaviour;
- Teachers and teaching assistants might use detailed observations to highlight typical behaviours during identified sessions that a pupil finds difficult;
- Staff may annotate pupil's work to highlight circumstances;
- Letters and phone calls to parents are recorded in the school behaviour book in the Head of School's office;
- Unacceptable playground behaviour is recorded and monitored by the MSA Supervisor who informs the class teacher and Head of School when necessary.

Recording of strategies for improvement

- The class teacher and SENCo may record targets for the pupil on his/her ILSP if the pupil is on the SEN Register;
- Pupils are awarded merits, stickers, stars etc. for sustained efforts to improve behaviour;
- Pupils may be given an individual system to monitor daily progress, which is shared with parents;
- Reports from Educational Psychologists, Education Support Centre, and Advisory Staff will assist staff in managing pupil behaviour and raising self-esteem;
- Some pupils may have a Behaviour Plan.

Evaluation Criteria

Pupil behaviour has improved if:

- The pupil achieves his/her ILSP targets;
- The pupil no longer requires an individual system to monitor progress;
- The pupil is not registered in Behaviour Book;
- The pupil has achieved a merit, stars or stickers for improved behaviour.

Complaints

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints.

Related policies:

- Anti-Bullying
- Equality
- Complaints
- Preventing and dealing with racist incidents
- Inclusion

Appendices Included with this Policy:

Appendix 1:
Checklist for Behaviour Management

Appendix 2:
Useful Strategies for the Promotion of Good Behaviour

Appendix 3:
Useful Strategies for the Promotion of Good Behaviour - Things to Catch Children Being Good At

Appendix 4:
If you break our Golden Rules – Summary for Children

Appendix 5:
Home School Agreement

Appendix 1

Checklist for Behaviour Management

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class
- Meet and greet the pupils when they come in
- Display rules in the class and ensure that pupils and staff know what they are
- Display the Pot of Gold behaviour chart
- Follow through with all rewards and sanctions
- Have a visual timetable on the wall
- Follow the school behaviour policy

Pupils

- Know the names of children
- Have a plan for children who have been identified as requiring behaviour support
- Ensure other adults in the class know the plan
- Understand pupils' special needs

Teaching

- Ensure all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those doing the wrong thing
- Use positive role modelling of peers
- Stay calm
- Differentiate
- Have clear routines for transitions and for stopping the class
- Teach children the class routines

Parents

- Give feedback to parents about their child's behaviour
- Let them know about the good days as well as the bad
- Maintain clear, consistent and evidence based communication with families

Appendix 2

USEFUL STRATEGIES FOR THE PROMOTION OF GOOD BEHAVIOUR

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side.

The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done.

Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can

see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement

Deal with the behaviour

Be clear about acceptable and unacceptable behaviour. Clarify with children that it is their choice of action and what is expected of them.

Appendix 3

THINGS TO CATCH CHILDREN 'BEING GOOD' AT

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy
- Keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and cleaning up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make a contribution to group discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around school
- Sharing equipment or activity with a classmate
- Listening well in assembly
- Taking a lot of care or putting thought into a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early
- Listening to another's point of view
- Speaking well in front of a large group
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting an adult know if someone is bullying another pupil
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Offering to help without being asked
- Taking turns and waiting for others
- Being friendly and polite to visitors.

Appendix 4

IF YOU BREAK OUR GOLDEN RULES.....

Cloud Behaviour: Level 1

Your name will be moved to the cloud, but if you are able to make a positive change then you will be able to move back to the Sunshine.

Rain Behaviour: Level 2

Your name will be moved to the rain cloud and then you will have to spend some minutes in time out in the special time out area of your classroom. This time is to reflect upon the choices you have made.

Thunder Cloud Behaviour: Level 3

This is serious.

You will be sent to another foster class for time out for a designated period of time. SLT need to be made aware and a phone call or letter to your parents will be made to inform them of the behaviour you have chosen. 5 mins of Golden Time is also lost on when you reach this level. You can still make a change in your behaviour and move back up the levels (*the 5 mins of Golden Time remains lost however.*)

Continued Thunder Cloud Behaviour: Level 4

This is extremely serious as you have hurt another child or chosen not to change your behaviour.

When you have been on Level 3 a number of times you move to level 4, you will need to speak a member of the SLT. A letter will be sent home to your parents/carers and a phone call will be made to them. Your name will be written in the school's Behaviour Book. You may be asked not to come into school.

**Appendix 5: Victoria C of E Infant and Nursery School
Home/School Agreement**

a. Name of Child:

b. Class..... Date.....

As a school we aim to:

Provide a safe and caring environment and encourage your child to take care of others and his/her surroundings.

Value each pupil as an individual and try to meet his/her needs.

Inform you on a termly basis of the main curriculum areas and objectives for your child's year group.

Provide a broad, balanced and enriching curriculum.

Provide a consultation opportunity each term and be available to discuss your child's progress by appointment when requested.

As a parent/carer of a pupil at Victoria C of E Infant and Nursery School I aim to:

Support my child's learning including completion of set homework, and reading to him/her and hearing him/her read.

Ensure my child arrives at school daily and on time ready for learning and collect my child promptly.

Keep my child at home if ill and avoid other absences for dental appointments or holidays; notify school on first day of absence and provide a note of explanation upon return.

Ensure my child has appropriate and named art shirt and PE/games kit in school at all times.

Work in partnership with the school to resolve issues.

Support the school in implementing all of the relevant policies such as behaviour and homework which will help to develop, nurture and support my child during their time at Victoria school.

Support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community. Ensure any photographs and videos taken during class assemblies and other public shows are for personal use only and are not uploaded or shared on any social networking sites.

As a pupil at Victoria C of E Infant and Nursery School I will do my best to:

Abide by the following Golden Rules:

1. We listen to each other;
2. We are kind to each other;
3. We care for our school;
4. We walk sensibly indoors;
5. We always try our best.

Together both home and school aim to:

Ensure each child follows the school Golden Rules and school policies.

Support the child's learning to help him/her achieve his/her best.

Inform each other at an early stage of concerns so that we are involved in matters relating to the child.

Name:

Signed on behalf of the school

Name:

Signed by the parent/carers

Name:

Signed by the pupil