



## **Bellfield Infant School**

### **Behaviour Policy and Guidelines**

Our shared vision at Bellfield Infant School is to ensure:

*Every child is valued and nurtured in a safe and stimulating environment where they are given the opportunity to enjoy their childhood, develop a love of learning and develop firm foundations that can be built upon in years to come.*

**Children have the right to learn and teachers must be enabled to teach them. A consistent behaviour policy provides security for children and increases their opportunities for development and learning.**

- There is a named teacher, Mrs Simm, who has a major role as Behaviour Co-ordinator(BeCo). She is responsible for supporting staff and for developing strategies to support and encourage children who have behavioural concerns. She is supported by the Leadership Team and SENCO (Special Educational Needs co-ordinator)
- Behaviour, both classroom and playground, are monitored carefully by all staff. Racism, sexism and negative attitudes towards disability and other discriminatory practices are not tolerated. Such instances will be dealt with in an appropriate way, as described in the sanctions section of this policy.
- The safety and happiness of our pupils is of paramount importance to us and in order to support everyone in school we strive to create a strong ethos that promotes respect and celebrates difference and diversity. Bullying will not be tolerated.
- Bullying is defined as repeated actions physical, verbal or indirect such as gossip, the spreading of malicious rumours or exclusion from social groups.
- Our school community:
  - Discusses, monitors and reviews our anti bullying policy and practice on a regular basis
  - Supports staff to identify and tackle bullying appropriately
  - Ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively
  - Reports back quickly to parents/carers regarding their concerns on bullying.
  - Seeks to learn from anti-bullying good practice elsewhere and takes part in the national Anti-Bullying Week.
- It is essential for us all to be clear about acceptable standards of behaviour in and around school. We acknowledge the vital role of parents, carers and families in supporting their children. This policy has been developed in consultation with children, staff, parents and governors to ensure a clear and consistent approach. We require all children to adhere to it and expect staff and parents to support its implementation.

### **Rules for the classroom**

- Our classroom is a place to share and care.  
We will push chairs under tables and look after books and equipment.
- Our classroom is a place to be polite.  
We will look at and listen to each other, wait our turn to speak and do so in a quiet voice.
- Our classroom is a place to learn.  
We will work hard and help others to do the same and value one another's work.
- Our classroom is a place to think.  
We will be quiet and calm.
- Our classroom is a place to be happy.  
We will make each other happy by being a good friend.

### **Rules for the playground**

- Look - Try to notice where other children are so that you will not upset or hurt them.
- Listen - To the bell and to what the teacher says.
- Think - About all the good ways we can play and take responsibility for your own behaviour
- Do - Make playtime a happy time for all.

In suitable weather year groups will use the grassy area to ease congestion in the playground and activities will be available at morning and dinner play.

### **Rules for around school**

- Always walk, running could cause an accident
- Always be quiet and polite.
- Always be someone we can trust.
- Always help to make our school a happy place.

For rules to be effective there needs to be a clear understanding by both staff and children of the consequences of keeping or breaking the rules. These consequences are taught and opportunities to do so are explored during "Circle Time", through aspects of PSHE and as part of collective worship.

We aim to develop children's understanding of their behaviour, so that they can ultimately become responsible for their own behaviour.

We have compiled a list of rewards and sanctions to be used at Bellfield Infant School.

Teachers will explain to pupils in their class the 'Traffic Light' System. Each child starts the day on green and with exceptional work or deed can progress to gold. Alternatively if they are not doing what is expected of them and despite verbal warnings they continue this, they will go down to amber and ultimately red if their behaviour does not improve. For acts of physical violence they can go straight from green to red and will be seen by a member of the Leadership Team and their parents will be contacted.

## **REWARDS**

### **Success brings with it plentiful praise and positive reinforcement.**

Staff will encourage children verbally, acknowledging effort and achievement. This may be supported by positive written comments, the use of “smiley faces” or stickers etc

The Head Teacher and other members of staff may add special praise and stickers. This is an additional opportunity for children to talk about their achievements and to know that efforts are valued. Children might get a gold sticker which says, “Ask me why I’m on the gold star.”

During the year, in our weekly Celebration Assemblies, each child will be presented with a special merit certificate in acknowledgement of their efforts or achievements, which may reflect behavioural, social or academic development and their parents/carers are invited to come and watch.

## **SANCTIONS**

Children will be made aware of the unacceptable nature of their behaviour. Sanctions will be used in order to support them in recognising their behaviour as unreasonable and to give them the opportunity to make amends.

- Staff will:

- Acknowledge children’s feelings but show disapproval of the behaviour

- Refer to and discuss the relevant school rule in order to reinforce expected behaviour

## **IF BEHAVIOUR DOES NOT IMPROVE**

- A reminder of expected behaviour and a warning of consequences appropriate to the behaviour will be given. At this stage children will not be removed from the class.

*Consequences (sanctions) may include*

- *Moving to a different part of the classroom*

- *Removal of privileges within the classroom*

- *Remove shoes when kicking*

*In the event of a child being kept in during playtime it is the responsibility of that member of staff to supervise the child.*

*Children must NOT be sent to stand or sit in the corridors*

*There may be a sanction linked to the agreed class reward system; eg moving down a zone, loss of ‘Golden Time’*

## **IF BEHAVIOUR DOES NOT IMPROVE**

- The consequences will be carried out and parents may be told informally.

*If consequences are being carried out regularly parents will be informed verbally or by confidential note which should be secured in a reading diary. Only parent/carers should be told unless parental permission is given to share information. This should be recorded in the child’s pupil profile.*

## **IF BEHAVIOUR DOES NOT IMPROVE**

- Time Out will be implemented within our guidelines and parents will be notified

*Time Out involves the child being sent to another teacher for 10 minutes.. Where possible this should be done within the year group.*

*The child should **not** be reprimanded by the receiving teacher but should be told to sit quietly. This gives the child and class teacher time to reflect on the situation and to calm down if necessary. The receiving teacher should send the child back with two children after ten minutes. Time will be needed for children to reflect on their actions. In Reception this may be done verbally.*

*If Time Out occurs twice or more in one week the Head teacher will be made aware and parents will be notified and invited to come in to school to discuss the situation.*

**We have embraced an inclusive philosophy and recognise that some specific needs will be best met with modifications to this behaviour policy. Sanctions need to be applied consistently but take individual circumstances into account. (Consistency without rigidity)**

## **IF BEHAVIOUR DOES NOT IMPROVE**

- A child will be issued with an IBP (Individual Behaviour Plan). This will involve a meeting with the class teacher, Behaviour Leader and parents to discuss strategies to support the child.

## **IF BEHAVIOUR DOES NOT IMPROVE**

- Behaviour Leader will include the support of external agencies to identify strategies to support the child in school.

## **IF BEHAVIOUR DOES NOT IMPROVE**

- The school is then responsible for identifying children who do not respond to school measures to reduce unacceptable behaviour and are at risk of permanent exclusion. Such children will need a Pastoral Support Programme (PSP) in collaboration with external services, following the guidelines published by Birmingham LA (Local Authority) and DfE(Department for Education).

- The Head Teacher can exclude a child from school. This may include sending them home during mid-day break for a short or indefinite period, or formal exclusions from school in line with statutory regulations.

- A decision to exclude a child will be taken only in response to serious breaches of the school's behaviour policy, once a range of alternative strategies have been tried and have failed and if allowing a child to remain in school would seriously harm the education or welfare of the child or other children.

- Above all we remember our vision to provide an inclusive education in a **happy** and **secure** environment, where **all** children have the opportunity to enjoy their childhood and develop a firm foundation that can be built upon in years to come.

Written by: GE Simm  
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