



All Saints C of E Infant School Tilford

# Behaviour Policy

Co-ordinator responsible for this policy  
In consultation with Staff and Governors

Mrs Sara Bedford

Date adopted

October 2018

Review date

October 2019

Governing Committee responsible

Children & Standards

## Philosophy

Our philosophy is based on achieving a Christian atmosphere where children may thrive, reach their full potential and develop a strong self-esteem in a secure, supportive and happy environment.

Consideration for the needs of other people is of prime importance and the children are encouraged to think for themselves and behave sensibly.

The one rule for all of us is:

***Everyone will treat others as they would like to be treated.***

## Aims

We aim to:

- foster a sense of community in which staff, governors, parents and children all play an active part and accept responsibility for behaviour
- create an atmosphere in which all cultures are valued, especially those represented within our school
- catch children being good, recognising that it is the behaviour that is unacceptable not the child
- recognise that there must be flexibility dependent upon individual circumstances.

## Organisation of teaching and learning

### In the Classroom

At the beginning of the year each class discuss how they can make the classroom a happy place for everyone. A set of behaviour guidelines is drawn from this and can be reviewed during the year

Good behaviour and academic progress are positively reinforced in several ways:

#### Praise

Given whenever possible to reinforce good behaviour.

#### Stickers

May be awarded for positive achievement.

#### Wrist bands

These are awarded for good work across the curriculum, good behaviour, thoughtfulness, effort and helpfulness. These efforts are recognised in our celebration assembly on Fridays.

If behaviour is unacceptable the child is warned that this is unacceptable and that sanctions may follow. If the behaviour cannot be dealt with in the classroom the Headteacher will talk to the child and give them a five minute time out during a break time. Continuation of poor behaviour means that the parents will be notified and an individual approach agreed. Each day ensures a fresh start.

Sanctions are applied consistently and fairly but with regard to individual circumstances. The children are encouraged to talk through situations and come to an understanding of what is acceptable behaviour. We aim to modify behaviour on an individual basis and whole group sanctions are usually avoided.

## **Around the school**

We have golden rules and behaviour procedure which are displayed around the school. These rules sometimes form the basis of an assembly and when children need time out their behaviour is referenced to the school rules. We also have an agreed vocabulary and behaviour procedure for talking to children about their behaviour that links into Christian values (Appendix 1). Behaviour procedures form an important part of School Council Meetings.

We have playground rules and procedures (Appendix 2) devised with the children in order to encourage good behaviour at lunchtime and play time.

All staff are aware of these rules and they inform the Headteacher of any problems.

Should bullying occur it is always dealt with. Parents of both parties are informed. An approach is taken which makes both parties aware of each other's feelings. Ways are explored together to resolve the problem using seven steps:

- Talk with the bullied child
- Talk with the bullies
- Explain the problem
- Discuss the problem with both without allotting blame
- Explore solutions
- Implement solutions
- Monitor progress weekly

At all times we aim to be positive and endeavour to **catch the children being good**, praising the positive and playing down the negative, often attention seeking, behaviour. The 20 strategies for promoting good behaviour are a useful reminder. (Appendix 3)

Should difficulties of a severe nature occur we have adopted the disciplinary procedures drawn up by Surrey County Council.

## **Role of the staff**

All members of staff share responsibility for the behaviour of the children. All staff should be good role models and encourage the type of behaviour that makes the school a happy place to be.

The Head is always kept informed of any outstanding behaviour whether good or bad. She accepts ultimate responsibility for the management of behaviour around the school.

## **Role of the parents**

Parents have a vital role to play in terms of discipline and behaviour. They are welcome in school at any time and will receive positive and constructive comments about their children as a matter of course. If a problem arises they are involved at a very early stage and we work together to resolve the matter.

## **Equal Opportunities**

The school provides a Christian environment in which all cultures and both sexes, feel valued and are given the opportunity to develop to their full potential as caring responsible members of the community.

## **Outside agencies**

We liaise with the Behaviour Management Service and the Educational Psychologist as required.

## **Resources**

Circle time reference material in Headteacher's Office. Staff handbook for all adults, working students and parent helpers.

Official documentation kept in the library area.

## **Auditing**

We want our Behaviour Policy to be reflected in our practice and this will be monitored regularly by discussion.

Each audit should adhere and agree to the following points:

- an area of concern to be looked at
- time and place when an audit should be carried out
- purpose and aims of audit
- results evaluated to ensure continual, progressive development, in the management of behaviour.

## **Evaluation**

The Behaviour Policy is flexible and will be evaluated in the light of experience and will take account of new knowledge of other changes affecting the school. This will be done each academic year against criteria agreed by the whole staff.

# Behaviour Procedure

Our school rules tell us what is expected of us while we are in school.



When we follow the school rules and we behave in a way that makes our teacher smile, she will move our picture or our name onto the Mr Happy picture.



If we do not follow the school rules, we will get a reminder.



If it happens again, we will be asked to put our name label on the tree in the teacher's drawer.



We will miss 5 minutes of our playtime where we will talk to our teacher about the reasons for our behaviour. Our teacher will help us to think of ways that we can follow the school rules when it is hard for us.

(Teachers will record the incident in the class book.)

If a similar behaviour happens three times in one week then our parents will be asked to come into school so we can put a plan in place to help us follow the school rules.

## OUR PLAYGROUND RULES (Appendix 2)

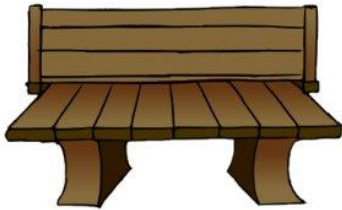
- We will be kind
- We will make sure nobody is lonely on the buddy bench
- We will take care of the toys
- We will look after the environment

# Playground Behaviour Procedure

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At playtime, if we do not follow the school rules our teachers will give us a warning. If we continue to break the school rules, we will be given a second warning.



If we do not follow the school rules after two warnings, we will have Time Out for 5 minutes on the playground to think about our behaviour.



If we continue to break the school rules after Time Out, we will go to the Staff Room to have 5 minutes Time Out with Mrs Bedford or our Class Teacher.

If a child is given a warning once, observe the child closely in order to provide them with strategies to help them avoid Time Out.

If a child is sent to the Staff Room, they will spend this time next to the adult at all times.

## STRATEGIES FOR PROMOTING GOOD BEHAVIOUR (Appendix 3)

Sometimes it is appropriate to turn a blind eye by using tactical ignoring as a first course of action. As a general rule, start with a low level of intervention and work up if necessary. It is easier to move this way any in the opposite direction.

Instead of saying 'sit down John' (name last), refer to the name first followed by the command and confirm or reinforce the instruction with an action e.g. by pointing to the place: 'John, sit down'. Maintain eye contact throughout.

Make a distinction between the children and their behaviour. Although you are displeased by what they have done, you can still value them. Maintain self-esteem by remarking that you are disappointed that good children like them have done something awful like that ...

Rather than merely telling children to do something, encourage them to report or feedback what they are going to do: 'I am going to tidy up the mess on the floor and say sorry to the teacher'. Instead of simply receiving an instruction, this provides an opportunity for children to explain and take ownership of the agreement.

When insisting that children should observe a particular rule, at the same time state the reason for the rule. Rather than 'stop talking' say 'if you listen to me, you will know what to do'.

When trouble is brewing, try whispering a very quiet word to the child. As well as being private and non-threatening, it is a way of gaining attention and brings you physically close to the pupil. A whisper in time sometimes saves nine!

After discussing a challenging situation with the pupil and agreeing that the behaviour should be reprimanded in some way, ask the child to suggest an appropriate punishment. It may leave the way open for you to suggest something less strict so that the child perceives you as a fair and reasonable person.

Try to involve the pupil in the management of their own behaviour. This can take the form of a contract between yourself and the child. It may be either written or verbal such as 'sit at your seat ...if you do, I'll come and help you'.

Manipulate your own behaviour by behaving towards the pupil as if they are better, cleverer or nicer than you really think. There is a chance that they may get the message and behave according to your expectations.

Try to avoid shouting back at a pupil who is shouting at you as it is likely to fuel the anger and escalate the situation. A quiet, non-threatening response sometimes works better than confrontation or a show of superior strength.

If a pupil finds a task difficult, either make the task easier or try to remove the threat of failure by a comment like 'this is very hard but I know you will do your best'. Alternatively, take the blame yourself by remarking, 'I'm sorry, I didn't explain that properly. It's my fault, let's have another go'.

Use non-verbal forms of support such as a hand on the shoulder, a smile, or a pat on the back. A combination of touch and praise is often very powerful for keeping children on task and for maintaining good behaviour.

Allow pupils to exercise some degree of choice in carrying out activities. This allows them to exercise responsibility and pursue a task that corresponds to their interests.

Look at the social organisation of the classroom and the way in which pupils work and play together. Try to identify the leaders of the group and get them on your side as a form of support.

Remember to catch them being good (CGB) instead of waiting for pupils to misbehave and then trying to find ways of reinforcing positive behaviour, move around the class praising those pupils who are working well or being good. When it is done in a genuine fashion, CGB is an active, positive and supportive strategy.

With a boisterous class, settle the pupils down to work fairly quickly so that they are fully occupied on a range of tasks which are appropriately matched to their abilities and interests.

Recognise and encourage achievements through positive cognitive intervention (PCI). This enables each pupil to receive a comment indicating the good features of progress so far, the next step that might be undertaken, how and why the work done was good and ways in which it might be improved or developed.

Play 'fair pairs' which means ignoring the deviant behaviour and looking for someone nearby who is already behaving well. Prime this behaviour, stating clearly what is expected.

Take time to listen actively to what the pupil has to say. Ensure that sufficient time is available for this form of counselling and choose a time and place when you are both receptive and not anxious to get away.

When a child is presenting challenging behaviour, divert attention to a more profitable classroom activity or alternatively ask the child to go on an errand. This is a disguised form of time-out - for the teacher as well as the pupil - and is a means of defusing a situation by providing a break from each other. To avoid difficulties, pupils should not see the strategy as an excuse or reward for their behaviour and care must be taken so that the teacher does not 'lose face' with the other pupils.