



Behaviour Policy

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Introduction

A clear school behaviour policy, consistently and fairly applied, underpins effective education.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children, and between staff and children.

(Behaviour and discipline in schools - January 2016 DfE)

Our Behaviour policy is based on the premise that:

- Good behaviour is not automatically learned, and children need to be taught good behaviours.
- The behaviours of young children come under a range of influence outside the control of the Federation and that it is necessary to work closely with parents/carers to assist children to manage their behaviour more effectively.
- Positive and appropriate behaviour at Wirksworth Federation of Infant Schools is important as it is an intrinsic part of the ethos of the school, and is necessary for effective teaching and learning to take place.

Aims

All staff in school will work **together**:

- To reinforce the school rules.
- To ensure the safety of the children.
- To provide a happy, caring, safe environment in which children feel valued, respected and enjoy learning.
- To promote courtesy and good manners.
- To try to raise the levels of children's self-esteem and confidence.
- To encourage children to conform to acceptable patterns of behaviour.
- To ensure fair and consistent practice throughout the Federation.
- To provide a broad, balanced and differentiated curriculum in relation to depth of coverage, so all children are engaged and motivated.
- To be sensitive to the needs of individual children.
- To encourage school/parental partnership to promote standards of behaviour.
- To consistently and fairly implement a reward and sanctions system.
- To recognise and give recognition to children's achievements in all areas including those that are non-educational.

- To encourage all children to treat each other regardless of any differences with courtesy, consideration and respect.
- To encourage children to act responsibly and appropriately with school resources and property.
- To ensure children take pride in their work and that of others in school.
- To encourage independence by giving children appropriate jobs and responsibilities.
- To deal appropriately with any anti-social behaviour.

Whilst there are clear consequences the emphasis is on the positive development of good behaviour choices. The reinforcement of positive behaviour has more of an impact than punishing poor behaviour.

Achieving aims

We actively ensure that the aims above are supported by instigating the following within our school community:

- Working together as a team.
- Staff / adults in school setting a good example.
- Having an 'open door' policy for parents/carers.
- Showing we care for and respect each other.
- Encouraging listening to each other and giving opportunities to be heard.
- Looking for the positive and giving praise and recognition.
- Valuing what everyone does
- Appreciating each other's problems and working together to support and solve the issue.
- Taking an interest in the 'whole' child - out of school interests, family etc.
- Sharing in the joy of each other's and school achievements.
- Encouraging thought about consequences of actions.
- Creating a school with a welcoming, happy and purposeful learning environment in which all children feel secure.
- Encouraging children to take an active part in helping to look after our school environment.
- Building a collection of teachers' resources to assist staff with ideas and activities to support positive behaviour management.
- Fostering a respect for religious and moral values, tolerance or other people and their opinions.
- Rewarding good and positive behaviour.
- Having regular focus days on different aspects of behaviour, e.g. Friendship Day.
- All staff referring to the school rules throughout the day.

Assertive discipline

All staff in school are expected to be assertive by clearly and firmly communicating their expectations to the children and being prepared to reinforce their words with appropriate actions.

If all adults in school are consistent, children will know the boundaries that have been set for acceptable and unacceptable behaviour.

Our three-part assertive discipline plan consists of:

- School rules
- Rewards
- Consequences

School rules

Children across the Federation created themselves and agreed to the following school rules:

- We listen
- We think
- We share
- We care

The school rules are displayed in all classrooms and throughout the school buildings. They are regularly verbalised to the children throughout the school day.

General rewards

- Positive and favourable behaviour is rewarded through verbal praise, encouragement and lots of smiles by all staff in school.
- Children's work can/should be displayed as much as possible in and around the school environment.
- Weekly celebration assemblies celebrate individual and class good behaviour.
- Recognition should also be given in celebration assembly to success of differing kinds, e.g. presentation of sporting achievements in and out of school or completing a library reading challenge.
- Weekly celebration assembly is led by the headteacher and includes the presentation of 'Wirksworth Wonder' ribbons to a number of children from each class for a range of achievements, e.g. good work, good behaviour, being a good friend etc.

- All staff should reinforce positive behaviour as it occurs, which reinforces our Federation philosophy that the care of all our children is a collective responsibility.
- Opportunities for giving children greater responsibility in school should be fostered, e.g. School Council / ECO Council representatives, class and school monitors.
- Good behaviour is recognised through the award of stickers for children to place on their bronze, silver, gold, super gold, diamond or platinum sticker chart. Once a chart is completed children are rewarded in celebration assembly with a certificate and a prize from the 'magic box'.
- Parents/carers are informed verbally of good behaviour or through certificates sent home.

Rainbow boards

- Each classroom to have on display at child height their rainbow board.
- Each rainbow board to have a passport sized photograph of each child on.
- At the beginning and end of each day every child's photograph is to be returned to the rainbow.
- If individual children do something which is really good then they move to the sunshine and there are no limitations as to how long they can stay there.
- If the children do something which is really exceptional they then get moved to the pot of gold and allowed to put one coin in the class pot of gold.
- Any truly exceptional behaviour needs to be shared, praised and reinforced with the rest of the class and not just with the child in question.
- Gold coins need to be kept in a special/accessible place in the classroom so when children are rewarded with one they know where to find them.
- Once the pot of gold has as many gold coins in as there are children in the class then the whole class get a reward of a biscuit/treat at breaktime as opposed to a piece of fruit.
- It is anticipated that each class will only achieve a 'full pot of gold' twice in a half term - gold coins should only be rewarded for truly exceptional behaviour.
- If a child has to be reprimanded for a minor inappropriate behaviour twice they then move to the grey cloud. Children stay on the grey cloud for no longer than 10 minutes and they are then spoken to again about their inappropriate behaviour and asked if they realise what they have done wrong, what they would do differently next time and then moved back to the rainbow.
- If a child is seen to be undertaking wholly inappropriate behaviour they then are moved to the rain cloud and asked to sit and think about their behaviour on the 'rain cloud' time-out chair for an appropriate amount of time (no longer than 5 minutes). After this time the children are spoken to and asked if they understand why they are on the rain cloud chair and how they would act differently next time. Following removal from the chair the children are

given 5 minutes to show they can behave in a positive way and then moved back to the rainbow.

- Raised/shouting voices will not be used with the children when they are moved to the grey or rain cloud as the whole process is about reflection and thinking time as to what the children could do differently/better next time.
- The idea of the grey cloud and rain cloud is not to chastise the children but give them time to think about their behaviour and how these behaviours can be improved - used as thinking time.
- If any children need to move to the rain cloud at any point during the day and they attend nurture group please can you ensure that the Nurture Group leader knows as she will address issues with the children in question.
- Children can move directly to either the sunshine, pot of gold, grey cloud or raincloud from any position on the board.
- Children need to visually see themselves being moved to different sections of the board for maximum impact.
- The behaviour boards do not replace stickers given for sticker charts.
- A position on the sunshine or pot of gold may be awarded for good work/effort, good manners, displaying a caring attitude, being kind and respectful or staying on task. These are just examples as it is left to staff discretion what other behaviours are deemed worthy of movement to the sunshine or pot of gold.

Lunchtime

- If children do something exceptional at lunchtime they are allowed to put a gold coin in their lunchtime pot of gold which is given to them by a member of the midday staff. All gold coins in the lunchtime pot of gold are emptied in to the class pot of gold at 1.15pm.
- If the children undertake wholly inappropriate behaviour at lunchtime they will be asked to sit on the rain cloud chair and the same sanctions apply as above. Following the end of the 5 minutes maximum time-out on the rain cloud chair the child in question is spoken to by a member of midday staff and made to understand the consequences of their actions and the negative impact this has on others. After this conversation children are able to continue with lunchtime as normal.

Sanctions

In the use of sanctions children will learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor incidents. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. It is expected that the majority of general discipline should take place in the classroom as part of the class teacher's responsibilities.

Across the Federation we have an agreed system of sanctions in place including:

- Polite but firm requests asking the child to stop their inappropriate behaviour and a discussion had to enable the child to understand why what they have done is not acceptable. Displeasure should be expressed at the action not the child.
- Implementation of sanctions associated with the rainbow board (see pages 7 and 8)
- If after time-out on the 'thinking chair' a child continues to persist with serious inappropriate behaviour including spitting, hitting, kicking, punching or fighting this may result in one of the following actions being taken:
 - Taking the child to their class teacher if the incident occurs at lunchtime or playtime who will decide on an appropriate course of action.
 - Taking the child to a member of the senior leadership team who will decide on an appropriate course of action.
 - Parents/carers will be informed of poor behaviour and of the sanctions that have been put in place. They are encouraged to support the Federation by reinforcing the same messages at home about acceptable and non-acceptable behaviour.
 - Temporary or permanent exclusion by a member of the senior leadership team.

All staff are supplied with a 'butterfly card' and asked to keep it with them at all times and should a situation arise where further adult support is needed to deal with an issue then help is summoned by the sending of the butterfly card to any staff member who can assist immediately and accordingly.

Reporting and recording incidents

All classrooms have a behaviour incident record file in which significant incidents of poor behaviour are recorded.

It is the responsibility of the member of staff witnessing the poor behaviour to complete a behaviour incident record as soon as possible after the incident has been witnessed and then report the incident to the class teacher asking for advice where needed. It is the responsibility of the class teacher to make a decision on any further action to be taken. All completed incident record forms must be returned to the class folder.

The class teacher is responsible for monitoring patterns of behaviour within the completed records and to speak to the headteacher and/or SENDCo if they feel and further action is needed.

Completed behaviour incident records should be filed on a half termly basis in confidential pupil files that are stored in secure filing cabinets in each school office across the federation.

Physical interventions

Please refer to the school policy for positive behaviour support including physical interventions.

Children with Special Educational Needs and Disabilities (SEND)

The Federation acknowledges that for some children making the correct choices in order to control their behaviour is extremely difficult and for some children for whom behaviour is a special educational need (SEN) an adapted system may need to be put in place. Children with behaviour as a SEND will normally have a Behaviour Plan written in conjunction with the SENCo. For these children neither the normal rewards or sanctions procedures may be appropriate or sufficient. In these circumstances the school makes every effort to avoid exclusion and staff will use their professional judgement.

Exclusion

In the case of a serious incident, such as a child assaulting a member of staff or damaging school property, a child may be excluded for a fixed term up to 5 days maximum following one specific incident. As a last resort a permanent exclusion can be done. We will make every effort to ensure children remain in school by providing targeted support, but on occasion this may be unavoidable. Following a fixed term exclusion, the child parents/carers are invited to meet with a member of the senior management team to discuss reintegration. School will also keep the Local Authority and governors informed of any exclusions.

Anti-bullying

Please refer to the Federation Anti-bullying policy.

Prejudice incidents

Prejudice will not be tolerated within the Federation.

Children will be supported in discouraging and reporting prejudice.

Staff will challenge prejudice and respond appropriately either on an individual, small group or class basis depending on the specific circumstances.

Prejudice incidents and the action taken will be recorded and the governors informed.

Prejudice incidents are reported to the Local Authority on a bullying incident report form.

Educational visits

Children taking part in off-site activities will wear school uniform unless otherwise instructed. They will be supervised by responsible adults and members of staff and will be expected to adhere to the school code of conduct.

Before and after school care

This Behaviour Policy is also adopted by, and applies to the staff who work for and children who attend, our before and after school care service (AM/PM Club).

Parents / carers

The Federation aims to provide a welcoming environment where all children feel happy, safe and secure. We promote an active home-school partnership in which all school staff and parents/carers can work together to encourage and support appropriate behaviour. All parents/carers are informed of the school expectations in relation to behaviour and are informed of any updates or changes to our policy and procedures.

Upon starting school parents/carers are asked to sign a copy of our Federation Home School Agreement which supports staff, parents/carers and children in working toward the same goals. For existing children a reminder of the Home School Agreement is sent home at the beginning of each academic year.

Visitors

In order to be effective any professionals or volunteers working across the Federation will be informed of our Behaviour policy as part of the induction process.

Professional development

In service training needs and opportunities will be identified and made available to all staff when needed.

Monitoring and review

The Headteacher monitors and reports to the Governing Body on the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

This policy will be reviewed in accordance with the Federation's monitoring and review cycle. The Governing Body may, however, review the policy earlier than this in response to new regulations or if they receive recommendations on how the policy might be improved.