

# **Behaviour Management Policy for Infant Schools**





## Behaviour Management Policy

### See also related documents

1. Equal Opportunities Policy
2. Inclusion Policy
3. Attendance Policy
4. Anti-Bullying Policy
5. Race Equality Policy
6. School Charter

### Principles

TEACH trust infants schools are Rights' Respecting Schools. We believe that:

- We are an inclusive school and all children will be supported to participate in all aspects of school life.
- All pupils and staff should treat each other with respect, dignity and fairness.
- All pupils and staff have rights which ensure the school is a safe and calm environment.

### Ethos

We understand children's right to safety and we aim to provide a caring and safe learning environment for all pupils and staff.

We aim to provide:

- A place of learning enabling all children to develop and achieve their potential regardless of their background.
- A caring and friendly community in which mutual respect is fostered.
- A safe environment for all children to develop in confidence and self-esteem.
- Equal opportunities for children to take part in extra-curricular activities and community projects.

We actively support and encourage parents/carers to include their children in all aspects of school life.

### Teaching and Learning

We understand children's right to a free education.

- We provide opportunities for pupils and staff to develop the skills necessary to provide an environment where teaching and learning flourish.
- We follow the JIGSAW programme in our PSHCE (*Personal, Social, Health, Citizenship Education*) lessons to foster the development of social and emotional skills. These skills are also developed across the curriculum and during extra-curricular activities.
- We work to include all children. We work to identify underlying additional needs, ensuring appropriate differentiation, extension and support in the classroom.
- We have regular review meetings to identify pupils in need of support.

## **A Rights Respecting School**

In line with our school values, it is everybody's responsibility to be consistent and follow the Rights as set out in the school charter, using the appropriate Rights' respecting language.

*The children and adults of TEACH Trust Infant Schools have worked together to create a charter that supports behaviour management for all aspects of school life*

*\*A copy of this charter can be found in the Appendix\**

This charter should be displayed in all classrooms/around the school and should be used consistently by all adults and pupils.

## **Rewards**

We aim to create a climate where praise and encouragement far outweigh the need for sanctions.

Rewards used include:

- Positive comments given verbally to a child/written on their learning.
- Use of the school's 'Reach for the Stars' reward scheme. Each week, all children start in 'the pot'. If a child consistently follows the Classroom Charter, then an adult can ask them to move their peg up to the 'sunshine'. If further good behaviour is observed, then the child can move their peg onto the 'Rainbow'. Finally, in KS1, if the excellent behaviour continues over a number of days in the week then the child can move their peg onto the 'Star'. Those children the furthest up the reward get the first choice of activity during 'Sparkle time'. At the end of the week, all children return to 'the pot' ready for the following week.
- Stickers given for good learning/appropriate behaviour.
- The class character can be taken home.
- Certificates awarded in assemblies across the week.
- Positive postcards are sent home to let parents know 'good news' about their child.
- Contacting parents/carers directly to let them know about the excellent behaviour.
- When necessary, individual reward charts are used for some children.

## **Sanctions**

At times, children will behave in a way that is not in keeping with the expectations of our school. When this happens, we adhere to the following procedures:

- Using Rights' Respecting language, we talk to the child about the behaviour that is not appropriate.
- Keeping positive, we explain to the child that it is the behaviour that we do not like and not the child themselves.
- When we need to remind the children of their rights we can say comments such as: "You have the right to learn. Remember to work in harmony and you should try your best."
- We explain why the behaviour is not appropriate and remind them of the agreed Rights. If the children are not following the charter, we do not use the word 'Responsibility' and instead use phrases such as: "You are stopping the other children from being safe, they have the right to be safe just like everybody does."

Minor misdemeanours and low level difficulties in class will be handled within the year groups by the members of staff who know the children best, referring to the class charter where possible. We encourage the child to take responsibility, think through their behaviour and to "make the right choice" referring back to the class charter. Sometimes difficulties arise when friends fall out and our staff work hard to help the children sort through their feelings and teach them to handle upsets in an acceptable manner.

### Minor sanctions might include:

- An apology and reparation to anyone upset by the behaviour/ A verbal reprimand (after or before moving their peg down).
- Moving their peg down – Each time a child moves their peg down they must have some time out to reflect, either on the thinking chair within their own classroom or on the thinking chair in a different classroom. If a peg is moved down to the lowest cloud, then the child will be sent to a thinking chair in another classroom.  
If a child ends the week on the 1<sup>st</sup> cloud, they will miss 1 minute of their 'Sparkle time' on Friday afternoon.  
If a child ends the week on the 2<sup>nd</sup> cloud, they will miss 5 minutes of their 'Sparkle time.'  
If a child ends the week on the 3<sup>rd</sup> cloud, they will miss 10 minutes of their 'Sparkle time.' These 10 minutes will be spent in their Year Leader's classroom.
- Loss of part of break or lunchtime to complete learning that has not been done.

### **More serious misbehaviour**

We work with parents/carers to understand serious incidents or persistent misbehaviour. We need to balance the demands of justice, responsibility and fairness with the need to support the child to improve their behaviour. We also need to consider the rights of the rest of the school community.

The following sanctions will be considered as part of this process:

- **Need for additional support** – after a warning for persistent disruption, and having referred to the class charter, a child may be asked to leave the class if they are taking away others' rights to learn or teach. The teacher will either take the child to their own Year Leader, another Year Leader, the Pastoral Care Worker or a member of the Senior Leadership Team (SLT). They will discuss the behaviour with the child and the parent/carer will be informed.
- **Pastoral Behaviour Support Plan** – These may be put in place to support children and are shared with relevant staff and parents.
- **Loss of privileges** – non-attendance at a school event (to be agreed by a member of the Senior Leadership team).

### **Break and Lunch Time Arrangements**

There will be a senior member of staff and the Pastoral Care Worker on call each lunchtime to deal with serious misdemeanours in the playground alongside the play leaders.

- Children who are not following the school charter at break time or lunchtime will be given a warning, if appropriate, then if the behaviour continues, they will be asked to stay with the TA/ Play Leader/ teacher supervising that particular area for 5 minutes. If the behaviour continues or in an instance of more serious behaviour, they will be taken to the Lead Midday Supervisor. The child will either stay with them, be taken to the Pastoral Care Worker, the child's Year teacher on duty or a member of the SLT.
- Children on Pastoral Behaviour Support plans will participate in break and lunch times, unless stated otherwise.
- Loss of lunchtime for children involved in bullying situations or more serious misdemeanours. The Pastoral Care Worker, the child's Year teacher on duty or a member of the SLT will supervise the child.

Sometimes there are deeper issues to be addressed. In discussion with the parents/carers, a support programme can be set up. Support might include:

- **Early identification of underlying SEN issues** ensuring appropriate differentiation and support in the classroom.
- **One to one/group sessions** with either the ELSA, the Pastoral Care Worker, the Inclusion leader or the Year Leader.
- **Referral** to outside support agencies linked to the school, e.g. Longspee Behaviour Support Outreach Services, Education Psychology Service, 5 to 19 services, Child and Adolescent Mental Health Service.
- **Special Educational Needs Support Programme** set up in consultation with our Inclusion Leader
- **Pastoral Support Plan** – a formal plan set up when the child is considered to be at risk of exclusion. This involves senior staff/parents/pupil/outside agencies to discuss and review alternative strategies. PSPs are in place for a maximum of 6/8 weeks and are reviewed and adapted as necessary.

In extreme circumstances, **Exclusion** is the ultimate sanction that can be applied by the school. The Executive Head Teacher makes the final decision as to the exclusion of a pupil. This can take the form of:

- Internal exclusion – the child works under close supervision for a fixed term away from the other children but within school.
- Lunchtime exclusion – the child is excluded from the school for the lunch period and collected and returned for afternoon schooling by a parent/carer.
- Fixed term exclusion - the child is excluded from the school for a fixed term (see Exclusions Policy) and on their return, a Pastoral Support Plan will be drawn up.
- Permanent exclusion.

**Racism** (see Race Equality Policy)

All incidents that might be construed as racist are fully investigated.

**Bullying** (see Anti-Bullying policy)

Bullying involves taking away people's right to safety and dignity. Bullying is unacceptable. Bullying can take many forms:

- Physical - hitting, kicking, stealing
- Verbal – name-calling, insulting remarks
- Indirect – spreading rumours or not including a pupil.

We encourage pupils to tell an adult as soon as bullying takes place. This could be a teacher, pastoral team member, play leader or teaching assistant.

The following list identifies the order that action will be taken when an incident of bullying is reported:

- Incident of bullying reported to **ANY** adult within the school
- Incident reported to the Pastoral Care Worker by the adult concerned
- Pastoral Care Worker to investigate and write incident report
- Report of the incident passed on to the class teacher / Year Leader for further action as appropriate
- Feedback to parents/carers of all pupils involved via the class teacher, Pastoral Care Worker or a member of the SLT

**Peer-on-peer abuse and sexual violence** (see Child Protection Policy)

Schools will not tolerate any form of peer-on-peer abuse or sexual violence. Any incidences or allegations will be fully investigated.

## Rights and responsibilities of staff

Staff have the right to feel safe in the learning environment and know where they can access support in times of difficulty.

- The focus within the school should be on learning at all times.
- All staff are responsible for promoting positive behaviour at all times throughout the school.
- Regular professional training on behaviour and attendance is provided.
- Support will also be available from the Inclusion Leader, Pastoral Care Worker or members of the Senior Management Team where staff face areas of difficulty.
- Responsibility for dealing with behaviour management in the classroom lies with the class teacher in the first instance – school policy, agreed school charter and Rights' Respecting language must be applied at all times.

Where a pupil has been referred to another member of staff about their behaviour, a judgement should be made about whether the behaviour in question is:

- **Straightforward misconduct/not following school charter** - the member of staff will be supported within the year team in applying an appropriate sanction and agreeing with all parties how a re-occurrence will be avoided.
- **A symptom of significant underlying problems** – the Inclusion Leader should be informed so further investigations can take place and problems addressed.
- **The result of provocation through bullying or racial harassment.** See additional policies when dealing with bullying and racist incidents.

## Monitoring and Evaluation

An annual audit of behaviour will measure the effectiveness of this policy. The audit will inform the school improvement plan and lead to the identification of targeted training for staff. Monitoring of the issuing of sanctions and rewards will be a regular occurrence across the school year.

## Consultation

This policy was subject to the following consultation:

- Children were consulted through the formulation of the school charter.
- Teaching and non-teaching staff consultation took place in the form of discussions.

## APPENDIX

### School charter:

We have the <b>right</b> to:
Play and Learn
Speak
Be safe
Drink clean water and eat healthily