

PINEWOOD INFANT SCHOOL AND FOUNDATION UNIT

BEHAVIOUR POLICY

January 2017



Introduction

This document provides a framework for the creation of a happy, secure and orderly environment in which the children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community and is based on cooperative core principles and values shown above. Staff and governors strive to develop an ethos that will encourage good behaviour in our school. Through our behavior policy we aim to help children to develop the values and principles that will guide them through the difficult decisions of life and enable them to make a full and positive contribution to society. Every member of our school

community is valued and respected. We aim to treat each person fairly and well and to create a caring community, whose values are built on mutual trust and respect for all. The school expects every member of the school community to behave in a considerate way towards others, regardless of our individual differences. Our behaviour policy is designed to support ways in which all members of the school can live and work together in a supportive way. It is written with reference to the 'Behaviour and Discipline in Schools Guide for Head Teachers and School Staff 2016' with core British Values being at the heart of expectations and vision.

Aims

We have high expectations of behaviour at Pinewood and foster a mutual respect between pupils and between all staff and pupils.

We aim to:

- Create a secure caring and well-ordered environment for the whole school community
- Raise self-esteem and promote positive behaviour by valuing effort and recognising success
- Ensure that everyone in school follows and understands the principles of the policy
- Ensure that rules, rewards and sanctions are implemented fairly and consistently
- Work in partnership with parents to promote the behavior policy

Our aims for behaviour are that all children will:-

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards learning and others.
- Achieve their potential in terms of self- esteem and academic achievement.

Our code of conduct is:

- We are kind to each other and behave well
- We always try to do our best (class learning and home learning)
- We respect each other, school equipment and the environment
- We listen to each other
- We are polite

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others.

We Encourage Good Behaviour By:-

- Explaining and modelling behaviour we wish to see
- Ensuring all children are praised for behaving well
- Recognising and highlighting good behaviour as it occurs
- Supporting children to be responsible for their own behaviour
- Recording and celebrating individuals and groups of children for behaving well
- Letting parents/guardians know about their child's good behaviour
- Remembering to praise 5 times more than 1 grumble
- Teaching children what good behaviour looks like
- By prioritising relationships throughout school – Children want to behave well because they want to please us
- Making learning irresistible and ensuring our school environment promotes excellent behaviour
- Providing an outstanding outdoor environment which engages children during lunchtime and playtime
- Making instructions clear

- Making sure all our staff are trained in positive behavior management strategies
- By ensuring children know what our super learner expectations are
- Managing transition well between the different key stages

Our Expectations are:-

Children will:-

- Learn to have high expectations of their own behaviour.
- Help each other and be co-operative.
- Be polite and well mannered.
- Be respectful towards each other.
- Look after the classroom and resources, keeping them tidy and well cared for.
- Know and follow their own class rules.
- Follow instructions from school staff.

In the playground

Children will:-

- Be considerate towards other children.
- Play games that are sensible and will not hurt others.
- Keep the playground tidy and free from litter.
- Care for living things.
- Be polite and use good manners at all times

At Lunchtime

Children will:-

- Eat sensibly in the dining room and consider other children.
- Use acceptable table manners.
- Walk to and from the dining room.
- Listen to and do as the midday supervisors ask of them.
- Keep the lunchtime promise

Bullying

Children will know:

- That bullying is rated as 'Zero Tolerance' in and out of school.
- Bullying is totally unacceptable.
- If they feel they are being bullied the action they need to take.
- The staff in school know procedures to follow.
- What bullying means and looks like
- Internet Safety Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our Internet Safety Policy.
- Racist, sexist or homophobic remarks are not acceptable (these are recorded separately and reported to Governors)

Good behaviour is recognised through rewards and privileges. These include:-

In school and in the playground

- Acknowledgement of good behaviour through smiles, applause, thumbs up (non-verbal praise)
- Verbal Praise - Care must be taken that the praise is appropriate for the group/individual; not everyone enjoys public praise. Make sure that comments refer specifically to the behaviour that is being praised. Beware of stereotyping praise with reference to gender.
- Giving out stickers and tickets, certificates, notes sent home, star of the week, class mascot.

- Having special responsibilities, privileges, additional activities or time.
- Special Head Teacher stickers and visits to her office
- Occasional privileges, e.g. Special Service that celebrates good behaviour, extra playtime.
- Children receive a gold star and become star of the week in their class.

Tickets are given out to reward good behaviour and good work and are then entered into a weekly lottery. A child with the winning ticket is rewarded with a gift.

Procedures

For ensuring involvement of all members of school community:-

- Regular meetings in order to develop and monitor behaviour policy.
- Regular meetings with staff to review behaviour issues.
- Frank and open debate about behaviour at Governors meetings.
- Continue to develop good partnership with parents/guardians.
- Regular informal contact with teachers.
- Information for new parents/guardians, which includes the school's behaviour and home school agreement policy and explains parents' role.
- Open door policy.
- Consultation with parents/guardians.
- Devising individual programmes where appropriate.
- Training for staff on challenging behaviour.
- Using formal disciplinary procedures e.g. exclusions (in exceptional cases).
- Rapid and stringent response to incidents of bullying, racial, sexual harassment or disability

Tailoring our Behaviour Management to the needs of individuals

We recognise at Pinewood that sometimes it is necessary to tailor our response of dealing with certain behaviours around particular needs of the child and family. We recognise the need therefore to set up provision and behaviour management strategies on an individual basis in order to meet the needs of all children. We are an emotionally intelligent school and will endeavor to go the extra mile to meet the needs of our children and families. We take a graduated response to behaviour management.

Roles and Responsibilities

All stakeholders at Pinewood have a responsibility to:

- Read this policy
- Understand it
- Ensure practice is in line with it
- Be proactive in implementing it
- Seek advice from SLT if unsure

All staff (teachers, teaching assistants, midday staff and support staff)

- Use positive language and descriptive praise
- Model desirable behaviours at all times
- Use the language of choice when managing poor behaviour
- Take responsibility for dealing with any poor behaviour witnessed
- Support the children, with their learning and self-management of their behaviour
- Teach the children how to manage their behaviour through positive language, signs and symbols at all times
- Involve children in determining rules, rewards and consequences

- Complete incident/accident reports as necessary and as shown in guidelines.
- Support children and parents/guardians with understanding the school's approach to managing behaviour
- Liaise with the class teacher over incidents/success
- Maintain records of incidents or improvements, to monitor progress and to establish patterns.
- Review personal and whole school strategies regularly and adapt if not working.
- Develop positive relationships with all parents/guardians through structured conversations to support pupil's behaviour both in school and at home.
- Be familiar with and follow the school's policy and guidance with regard to physical intervention
- Refer to and implement whole school rules and routines consistently
- Remain calm and avoid the use of emotive responses to poor behaviour.
- Encourage other adults in and around school to follow these.

Head Teacher

As all staff responsibilities above and...

- Have ultimate responsibility for the behaviour management strategies adopted across the school
- Monitor and review the impact of the positive behaviour policy with the SLT periodically through the SEF; and to prioritise positive behaviour management where necessary through the School Improvement Plan.
- Delegate responsibilities as appropriate in relation to positive behaviour management and the day to day implementation of this policy through the identified roles and responsibilities within the policy
- Work with the SLT to regularly review the policy and practice across the school
- Make strategic decisions with the SLT regarding specific behaviour management issues related to whole school practice or individual pupils
- Make ultimate decisions about consequences for behaviour resulting in fixed term or permanent exclusions.

SENCO

As all staff responsibilities above and...

- Regularly review policy and practice
- Advise the SLT on impact of this policy
- To refer and ask for advice from external agencies if needed .Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse.
- Arrange and lead meetings with parents and multi-agency teams to understand, support and resolve behavioural difficulties.

- Support staff to manage behaviour effectively through continuing professional development and specific skills needed for a more sensitive and differentiated approach.
- Advise and support staff on general and specific effective behaviour strategies for class/individual pupils
- Lead the development of Behaviour Management plans; monitor and review these at least annually with key staff
- Monitor and review Behaviour Logs compiled by staff
- Lead the development of Individual Handling Plans; monitor and review these at least annually with key staff
- Monitor and review Incident Logs and Physical Intervention records compiled by staff
- In a minority of cases carry out risk assessments with key staff and parents with regard to physical intervention planning.

Teachers

As all staff responsibilities above and...

- Through quality teaching and learning in the classroom- ensure appropriate differentiation
- Provide a positive classroom climate- ensure that children feel emotionally and physically safe; clear routines, clear expectations, clear rewards and consequences.
- Develop and maintain a positive classroom environment
- Monitor behaviour in lessons and adapt approaches to ensure success for the pupils.
- Make observations and contribute to compiling pupil profiles.
- Ensure that pupils manage their behaviour positively during the school trips and when off site.
- Strategic use of teaching assistants and other resources, to support learning and behaviour.
- Participate in group solution focussed sessions to support colleagues in developing individual pupils behaviour management plans
- Actively engage with goal planning and implementation of strategies for specifically identified pupils with challenging behaviour
- Implement Individual Pupils Behaviour Management Plans and review with SENCO.

Teaching Assistants

As all staff responsibilities above and...

- Support teacher with teaching and behaviour management at all times.

Midday Supervisor/Support Staff

As all staff responsibilities above and...

- Communicate positive as well as negative comments about an individual's behaviour to key staff/class teacher
- Adopt key staffs strategies and techniques to provide a consistent approach
- Maintain behaviour logs and report concerns using appropriate procedures.

Governors

- Approve the school's policy

- Support the school with its implementation
- Regularly monitor Head Teacher's reports on behaviour incidents and fixed term exclusions.

Parents/Guardians

- Support the school's approach to behaviour management in line with this policy
- discuss the code of conduct and home school agreement with their children and to support them
- Support their child in learning to manage his/her own behaviour
- Take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management.
- Inform the school as soon as possible if something has occurred at home which may affect a child at school
- Respond to the school's concerns about their children; respond to phone calls and letters and to treat all staff with respect in order to support their children's behaviour and learning
- Support the actions of the school if reasonable sanctions have been used to discipline a child
- Come and see us if there is a problem – no matter how big or small.

Inappropriate Behaviour in school:

Children will not:

- Prevent other children from learning/playing
- Behave in a way that puts themselves or others at physical risk
- Hurt or threaten others
- Refuse to follow instructions
- Tell lies
- Spit
- Steal
- Swear
- Damage other peoples' work or property
- Call people names (including racial, sexist)

Consequences/Sanctions

Behaviour is excellent at Pinewood and we rarely have a need to enforce consequences but we are clear of the systems we follow if poor behaviour exists. We always give children verbal warnings first if a child is heading towards a consequence for their actions.

This will include:

- Encouraging children to take responsibility for their actions.
- Stating clearly what is right and wrong.
- Explain what is acceptable and unacceptable behaviour.
- Provide a clear, consistent structure for behaviour management throughout the school.

Behaviour	Consequence
Disruption of lesson	Movement to a table to work on their own or
Refusal to engage	Movement to a different class or

Time wasting or work avoidance Competing work to a poor standard when they can do better	Pupil to make up time from their own time (miss of partial or whole play/lunchtime) Extra work if appropriate
Persistent disruption of peers learning Refusal to engage	Movement to a table to work on their own or Movement to a different class Consequences above
Continued undesirable behaviour impacting on others and/or their own learning Displays behaviours that are considered to be dangerous	Visit the Head Teacher Loss of privileges e.g. golden time, special assembly, play time
Aggressive play or actions during breaks	Verbal telling of what behaviour is unacceptable Pupil to spend time on 'Time out' Bench (5 minutes) If continues then bring into the staff room to a teacher
Choosing not to follow the rules established	Loss of responsibility in class or around school
Dangerous play during break or lunchtime	Pupil to be supervised for a fixed period during break and/or lunch (inside or outside) Pupil to spend time with class teacher/TA (In a minority of cases time spent with a member of SLT)

Behaviour logs

Class teachers and the senior midday supervisor keep a record of inappropriate behaviour written on behavioural logs. These are monitored termly by the DHT/SENCO who looks for any patterns or triggers in behaviour. This will be fed back to the appropriate staff teams and parents. Any child causing concern will form part of a SLT discussion and appropriate action will follow, taking into consideration the holistic view of the child and their circumstances. The Behaviour for Learning: A Graduated Response will be used to inform future actions.

Liaison with parents

We have frequent conversations with parents about children's behaviour at Pinewood and aim to celebrate the positives as much as possible. The class teacher and in some occasions if deemed appropriate the SENCO or Head Teacher will make contact with parents/carers to discuss a child's behaviour so that we can work together to ensure excellent behaviour at Pinewood. We will also make contact through the home/school diary where appropriate.

We pride ourselves on the excellent open door policy we have at Pinewood and our school community is centered around mutual respect for all and we recognise that the best behaviours in school are achieved through continual informal communications with parents/guardians.

Exclusions

Whilst we recognise that this is extremely rare, in some extreme cases or when a child fails to respond to the above strategies then temporary or permanent exclusion is a possibility. When carrying out an exclusion, the school follows the LA guidelines in terms of procedures and paperwork.

This policy is written in accordance with the Equality Act 2010, our school code of conduct, with our SEND policy and in accordance with school safeguarding policies.

Rachel Otter

Head Teacher

(To be reviewed Summer 2018 and shared with staff, parents and governors annually)

