



Learning together, aiming high, proud to be ourselves"

POLICY NAME: BEHAVIOUR POLICY

DATE ADOPTED: 5th October 2021

DATE GOVERNORS AGREED POLICY: 5th October 2021

REVIEW PERIOD: 1 year

REVIEW RECORD: Next review date October 2022

AIMS OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster a caring, positive attitude towards others.
- To encourage independence and self-discipline, so that each child learns to accept responsibility for his/her actions and learning.
- To make boundaries of acceptable behaviour clear, and to ensure safety.
- To enable our school community to follow our Code of Conduct and Core Values so that they have the right learning skills to achieve in school and in the future.

INTRODUCTION:

This document is a statement of aims, principles and strategies for the implementation of a fair, positive and reasonable approach to behaviour in our school. At John Ray Infant School, we believe that the quality of learning, teaching and behaviour are inseparable issues, and the responsibility of all staff.

This policy has been reviewed with the assistance of all teaching and support staff, parents, governors and pupils. It has been updated in line with promoting the understanding of our school's learning environment, our Code of Conduct and Core Values, which underpins all that we do.

CODE OF CONDUCT:

Be safe

Be Kind

Be Responsible

CORE VALUES:

We have a set of 6 core values that we expect to be demonstrable in everyone's attitudes, behaviours and actions in school. They are taught explicitly through assemblies, PSHE and RE lessons and are displayed in each class and around the school.

These are:

Respect – to show consideration for people and the planet

Responsibility – to make good choices and decisions

Honesty – to have the courage to tell the truth

Curiosity – to take an interest in the world around you

Caring – to show kindness and care for each other

Fairness – to be consistent and give opportunities for everyone to have a voice

To demonstrate an understanding of our Core Values all children should:

- Follow school expectations
- Show respect and consideration of others and their property

- Show good listening
- Wear school uniform and bring to school equipment needed
- Line up and move around school quietly and calmly
- Represent the school by behaving well on trips
- Always tell the truth
- Make the right choices

Our school is a positive, safe and nurturing place in which to learn. As such we are always looking for the positive in every child and every situation.

Each classroom will have

- its own reward system to earn Golden time on a Friday afternoon
- a set of traffic lights including a star for recognition of constantly good behaviour/attitude to learning
- **may** have it's own unique reward system depending on the needs of the class.

We reward the children in many ways including positive verbal feedback, stickers, sharing of work and behaviour with other staff, postcards home, comments to parents. Staff give out weekly Golden Book awards which also includes lunch on the top table with the Head/Deputy the following week. Reward time can also be earnt with Mr Mills or using the play pod.

At the end of the summer term 30 'always' children (children who always show a great attitude to learning and behave well) from across the school will be chosen to go to Forest School.

To demonstrate an understanding of our Core values all staff should:

- Stay positive and calm at all times
- Treat pupils as individuals, get to know them well and respect them
- Be clear with routines, boundaries and expectations
- Meet and greet children at the beginning of the day
- Show good active listening
- Praise pupil's positive behaviour
- Display and use the school's traffic light system for behaviour.
- To use rules and sanctions consistently
- Provide an inclusive curriculum where all pupil's needs are met
- Teach the Core Values through assemblies, PSHE and RE lessons.
- Create a safe, stimulating and pleasant environment.
- Engage with parents to share positive information on behaviour, as well as working with them to improve behaviour.

School leaders have a critical role in establishing high standards of learning, teaching and behaviour. The Headteacher has overall responsibility for behaviour.

The Senior Leadership Team should model and promote school values by being visible throughout the school. They will:

- Visit classes to support behaviour
- Set up a system to track behaviour and support those children who present with challenging behaviour, so that improvement is seen over time.
- Show active listening and work together on solutions.
- Contact parents to share positive information about behaviour and seek their support in improving behaviour.
- Praise children's behaviour
- Issue meaningful consequences when required.
- Celebrate positive behaviour in assemblies.
- Support restorative practice through mediating and providing staff with support.

The support of parents is essential for the maintenance of good behaviour. We aim for parents and the school community to have a clear understanding of their rights and responsibilities.

Parents/Carers should support our Core Values by:

- Ensuring their child attends school regularly
- Ensuring their child arrives to school on time
- Ensuring their child is wearing the correct school uniform each day.
- Ensuring their child has the necessary equipment for school.
- Ensuring their child has breakfast before school.
- Attending any scheduled meetings regarding their child e.g. Termly Learning Reviews
- Supporting the school to resolve issues with behaviour in a calm and reasonable manner.
- Contacting the school whenever there is a problem, so that it can be sorted quickly.
- Contacting the school if there is anything it needs to know that could affect learning or behaviour.

Poor behaviour cannot be tolerated, as it is a denial of the right of pupils to learn and teachers to teach. We all have the right to feel and be safe. To enable learning to take place preventative action is the most effective, but where this fails, the school must have clear, firm and consistent strategies in place to help pupils manage their behaviour.

**WHAT WE DO IF YOUR CHILD DEMONSTRATES UNACCEPTABLE BEHAVIOUR:
(See 'the Staged Approach' attached to this policy)**

- We divert /distract pupil's attention away from the inappropriate behaviour to something of interest to the pupil.

- We listen to the children and discuss incidents with the children involved.
- We encourage children to resolve disagreements themselves where possible, with the guidance of an adult
- We encourage children to take responsibility for their own behaviour and learn from their own actions.

SCHOOL PROCEDURE IF YOUR CHILD DEMONSTRATES UNACCEPTABLE BEHAVIOUR:

- A verbal warning is given to the child for first occurrence of poor behaviour.
- If behaviour does not improve, the child's name will be put on the amber traffic light.
- If poor behaviour continues the child's name is put on the red traffic light and their parents are informed that day whenever possible.
- The consequence of being on the red traffic light means the child losing some of their Golden Time on a Friday afternoon. If a child is continually on the Red Traffic Light Parents are called in to work together with staff to resolve ways of improving behaviour.
- Teachers have their own rewards in class, which include winning extra choosing time for good behaviour. If a child demonstrates unacceptable behaviour they miss out on this extra reward.

REPEATED OR PERSISTENT UNACCEPTABLE BEHAVIOUR

When there is repeated or persistent misbehaviour the following will apply:

- Time out - if a pupil refuses logical consequences, the school sanction/time out should apply.
- Loss of Golden Time, withdrawal of privileges (e.g. playtime).
- Involvement of Deputy Headteacher/Headteacher
- Formal contact with parents.
- Meeting with Headteacher and parents.
- Involving outside agencies.

- Exclusion - temporary/permanent.

Where children do reach the level of fixed-term exclusion it is likely that they fall into the category of having a high level of need. At this point it may be necessary to call a professionals meeting, involving external agencies e.g. Specialist Teacher Team

REINTEGRATION AFTER EXCLUSION

In the rare circumstances when a child is excluded from school he/she will be reintegrated back to school initially on a part time basis. The number of sessions will depend on the needs of the child, but full time attendance will be reinstated as soon as possible.

Extra LSA support will be given where necessary and a reintegration plan will be agreed with parents.

THE SUCCESS OF THIS POLICY WILL BE JUDGED BY:

- Looking at the number of incidents recorded in the behaviour log
- The number of fixed/permanent exclusions
- Comments from our children on our School Council
- Parent/Carers perceptions
- Staff and pupil perceptions

MONITORING:

Behaviour is the responsibility of all staff in our school. It will be closely monitored by the Senior Leadership Team in the form of:

- Teaching and Learning walks
- Playtime/Lunchtime observations
- Behaviour log and half term analysis - Deputy Head
- Pupil, Parent, Staff surveys
- Parent Council views
- School and Class Council views

Findings from this monitoring will determine next steps for improving the behaviour at John Ray Infants.

Approved by Governors: _____

Date Reviewed _____

THE STAGED APPROACH:

The following chart shows types of behaviour and strategies used by all school staff to deal with the child.

BEHAVIOUR

Aggravations

- Wandering about.
- Calling out.
- Interrupting.
- Ignoring instructions.
- Silly noises.
- Pushing in line.

Less Serious

- Not responding to request to work.
- Disruptive, creating disturbance.
- Not responding to requests
- Cheeky.
- Swearing.
- Annoying others.
- Minor challenge to authority.
- Rough play -pulling on clothing etc.

More Serious

- Throwing small objects.
- Harming someone, kick, trip, bite etc.
- Damage to property/taking property belonging to others.
- Refusal to do tasks.
- Challenging authority.
- Offensive name-calling, verbal abuse to children
- Spitting

ACTION:

Level 1 and 2 intervention

- Ignore low level
- Eye contact.
- Frowns.
- Positive rule reminders.
- Change seating.
- Warning given if repeated several times.

Level 3 intervention

- First warning and choice.
- Amber Traffic Light Then Red Traffic light
- Separation from peers
- Verbal apology in own time.
- Finish work at playtime.
- Time out in class/ or time out bench.
- Senior MDA involvement.
- Losing Golden Time/playtime
- Behaviour noted.
- Informal involvement of Behaviour Support LSA.
- Informal contact with parents

Level 4 intervention

- If child is unable to make appropriate choice consequence should be carried through in agreement with carers/parents and school.
- Formal contact with parents.
- Placed on SEN Register.
- Set up an IEP behaviour management plan.
- Time out from playground
- Appropriate behaviour support e.g. Peer Mediation,
- Thinking Time or time out of the classroom to give opportunity to repair and rebuild relationships.

Very Serious

- Fighting/kicking
- Throwing dangerous objects.
- Serious challenge to authority.
- Verbal, physical abuse to staff/children
- Vandalism.

Immediate involvement of Headteacher.
Pastoral Support Plan
Regular meeting with parents.
Possible involvement of outside agencies.
E.g. Specialist Teacher Team, Home /School
Worker

More Serious

- Throwing small objects.
- Harming someone, kick, trip, bite etc.
- Damage to property/taking property belonging to others.
- Refusal to do tasks.
- Challenging authority.
- Offensive name-calling, verbal abuse to children
- Spitting

If all the above fails, then it could lead to
Fixed term exclusion.
Letter to parents, Chairman of Governors,
Local Authority and Clerk of Governors.

Extremely Serious

- Extreme danger or violence, challenge to authority, persistent verbal and physical violence to staff, running out of school