

# **Behaviour Policy**

At Creswell C of E Infant and Nursery School, we believe that everyone within the school community has the right to be respected by others, the right to learn or to teach and the right to feel safe. With these rights go responsibilities – to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people's property and to look after the school buildings, furniture and equipment. Children are encouraged to take on these responsibilities and also be responsible for their own behaviour. Children are also encouraged to be independent – to learn how to sort out problems by themselves and know when to seek adult intervention.

## **Aims**

- ❖ Have a positive, caring attitude towards all people within our school and community.
- ❖ Understand the importance of honesty.
- ❖ Be aware of the needs and emotions of others.
- ❖ Develop self-confidence, self esteem, perseverance, independence and self-discipline.
- ❖ Develop qualities of co-operation, the ability to make choices and work as part of a team.
- ❖ Understand actions have consequences and they must take responsibility for their actions.
- ❖ Respect their own and others property.
- ❖ Develop a love of learning.

## **All Children are expected to follow our Golden Rules**

Golden Rules are displayed in all areas of the school and referred to regularly to reinforce positive behaviour, give rewards and sanctions if necessary. Our Golden Rules are:

We are gentle.      We are kind and helpful.      We are honest.

We work hard.      We look after property.      We listen carefully.

## **Common Expectations amongst Practitioners**

It is important that all colleagues in all areas subscribe to similar high standards and praise children who meet our expectations.

### **In the Classroom**

- Coming in and going out sensibly
- Calm, quiet movement around the room
- Staying on task
- Knowing when it is appropriate to talk or be quiet
- Respect for others' space and right to work
- Call people by their proper name
- Listening to each other and adults – no calling out

- Caring for property (school's and others') and the classroom
- Keeping the room tidy - sharing the tidying up

Good classroom management and a stimulating programme of work will help minimise poor behaviour.

#### Around the School

- Walking quietly at all times
- Knowing when it is appropriate to touch displays etc
- Waiting at doors
- Open doors for others
- Knocking on office doors
- No barging or pushing
- Waiting for others to stop speaking before speaking

#### In Assembly

- Music to be played
- Entering in silence
- Teaching staff stay until all children seated and welcomed
- Silence throughout (unless asked to participate)
- Respect others' space (no touching)
- Wait quietly and exit quietly
- Teaching staff wait in classes to receive children and to promote calm movement throughout the school

A positive supportive and secure environment with well-prepared and stimulating lessons generates good behaviour and earns respect.

#### Expect to

- Arrive before the class and begin teaching promptly
- Be prepared for the lesson
- Keep the children occupied, interested and challenged
- Extend and motivate the pupils
- Mark work promptly and constructively
- Encourage dialogue
- Maintain an attractive, clean and tidy classroom with interesting displays

#### Do all you can to

- Keep calm it reduces tension
- Listen it earns respect
- Be positive and build relationships
- Know the pupils as individuals
- Carry out any sanctions and consequences you have to make
- Be consistent and fair

If a problem does occur do not just react. Remember it is what the child is doing that is unacceptable or inappropriate and not the child themselves. It is most important when considering the child's consequence that care is taken to explain the effect of their behaviour

on others or on the school environment. Always try to avoid confrontation. Always try to make the consequence in line with the behaviour.

It is important to spend sufficient time and effort at the beginning of the school year for the following to become good habits.

#### Entry

- Teachers to welcome pupils in playground/door at the start of each session
- Morning activities to ensure calm start to the day
- Pupils know set routines and expectations of teacher
- Prompt, calm, orderly start to beginning of session

#### Exit

- Establish lining-up procedure
- Standing at class door and dismissing the children in an orderly fashion, waiting until children have left or been collected in line with parental agreement.
  - Bring children who have not been collected to the office as soon as possible

#### Noise Level

- General rule - acceptable level of noise (inside voice/speaking voice) if teacher does not need to raise his/her voice
- Use non-verbal signals and other strategies when appropriate - hand raised, clapping game, say class name and then ask to stop and listen, use of tambourine to gain attention
- Keep reminders brief
- Use positive language
- Use incentives to encourage/maintain acceptable level

#### Getting attention from the teacher

- No calling out - hands up
- Ignore those who do not/reward those who do
- Use pupils' names
- Insist on please and thank you

#### Tidiness

- Establish tidy working routines - keep a tidy classroom
- Set aside sufficient time for children to tidy at end of session
- Establish routine of equipment stored away correctly
- Teacher to 'stick at it' until it becomes second nature for children
- Teacher to maintain and consolidate expectations
- Use incentives/praise to encourage

#### Foundation Stage Behaviour Plan

The staff will model good behaviour for the child and children are rewarded with stars and stickers for following the Golden Rules.

In **FS1**, if children choose not to follow the Golden Rules a warning will be given to give the child time to modify their behaviour. Staff will target inappropriate behaviour, by talking to the child. The adult will say (for example) "one of our Golden Rules is.... please think about your behaviour". In some instances, the child will be asked to join another activity and distracted

from the behaviour. If they continue to behave inappropriately a second warning will be given and they are told if they continue not to follow the Golden Rules they will have to take some time out.

Only two warnings will be given if they continue inappropriate behaviour 3 minutes Time Out is given away from the rest of the group. Time out is given for the child to calm themselves away from others. The child will be allowed to rejoin their peers when the adult feels it is safe to do so and will have to put right the behaviour e.g. apologise, pick up toys thrown etc.

Minor incidents will be dealt with within Nursery. Parents will be informed of recurring or serious incidents.

In **FS2**, children have a five point chart/reward system. This is visual with pictures of a thunder cloud, grey cloud, white cloud, sunshine and rainbow. Children start the day on the white cloud and move towards the sunshine and rainbow for following the Golden rules. Children not following the rules will be given a warning and if they continue will move to the grey cloud, if they are moved to the thunder cloud then they are given a 3 minute timer for Time Out. Staff also operate a whole class reward system for group efforts.

## **Key Stage One**

### **Rewards**

All children who choose to follow the Golden Rules are rewarded with stars throughout the day which are placed on a chart in the classroom. They also participate in Golden Time on a Friday afternoon. During this time the children can 'choose' what they would like to do from a range of activities which they plan on a Monday with their class teacher. Classes may also have their own reward systems for working together.

### **Star Assembly**

Star Assembly is on a Friday before Golden Time and Class Teachers/ The Head Teacher award the child who has the most stars with a Star of the Week badge. They also give awards for children who have worked hard in specific curriculum areas. The parents of the children awarded the badges/certificates are also invited to this celebration assembly. The Star of the Week has special roles in the class the following week.

### **Sanctions**

If children do not follow rules they receive a warning and reminded of the Golden Rule which they are breaking. The adult will say (for example) "one of our Golden Rules is..... please think about your behaviour".

If the child continues to demonstrate inappropriate behaviour, they receive a  
The child now has the chance to change their behaviour.



If a child receives another warning eyes are added to the circle and a reminder of the Golden Rule being broken is given.



If a child receives another warning a sad mouth is added to the circle and a reminder of the Golden Rule being broken is given.



The child is then asked to leave their classroom and for 5 minutes he/she goes to another class to think about their behaviour.

Each session is a fresh start.

If a child refuses to leave the classroom or their behaviour escalates rapidly, a message is to be sent to the Headteacher, Deputy Headteacher or the Head of School Care.

Children who receive a sad face lose 3 minutes Golden Time for each sad face. During Golden Time the children who have had sad faces during the week will have to have, the number of minutes they have lost sat out of the activities. Minutes lost are recorded on a weekly class chart. Class Teachers review behaviour strategies if a child loses a lot of Golden Time.

### **Dinner Times and Playtimes**

The Golden Rules are clearly displayed on our playground.

The same behaviour system will be in place at lunchtimes and playtimes. Our midday supervisors will apply the same rules, rewards and sanctions.

Instead of going to another classroom the children are asked to stand by the railings outside. All incidents that occur during playtimes are communicated to the child's class teacher.

### **Continued Inappropriate Behaviour**

Children's behaviour is monitored by the Class Teacher. Repeated incidents of inappropriate behaviour will be discussed with the Headteacher, Head of School Care and parents. In these instances children may be placed on an Individual Behaviour Plan (IBP) (see Appendix 1) and they will be given behaviour targets which will be regularly reviewed and updated with parents. During this period of monitoring, children will also have an Individual Behaviour Log (notebook/chart), A Boxall Profile will be completed, Individual Reward Systems and if the child shows risk of flight or violent outbursts, they will have an Individual Reactive Strategy (Appendix 2) and Individual Risk Assessment (Appendix 3); these will be shared with all staff at the school. In developing IBP's for individual pupils, outside agencies may be sought for advice e.g. Derbyshire Behaviour Support, Pathways Team.

### **School Policy on Physical Intervention**

All members of school staff have a legal power to use reasonable force when necessary. This power applies to any member of staff at the school. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Restraint is an act of care and control, not punishment. Staff will aim to use de-escalation

techniques before restraining a child. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In the event of physical restraint being used the child's parent will be informed and the incident will be logged on their behaviour log.

Staff have a duty to comply with this policy to protect children and themselves and to support their colleagues should the need arise.

### **Exclusion**

The safety and education of all children in our school is paramount and we cannot allow any child to behave in a way that compromises the safety or education of himself/herself or anyone else. Sometimes a child may be internally or externally excluded for the safety and education of others.

Exclusion is given in result to a Significant Incident. Significant Incidents are recorded on a Significant Incident Form (Appendix 4) and these are kept by the Head Teacher and Head of School Care.

On the very rare occasions that exclusion is the only option for a child, parents will be notified immediately and a plan will be put in place for the individual. This may be completing work away from their peers or going home to complete the task with their parents/ carers.

If there are a series of Significant Incidents the Head Teacher and Governors may issue a fixed term of exclusion from school. Following a Fixed Term Exclusion a Return to School Plan will be made for the child.

### **Recording and Reporting**

The relevant forms required for recording children's behaviour are in the Appendixes of this policy, there are also electronic versions on the school network in the Behaviour file. Each class teacher is responsible for keeping class behaviour records up to date and completing, reviewing and updating Individual Behaviour Plans, Reward Systems and Incident Logs/ Forms. Each child with an IBP will be designated a file on the school network to save electronic copies of paperwork and a slim wallet for paper copies to be kept in class and handed through school

as the child continues their learning journey. All paperwork completed on a child is to be kept in their file for purposes of data collection and updated regularly.

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Appendix 1: IBP- Targets and Plan (blank and example)

Appendix 2: IRS (blank and example)

Appendix 3: Risk Assessment (blank)

Appendix 4: Significant Incident Form and Witness Statement

Copies of the above templates are available in school.