

STANNINGTON INFANT SCHOOL

Policy for Behaviour

Reviewed by staff and Governors annually

Last review date September 2020





Stannington Infant School Policy for Behaviour

Stannington Infant School Vision:

- ☉ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ☉ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ☉ To provide an inclusive, safe, secure, healthy and happy environment.

Our school is

a warm and friendly community to which everybody feels a sense of belonging. Each child has a valuable contribution to make to the life of the school and all children are encouraged, through discussion, praise and example, to develop a caring attitude for others and their environment. Our aim is to create a comfortable and welcoming atmosphere in which children can grow in confidence and self-motivation, develop self-discipline and enjoy a sense of achievement.

Positive behaviour stems from positive relationships, explicit and taught expectations and effective communication. All stakeholders work together to achieve the highest possible standards of behaviour in the best interests of all pupils.

Aims

1. To foster a caring and friendly atmosphere in which teaching and learning can take place in a safe and happy environment.
2. Effective inclusion based upon collegial and peer support which acknowledges the individual needs of children.
3. To create a positive school and classroom environment within which to guide and teach pupils how to behave.
4. Pupils, parents' staff and governors working in partnership to nurture a supportive school community with high expectations of everyone.

Golden Values

These offer clarity and safety and set straightforward standards of behaviour. They must be maintained at all times by all staff. Our golden values are

We aim to be the best we can be

We ask questions and discover

We value everyone

We enjoy our learning

They are displayed in each classroom and reinforced through praise and reward.

Classroom behaviour plan

This is made up of the following

1. Golden Values
2. Planned routines
3. Rewards and consequences

Promoting a school culture of positive behaviour

All staff must generate a sense of pride in Stannington Infant School through reinforcement of the fact that we are a school striving for excellence at all times and they contribute towards this.

Promoting the intrinsic benefits of good behaviour

We aim to show children that good behaviour impacts positively upon academic and social outcomes.

Reinforcing good behaviour with extrinsic rewards

Where children 'go over and above' they have their efforts recognised and rewarded.

Strategies to achieve these

Promoting a school culture of positive behaviour

PSHE

Each class has PSHE at least once per week, we follow the Jigsaw Scheme of Work. Themes include Being Me in My world; Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. This is a mindful approach to PSHE and children are explicitly taught techniques to regulate emotion and build emotional resilience through the 'calm me' section in each session.

Effective Routines

Children are taught the expected routines for the following:- Entry into the classroom / taking the register / transition between tasks / completion of work / permission to leave the classroom / close of session / exit from class.

Giving children a voice and a role in school

Through class and school council, Eco school team, through opportunities to be positive role models (playground friends, responsibilities e.g. cloakroom helper, office monitor)

Promoting the intrinsic benefits of good behaviour

Through assemblies and PSHE which teach children the benefits of behaving well. Through our Wise behaviour reward for ongoing or significantly improved behaviour.

Reinforcing good behaviour with extrinsic rewards

In school we use a variety of rewards

- 3A's – Acknowledge, Approval and Affirmation.
- Adult praise - smiling, thumbs up, positive verbal response related directly to the behaviour being praised e.g. you walked across the hall very safely, you were very kind when you shared the equipment etc. Positive comments in class/to parents. Green tickets.
- Responsibilities.
- Stickers and certificates or points for 'dojo characters' ~ given by the whole school community
- Showing and telling others - Golden Assembly, in class, Head Teacher, etc.
- Sending postcards home

As a school we have an understanding that problem behaviour masks need

Unacceptable behaviour

Behaviour that hinders learning (own or others)

Inappropriate language (any language offensive to any particular group including swearing)

Aggressive behaviour (verbal or physical)

Deliberate damage to property (schools, own or others)

Refusal to comply with instruction (by a member of staff or visitor)

Disrespectful behaviour (to staff, visitors or pupils)

Stages of consequence

When children do not behave appropriately the following stages will be applied

- Reminders are given of expected and appropriate behaviour. Reminders can be visual (symbols e.g. a quiet sign at the start of assembly) verbal (“I need you to” Or “you should be...” and physical (removal from the situation e.g. sitting at the side of a teacher)
- Reminder that if unacceptable behaviour continues a sanction will be imposed (stage 2 of Golden Rule system)

There are 3 stages to the Golden Values system.

STAGE 1

All the children’s names and photographs are on pegs attached to a ‘traffic light’ (FS) or photos are on a chart with green cards displayed prominently in each room. (KS1)

STAGE 2

If a child doesn’t follow a golden value they are initially given a reminder of the rule and the expected behaviour. If they continue to display inappropriate behaviour they are given a verbal reminder of expected behaviour. If they fail to respond and repeat the behaviour their peg is removed from the green circle and placed on the amber circle (FS) or an amber card is placed in the pocket of the behaviour chart. (KS1) This stage **offers the child a choice** as they can be returned to the smiley sun / green card if they modify their behaviour. The children are taught that this choice is their responsibility.

STAGE 3

If a child continues not to follow the Golden Value their peg is placed upon the red circle (FS) or a red card is placed in the pocket of the behaviour chart. (KS1) Children’s names, who are at stage 3, are recorded along with the reasons, so that we can monitor any patterns of behaviour.

At the end of each day all pegs / cards are returned to green ready for the next morning. This is done with the children before home time.

In some instances behaviour may be considered so unacceptable as to warrant a child moving immediately to stage 3

If this persists and children are ‘on red’ repeatedly, the following strategies will be used

- Loss of playtime/dinner playtime/holding hand of member of staff on duty.
- Rectifying the action e.g. If a child has deliberately broken or damaged something they will be asked to repair it or write a letter of apology.

- Going to the Headteacher
- Yellow Report Card.
If a child is at stage 3 repeatedly in a week or repeatedly over a longer period where no improvement in behaviour is noted. Where there is a bullying incident, violence or significant refusal to cooperate.
A standard letter will be sent to parents informing them of the decision to use a yellow card and asking for a meeting with the class teacher, parent and pupil (Head to be informed) Targets, rewards and sanctions will be identified and agreed. The report card will be used for a period of 1 week.
- Red Report card
As for Yellow Report Card. At this stage the option of external support will be discussed. If necessary a behaviour support plan will be written. Internal seclusion may be used – learning away from the class setting.
- Outside Agency involvement (behaviour support teacher)
- Possibility of being temporarily or permanently excluded from school

Behaviour Support Plans

Some children will experience emotional and behavioural difficulties. These children will need additional support to behave appropriately. In such cases a Behaviour support plan or an SEN support plan will be written for an individual child. This will incorporate strategies to employ to help the child make different behaviour choices or in SMART targets to help the child achieve an acceptable level of behaviour. SMART – specific, measurable, achievable, realistic, time bonded.

The plan will incorporate any advice offered by outside agencies (e.g. behaviour support teacher) should they be involved. By doing this, we ensure that every child has an equal opportunity.

When things go wrong: a guide for children on assertiveness

- Try to ignore the behaviour and move away.
- Tell the person politely, but firmly, to stop and that you don't like it.
- If the behaviour doesn't stop tell an adult what has happened.

We will never approve any physical or verbal retaliation.

Anti- Bullying and harassment

This is “deliberately hurtful behaviour, repeated over a period of time”.

We recognise that bullying can occur in all walks of life including the school environment. Bullying can take many forms;

- Physical (e.g. hitting, kicking, theft),
- Verbal (e.g. racist or homophobic remarks, name calling, spreading rumours)
- Emotional (e.g. tormenting, threatening, ridicule, humiliation)
- Racist (e.g. racist taunts, graffiti, gestures)
- Sexual (e.g. unwanted physical contact, abusive, homophobic and sexist comments)

[source: Governmental Guidance on Working Together to Safeguard Children].

Bullying is always unacceptable. Young children can be unkind to one another and have upsets but this would not be deemed as bullying and would be dealt with using the behaviour systems.

Our methods of prevention are:-

- Our school ethos and Golden Values
- Teaching children to be assertive e.g. by saying “stop that I don’t like it”
- Implementing a clear and consistent behaviour approach
- Whole school assemblies which focus on respect, tolerance and kindness
- Anti-bullying sessions, PSHE sessions which teach children behaviour strategies
- P4C which helps children to understand that it is acceptable to ‘agreeably disagree’
- Encouraging all children to talk about school and their friendships
- Any significant change in behaviour will be noted and should be brought to the attention of other members of staff.

Children are taught to tell an adult if they, or others, are being bullied. If such behaviour occurs we will:

- Interview the alleged bully and victim separately
- Obtain information from those children who were witness if possible
- Record all incidents (by the Head Teacher or senior staff)
- Inform appropriate staff about the incident
- Log incidents as per the Sheffield LA guidelines

We may:

- Invite parents to school to discuss the child’s behaviour and to inform them of decisions and appropriate course of action.
- Impose sanctions
- Seek to obtain an apology
- Provide support for the victim e.g. a playtime buddy
- Support the bully to identify why s/he has bullied, help them to recognise their behaviour is unacceptable and support them to modify their behaviour
- Seek support from other agencies if appropriate

The role of parents

Parents play a vital role in the education and care of their children. They can assist in combating any inappropriate behaviour in a number of ways, including:-

- Taking time to find out about the behaviour systems in the school and asking for clarification on any points required
- Stressing to their children the importance of appropriate sociable behaviour.
- Actively endorsing and supporting the School’s Behaviour Policy.
- In the event that sanctions are applied, due to inappropriate behaviour of their child, supporting the sanctions and making clear their disapproval of this behaviour.

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