

STANNINGTON INFANT SCHOOL

Policy for Behaviour

Reviewed by staff and Governors annually

Last review date May 2021





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

The ethos of these values encourage children to work hard, be proud of their achievements and value the achievements of others. 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.

Behaviour Rules

Our Behaviour rules are:-

- Be kind and take care of others
- Be helpful and listen to others
- Be careful and stay safe

These rules are expected to be adhered to at all times including on educational visits.

Classroom behaviour plan

This is made up of the following

1. Golden Values
2. Behaviour Rules
3. Planned routines
4. 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. Within this ethos, we hope that children will work hard, be proud of their achievements and value the achievements and rights of others.

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

Relationships

Staff model good relationships between each other and explicitly teach children the value of positive relationships. Staff build positive relationships with the children based on trust and fairness. Staff build positive relationships with parents and carers based on mutual respect and understanding. Behaviour choices are separated from the child; a child will never be told they are 'naughty'

Zones of regulation

Children are taught to identify different emotions and understand how these can impact upon our behaviour choices. This work helps to frame dialogue between teachers and pupils and begins to teach pupils self-regulation approaches.

Calming Down Strategies

Each class is taught a range of calming down strategies so that children develop a 'tool box' of coping mechanisms.

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.

Good manners

We expect children to be polite and respectful towards others. Reinforcement of manners happen throughout the school day, in assemblies, at lunchtime, playtimes, moving around school, welcoming visitors etc.

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)

Worry boxes

Each class has a worry box and sheets for children to express concerns. Staff are then able to proactively respond to worries.

Physical environment

Pride in the physical environment is developed as a result of high quality resources and materials. Children's work is valued and presented in displays that are of high quality, well maintained and changed regularly.

Promoting the intrinsic benefits of good behaviour

Through assemblies and PSHE which teach children the benefits of behaving well. Our Wise Behaviour reward for ongoing or significantly improved behaviour shows the children we value good behaviour choices.

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, stickers or certificates. Postcards home.
- Dojo Points to work towards a class reward.
- 'Star of the Week' certificates
- Wise Behaviours certificate and sticker awarded to two children each week in assembly. This recognises the ongoing or improved behaviour choices of pupils.
- Responsibilities.
- Celebrating behaviour choices and attitudes towards learning with the Head Teacher

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 make appropriate behaviour choices the following stages will be applied. A series of footsteps will be used to remind the children of the consequences of unacceptable behaviour

STEP 1

- 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...” or physical (removal from the situation e.g. sitting at the side of a teacher)

Step 2

- The teacher will talk to the child about their behaviour choices and explain what needs to improve

STEP 3

- The teacher will give the child a **final reminder** to make different behaviour choices.

STEP 4

- Reflection Time:- An ABC sheet* will be completed with the child to put in place logical consequences. Removal from the situation; this may be to a different classroom for a period of time. * Appendix 1

STEP 5

- Time out of class with the Head Teacher or Deputy Head. Where necessary the Head Teacher will speak to parents about their child’s behaviour.

ABC sheets will be added to CPOMS and a paper copy kept by the Head Teacher and will be analysed regularly so that any patterns of behaviour can be identified and acted upon.

In some instances behaviour may be considered so unacceptable as to warrant a child moving immediately to step 3 or step 4

If this persists and children at step 3 or step 4 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.
- Yellow Report Card.
If a child is at step 4 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 report 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

One Page Profiles

For some children a more bespoke approach to their needs is required to ensure consistency of response and employment of successful strategies. In this instance staff will complete a 1 page profile.

A one-page profile captures all the important information about a person on a single sheet of paper. It can help them get more person-centred care and support to succeed.

Behaviour Support Plans

Some children will experience emotional and behavioural difficulties. These children will need additional support to make appropriate behaviour choices. 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.

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.

See also policy on Anti Bullying and Positive Handling Policy.
Reviewed by staff & Governors ANNUALLY
Review date May 2021



Classroom Behaviour Steps.



Step 1

My teacher will remind me about what is expected.
This might be by using a quiet sign or asking me to move to a different spot.



Step 2

My teacher will talk to me about my behaviour choices and explain what needs to improve



Step 3

My teacher will give me a final reminder to make different behaviour choices.

They will explain the consequence of not changing behaviours.



Step 4


Reflection Time:- My teacher will complete an ABC sheet with me to put in place logical consequences. I might have to go to another classroom.



Step 5

I will have 'time out' of class with the Head Teacher or Deputy Head Teacher. My parent/s will be told about my behaviour choices.

Appendix 1



Behavioural Incident Record

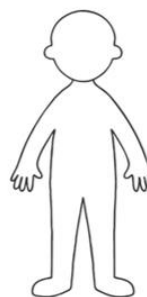
Reflection time (ABC sheet)

Name:	Date:	Time:	Class:
Name of any victim/s:		Member of staff reporting incident:	
Antecedent			
Behaviour			
Consequence			
Head/SLT inform: Yes No			
Is this, in your opinion, a bullying incident? Yes No <i>(see definition of bullying in the anti-bullying policy)</i>			
Parents informed: Yes No			
Any action taken as a result of parental discussion/Parental comments.			
Was victim informed of action taken and expected outcome? Yes <u>No</u> N/A			
Does child need to move on to a yellow / red report card? Yes No			
Signed	Print		

What happened?
How did it make you feel?

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
    	    	    	    



What would you do differently next time?

Calming down strategies

Make a fist flower  Have a drink of water 	Breathe in and out deeply 5 times  Walk away  Count backwards from 10 Or 20 Or 100! 
Tell someone how you feel 	Tell yourself to stop  Tell yourself to be calm...be calm...be calm 