



Behaviour Policy

“Good behaviour is central to a good education. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally”

Behaviour in Schools, DfE September 2022

What is Behaviour?

Behaviour is how someone acts. It is what a person does to make something happen, to make something change or to keep things the same. Behaviour is a response to things that are happening:

- internally - thoughts and feelings
- externally - the environment, including other people.

Behaviour is a form of communicating. Observing this behaviour is the easy part. It is understanding why someone does what they do that is much more complicated.

Here at Croft Infant School, we fully appreciate, and value, how individual our children are and know that it is not possible to have a ‘one size fits all’ approach to managing behaviour in school.

Intent:

At Croft Infant School, our aim is to keep all our community safe. We aim for an effective partnership between parents and us, supporting our children throughout their time here; understanding appropriate and acceptable behaviour is part of the learning journey and developmental. We believe that young children are still learning how to behave appropriately in a variety of social situations and that we all have a fundamental role to play in this.

Our aim is that our children understand right from wrong and develop a strong awareness of how they choose to behave and the impact this can have on others. Long term, we want our children to become strong, respectful citizens of their community and contribute in a positive way. We will make it clear what is expected of them and will support them in showing good behaviour with our core value of RESPECT at the heart of all we do.

Implementation:

At Croft Infant School, we will provide...

- A warm, happy, safe and stimulating learning community with our children at the heart of it all
- A culture where everyone is valued and where they can ‘sparkle and shine’
- Positive and encouraging adults as role models for caring, respectful and co-operative behaviour
- An approach that is consistent and that recognises and rewards respect and perseverance as well as achievements

At Croft, in our community, we all CARE

C – show compassion and consideration

A – have aspirations and achieve

R – be respectful and responsible

E – enjoy excellence and have high expectations

High Expectations:

We have high expectations of **all** members of our school community – staff, parents, children, Governors, visitors - and will therefore expect to see...

- Kindness and care towards each other
- Honesty and truthfulness about things that have happened
- Good manners and being polite – saying please, thank you, excuse me, sorry
- Moving around our school in a safe manner, showing awareness of the learning happening around us
- Motivation to always try our best, taking pride in everything we do **and** to keep trying when things feel hard
- Respect – for our school, for ourselves and for each other

Recognition and Rewards:

We base our approach to behaviour management on positivity and respect. We recognise that not every 'system' or 'reward' will be suitable for every child and will respond appropriately using a range of rewards such as...

- Positive verbal praise - smiles, higher tone, show how proud we are
- Stickers
- Dojo points
- Share with other teachers / Mrs Swain
- Postcard home from Mrs Swain
- Star of the day – certificate received and become a "tiny teacher" the next day
- Star of the week - certificate & class cuddly to go home at the weekend
- Lunchtime stars
- PE stars
- Dojo rewards - every 50 points - choose non-uniform, a storytime with a different class, or go in for lunch first with a friend ('dojo diners')
- Class "Star Jars" – working together to fill the jar & earn a whole class reward e.g. a trip to the park, baking, film & popcorn, mini disco

Our response to unacceptable behaviour:

Where children's behaviour does not meet the high expectations that we have at Croft Infants, all adults share the commitment to respond in a consistent and graduated way. Again, we recognise that all children are still learning about appropriate behaviour and will respond differently, and, as an inclusive school, we will respond in the most appropriate way for the child and the incident.

Our graduated response will follow...

- Positive reinforcement using others as good examples
- Clear expectations reiterated
- RESPECT reinforced
- Sensory/brain break
- Discreet non-verbal touch/look
- Discreet conversation - relay expectations
- Supported to get back on track *focus*
- 'Now & next' used
- Loss of privileges / resources
- Independent learning elsewhere - directed to areas / a different learning space
- Earn back independence / choice
- Time out somewhere else in school - with / without adult support
- Walk around holding an adult's hand
- Speak with Mrs Swain
- Giving or writing an apology
- Use of Sunshine Room - nurture, sensory, activity - with a clear 'Now & Next' (use of timer)
- Speak with parents
- Parents in to support in class if continues
- Reduced timetable

Each new day our children will start the day with a clean slate.

In the unlikely event of a very serious behaviour incident, which may involve physical harm to other members of our school community, it may be necessary for Mrs Swain to consider a temporary exclusion as an appropriate sanction. This will only be used if it is felt that allowing the child to remain in school would seriously harm the wellbeing or education of the child and/or others here at Croft.

Incidents of concerning behaviour will always be recorded on My Concern and followed up as part of our school's safeguarding procedures.

Seeking further support for behaviour management:

Children who struggle to regulate their behaviour or choose to deliberately misbehave will be given additional support as needed. Adults will always spend time working with children to try to find any underlying reasons for the unacceptable or inappropriate behaviours shown. We always aim to work with families to support behaviour development and we ask that parents are patient and respectful towards our staff team to reach a shared goal.

People outside of Croft Infant School who support our work on behaviour:

There may be times when we seek further support from external agencies to help best meet individual needs. Parents will always be consulted if this happens and may include any of the following services...

- Early Help – our team is based at Woodbridge Junior School
- Behaviour Support Services
- Educational Psychology
- School Nurse
- Local Inclusion Officer
- Children and Adolescent Mental Health Service (CAMHS)

Use of reasonable force:

Our main aim at Croft Infants is to ensure all our children are kept safe and we will do our utmost to ensure this happens. There may be times when a child presents a safeguarding risk to themselves or others and so we will use our professional judgement to intervene as necessary as a last resort only. Parents will always be informed and the incident will be recorded on My Concern.

'Behaviour in schools. Advice for headteachers and school staff' – DfE September 2022

- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

'Use of reasonable force. Advice for headteachers, staff and governing bodies' – DfE July 2013

- Schools can use reasonable force 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.

Let them keep their sparkle and let them shine! x

