

Croft Infant School Behaviour Policy

What is Behaviour?

Behaviour is the way we act and conduct ourselves towards people and the situations we find ourselves in.

Our aim is:

That parents and children will be confident that the ethos of the school is being upheld through the behaviour and attitudes of its pupils. We aim to help our pupils find and choose acceptable ways to behave. As a school we must recognise the way we behave impacts on others and as we are ultimately responsible for our own behaviour we greatly influence the ethos of the school.

In formulating the three school rules we hope everyone involved with the school will:

- Show respect for ourselves, each other, our property and our school.
- Take pride in all we do.
- Do as we are asked straight away

How will the rules become a way of behaving in school?

The rules will be learnt, taught, understood, valued, practised, rewarded, celebrated and modelled by the whole school community. Those who choose not to follow the rules will receive the agreed repercussion, as well as being given every help in using the correct behaviour. We also recognise the rules tell us how to behave at all times.

There are six different kinds of rewards available to all children who follow the rules

P – Parents/Carers are informed by postcards or slips, text or meeting with staff.

R – Rewards are given daily for children who follow the **Better Behaved** rules.

A – Awards are given as a result of children accumulating a prescribed number of rewards. (see below)

I – It matches the child. This kind of reward is about ensuring the reward a child receives matches what the child values as an appropriate reward.

S – Special responsibilities are given to all pupils in support of the classroom and school.

E – Encouragement – Pupils are given verbal, written and signalled praise whenever and wherever possible.

The awards given for following the Better Behaved rules are as follows:

- 10 points – “well done” slip
- 20 points – bronze award
- 30 points – “surprise bag” treat
- 40 points – silver award
- 50 points – text home
- 60 points – gold award and a book

What do we expect to see happening in our school?

The behaviour policy will be consistently applied by all adults working in the school. These adults will each take responsibility for promoting and encouraging appropriate behaviour around the school.

We expect to see everyone in the school **showing respect for themselves, each other, our property and school.** For example saying please, thankyou and excuse me; being kind to each other, looking after resources and the school.

We expect to see everyone in school **taking pride in all they do.** For example presenting work neatly and trying hard.

We expect to see everyone in school **doing as they are asked straight away.** For example following instructions given by adults working in school.

In addition to our three school rules, at Croft Infant School, our children will be taught the six values of

- Respect
- Friendship
- Perseverance
- Tolerance
- Responsibility
- Trust

Key teaching will be through assembly themes each half term and through PSHE within the classroom.

What behaviours do we classify as severe and therefore totally unacceptable?

Bullying of any form (see anti-bullying policy), peer on peer abuse; verbal or physical aggression to adults or other children; openly defying an adult. Any children displaying this severe form of behaviour will be dealt with immediately. The parents will be informed as soon as possible. The child may face exclusion from school.

What will happen if a child chooses not to follow the school rules?

1. A verbal reminder that will also direct the child on how to behave.
2. A written warning. Additionally the child will move their name to the first step of the ladder.
3. Time out in the child's own classroom. Child's name moves to the second step of the discipline ladder. Set the timer to the appropriate time.
4. Time out in another classroom. Child's name moves to the third step of the discipline ladder. Child takes a "Time Out" slip with them
5. Child goes to a member of the Senior Management Team (Mrs Godfrey, Mrs Priestley or Mrs Banyard) Name moves to the fourth step of the discipline ladder. A telephone call to parents is made.
6. In-school exclusion. Child is sent to the Headteacher (Mrs Beeson). Name moves to the fifth step of the discipline ladder. Parent is asked to come into school for a meeting.

A child who regularly chooses not to follow the rules will be given additional support. This corrective approach to the behaviour will be determined by the child's Individual Behaviour Plan.

Each new day the child will start the day with a clean slate.

Laws and Guidance

Positive Handling:

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a) Committing a criminal offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- b) Causing personal injury or damage to property.
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This means that we may use force in reasonable force in school to either control or restrain a pupil. The majority of staff at Croft Infant School have received the Local Authority recommended Proac SCIP-r training in positive handling and we review techniques regularly. Any use of force will be recorded and reported to the child's parents.

Equal Opportunities

All pupils at Croft Infant School are provided with opportunities to access all of the rewards on offer. We recognise that school must make "reasonable adjustments" in the application of this policy to take account of pupils' individual needs. The 1995 Disability Discrimination Act requires us to "take actions to meet disabled people's needs, including where this requires more favourable treatment."

People outside of Croft Infant School who help us achieve our goals for behaviour:

Behaviour Support Services
Educational Psychology
Education Welfare Officer
School Nurse
Children and Adolescent Mental Health Service (CAMHS)
Alfreton Multi Agency Team
Local Inclusion Officer

How will we monitor the success of this policy?

This will be monitored through:

- Formal and informal monitoring by members of the Senior Management Team
- Discussions at staff meetings
- Discussion at school council
- Monitoring of behaviour incident records on My Concern
- Class behaviour book
- Use of the school management information system (Integris)
- Parent feedback
- Lunchtime supervisor meetings
- Governor visits
- Listening to the views of children

Date: October 2018

Review date: October 2019 (to be presented to governors 22.10.19)