



Behaviour Policy

March 2018

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Policy Statement

Vision Statement

At Buryfields we will foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

This policy supports and reinforces the aims of Buryfields Infant School, valuing all children and staff equally and as individuals.

EXCELLENCE – RESPECT – ACHIEVEMENT

Aims

At Buryfields, we believe that it is vital for each pupil to increase their self-esteem, show respect and concern for others, be self-disciplined, and develop moral qualities, such as truthfulness and honesty. All children at Buryfields infant school have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or groups. The principles of tolerance, understanding and respect for others are central to what we believe. Adults must not only model good behaviour but should ensure that children feel that their behavioural achievements are recognised so that they can feel positive about themselves.

Our children are expected to work hard, complete all of their assigned tasks and behave well because they know it is the right thing to do.

Everyone at the school is given equal value and all are to be treated equally regardless of ability, gender, ethnicity or cultural background.

Objectives

All pupils are given encouragement and opportunities to:

- Feel positive about themselves and their achievements
- Develop relationships through cooperating and working in a range of groups
- Take responsibility for their own behaviour
- Be treated and treat others as equals regardless of ability, gender, ethnicity or cultural background.
- Share their opinions and explain their views on things that matter to them
- Recognise, name and manage their feelings in a positive way
- Understand choices they can make, what is fair and unfair, right and wrong
- Agree and follow rules for their group, classroom and school and understand how the rules help them and their peers
- Realise other people and living things have rights and they have responsibilities towards them

Positive Management

The school presents a safe and secure atmosphere in which highly effective teaching and learning can take place. We aim to promote excellent behaviour and address poor behaviour quickly and efficiently.

The school is maintained to a high standard and the children are encouraged to respect and care for their surroundings as well as other children and adults.

Parents are encouraged to promote equal care and respect outside of the school building. Without mutual support, it is impossible to maintain acceptable, sociable behaviour.

The school expects exemplary behaviour and time will be spent training the children in classroom and school procedures in order to encourage this.

Specifically, this will mean that our children will be taught respect:

1. Respect for themselves
2. Respect for others
 - Children and adults.
3. Respect for property
 - Their own property
 - Others' property
 - School's property

Implementation

The school has a positive atmosphere and shared values. In all aspects of behaviour our approach is to be pro-active, not reactive. All staff must be calm, consistent and fair in their approach to pupil behaviour management. Active involvement in rewarding and encouraging positive behaviour is the responsibility of all staff.

In addition to the 3 rules of respect, teachers set standards within their own classrooms. Children are involved in this decision making at the beginning of the year and each class will create their own class charter.

Staff and children share Circle Time weekly (See PSHE Policy). Circle Time is an opportunity for sharing and respecting each other's experiences and feelings on a variety of everyday occurrences. The children perceive it as a speaking and listening opportunity and it is a way of building confidence and self-esteem. It helps children feel comfortable about expressing their feelings as well as listening to others.

Adults in school encourage the children to speak openly about the problems they may have. They draw a clear distinction between telling the truth and 'telling tales'. In all circumstances children will always receive support and encouragement from the staff so that issues can be resolved quickly and sensitively.

Children in Year 2 have the opportunity to become a member of the Playground Squad for half a term. These children (identified by their high visibility jackets) promote good behaviour, help others to play and have positive playtime experiences.

New pupils, those demonstrating vulnerability or a need to have good behaviour modelled are given a buddy to support them during playtimes.

Each class has a golden time each week when the children are rewarded for having kept the school/class rules. During this time they choose from favourite activities. Golden time is a privilege for those who have kept to our school rules, but some of the time can be lost if children have seriously broken a rule. Children have a warning if their behaviour is not appropriate and a chance to alter it before time is taken away.

Each week a child from each class is nominated by the lunchtime supervisory staff to receive a lunchtime award for positive behaviour. Their name is then put forward for the lunchtime bear, which is awarded in celebration assembly along with a certificate for the child to take home.

As a staff we have agreed the following rewards for good behaviour:

1. Praise and encouragement
2. Reward stickers
3. Celebrating achievement during our Good Work assemblies
4. Opportunities to show good work to previous teacher and to the Headteacher for further recognition
5. Each child has Smiley Award Card to record ways in which they have kept to the school rules as well as to record work achievements
6. Golden Time
7. STEP Award (Sorry, Thank you, Excuse me, Please)

In most cases children respond well to a system of positive recognition and reward, however, there will be occasions when a child's behaviour proves to be a real cause for concern and sanctions are necessary.

ELSA support will be used to address the emotional and social difficulties underlying and resulting from this behaviour.

Stages of Sanctions (following unacceptable behaviour):

1. The child is spoken to by the teacher / appropriate adult; it is explained that their poor behaviour / actions are not acceptable and that we expect to see an improvement in their behaviour, otherwise they may not have the privilege of Golden Time.
2. If repeated, the teacher may choose to remove the child from their group for a time and/or the child will lose 5 minutes of Golden Time.
3. If unacceptable behaviour continues a meeting will be arranged with the class teacher and parents to agree ways of improving the behaviour of the child.

In serious cases, the child will be sent to the Headteacher who will contact the parents as necessary.

4. In the event of continued unacceptable behaviour an individual behaviour book will be introduced and sent home each day. The system is carefully explained to parents who are encouraged to respond with comments about behaviour at home.

It is important that the child sees teachers and parents working together.

5. If unacceptable behaviour still continues, a meeting between Headteacher, parent and child's teacher will be arranged to discuss remedies and/or to invite outside intervention (behaviour support team). An IBMP (Individual Behaviour Management Plan) will be put into place with all parties agreeing to the steps, rewards and sanctions set out in the plan.
6. In the event of a child's behaviour deteriorating to such an extent that he/she is a danger to himself/herself, other children or adults, the County Exclusion Guidelines will be followed.

Children with Special Educational Needs (SEN)

We acknowledge the school's legal duties in respect of pupils with SEN under the Education Act 2010 and aim to promote a positive culture that is inclusive for all. Please refer to our SEN Policy for further information.

Bullying

Buryfields Infant School will not tolerate bullying in any form and will take all necessary steps to stop it.

Bullying happens when a person is subjected to targeted abuse over a period of time by another person or persons.

Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do.

Cyber bullying is of growing concern and whilst most of our pupils are not of an age to be involved in text messaging or online chat, we are aware that younger and younger children are becoming victim to electronic forms of bullying. It is unacceptable behaviour and will not be tolerated in any circumstances.

All members of staff will act if bullying is observed or reported. They will respond not just to the bully but to the child/children being bullied. Research suggests that both bully and bullied are victims.

The watchfulness of individual teachers/non teaching assistants/supervisory assistants, inside and outside the classroom is one kind of preventive activity. Working through Circle Time/ PHSE in the classroom is another. We also provide guidance with regards to online safety as part of our Computing curriculum.

By following this proactive school policy and working in partnership with parents, we ensure that bullying does not occur at Buryfields Infant School.

Responsibilities of parents

Parents have a clear role in making sure that their child is well behaved at school. Schools are required to have, and to ask parents to sign and uphold, a Home School Agreement that outlines the responsibilities of the parents or carers, the pupils and the school, including those relating to behaviour.

We rely on parents to inform us of concerns so that we can work together to make our children's school experience as happy as possible. In matters of discipline, the school will expect to work in close cooperation with parents.

Parents are encouraged to contact the class teacher in the first instance if they have any concerns about their child or the behaviour of other children. They may also make an appointment to see a senior member of staff or the Headteacher if they wish.

We will always act upon information received and seek to resolve any problems that arise.

It is important that parents inform us as soon as possible after an incident occurs, particularly given that younger children's memories are very short.

Use of Reasonable Force Including Physical Restraint

School staff can use reasonable force to control and restrain pupils. This could include leading a child by the arm into a classroom. We closely follow DFE guidance that refers to the Education Acts of 1996 and 2002 and to Section 93 of the Education and Inspections Act 2006. We also follow Hampshire County Council Guidelines published in 2007. Section 93

provides the legal power for all school staff to use reasonable force should this be necessary. Please refer to our Restrictive Physical Intervention Policy for further information.

Where the Headteacher believes that physical restraint may be needed in dealing with a particular child, parents are involved closely to ensure they understand and accept the actions to be taken.

If a child should attempt to leave the school premises, staff will keep the child in sight and encourage them to return to the school property. Physical restraint will be used where the child's safety is at risk and minimal physical restraint may also be considered in order to walk the child back to school property. Parents will be telephoned immediately and the police informed.

Malicious Accusations Made Against School Staff

This is a very rare occurrence and particularly so from younger children. Any incident would be dealt with individually, following the advice of the designated officer (LADO). Where an allegation has been found to have been made falsely or maliciously we would not hesitate to pursue further disciplinary or legal action.

J Jennings March 2018